



SEND Information Report

2026 – 2027

Issued September 2026



Our School

Burton End Primary Academy is a mainstream school with a 24-place EYFS/KS1 and KS2 SEND Hub for children with wide-ranging complex needs. Our core values of Kindness, Respect, Resilience and Ambition underpin all policies and practices. We value all children equally and provide access to a broad, balanced and relevant curriculum for all pupils. We aim to nurture the whole child, ensuring that all children, including those with SEND, are successful life-long learners. The well-being of children is paramount, which is why we want them to strive to reach their full potential and develop the resilience to face challenges both in and out of school and for life beyond Burton End.

September 2026 Information (correct as of 14/9/26)

Number on Roll	420
Number on SEND Register	81
Number of Education Health Care Plans (EHPCs)	43

SEND by Year Group

Nursery	0	Year 3	9
Reception	6	Year 4	13
Year 1	7	Year 5	8
Year 2	8	Year 6	8
SEND Hub	22		

There are also many other children on our 'Monitoring Register'.



Meet our SENDCo



The SENDCo is Jason Austin-Guest and he was awarded the PGCert NASENCo Award in November 2022.

If you would like to contact Mr Austin-Guest, please call school on 01440 706230 or email admin@burtonendschool.co.uk.



Special Educational Needs

SEND is categorised into 4 broad areas in the SEN Code of Practice 2015:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical (hearing, visual or multisensory impairment)

At Burton End, we support children with a variety of special educational needs, and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

In our most recent OFSTED Inspection (March 2025), the inspectors noted:

'As soon as they start school, pupils learn what it means to be part of an inclusive community... Pupils with special educational needs and/or disabilities (SEND) benefit from appropriate adaptations and high-quality support. Pupils with SEND are fully included and access the breadth of the curriculum.'

In June 2022, we were awarded the Inclusion Quality Mark and were further designated a 'Centre of Excellence'. In the annual visit report of July 2025, the assessor commented that:

'To walk around Burton End Primary Academy is to witness inclusion in action – not as an abstract ideal, but as a lived reality. From the smallest details to the big picture vision, the school is a place where children are seen, supported, and stretched. It is a school that not only teaches but nurtures, not only challenges but celebrates. Burton End is a place where children grow into confident, caring individuals, prepared for the next stage of their journey – and proud to belong.'



Identifying and Assessing Need

A child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision. This provision means that which is additional to or different from that made generally available for children and young people of the same age.

A child or young person has a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of others the same age, or
- have a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age at school

(SEND Code of Practice, 2015)

Every teacher knows the needs and abilities of children in their class and our assessment and monitoring procedures ensure that every child's progress and attainment is continually monitored.

When staff are concerned about a child, they complete a 'SEND Cause for Concern Form' and will discuss this with parents before passing this onto the SENDCo. Before this happens, informal conversations are likely to have already taken place. Depending on the level of concern or presenting needs, the SENDCo may then observe the child in class and gather the views of both children and parents. For some children, we may use standardised assessments including PHaB, YARC, WRAT-5, BPVS and Sandwell Maths to identify gaps in learning and/or inform future provision. In turn, these assessments are used to track progress.

We adopt a 'graduated response' to identifying children with SEND and additional provision is planned and delivered through the four-part 'Assess, Plan, Do, Review' cycle. Usually after an initial period of monitoring (usually a term), we will decide if a child needs to be placed on the SEND Register and an Inclusion Support Plan (ISP) will be written with 3-4 targets and additional support they are receiving. Class Teachers share these with parents, and they are reviewed three times yearly (October, February and June).

Some children may require more support than is ordinarily available in school. In this instance, we may seek the support of outside agencies in ensuring that we are offering the best support we can.



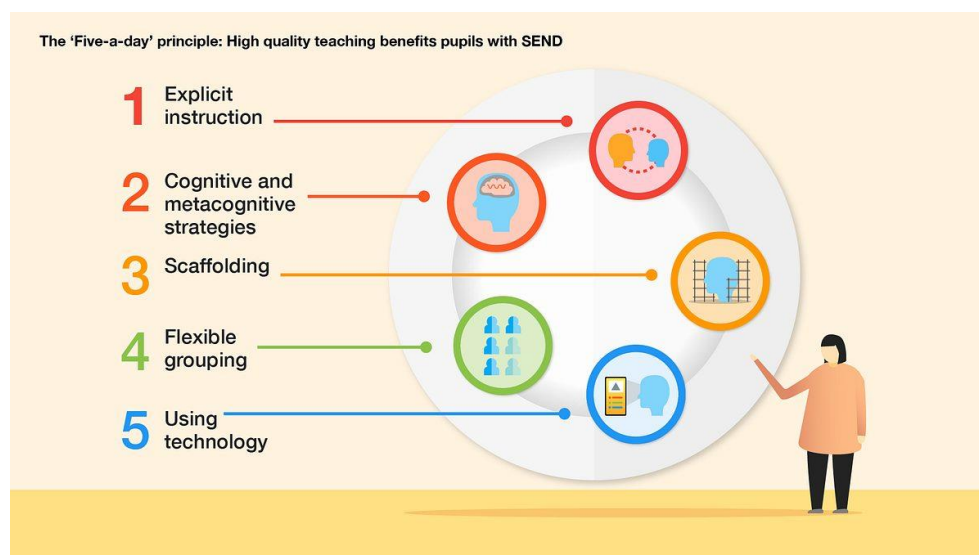


Our approach to teaching children with SEND

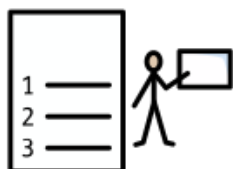
We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



We use the SEND Handbook produced by the Unity Schools Partnership to complement our teaching. This handbook is reviewed at least annually and contains a wealth of information and support that helps teachers to further adapt and enhance their provision for those with additional needs.



Adapting the Curriculum

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. Our trust-wide curriculum CUSP (Curriculum Unity Schools Partnership) is an evidence-informed approach that presents curriculum in cumulative and coherent manner that is rightly challenging, but accessible for all.

Our provision to support children with additional needs comprises of 3 aspects:

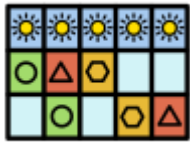
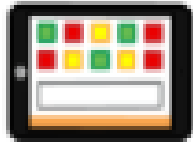
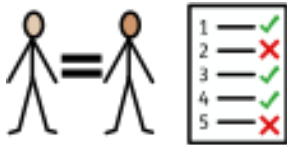
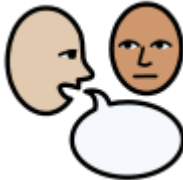
Adjustments – the 'Teacher Tweaks' that staff make through everyday Quality First Teaching (e.g. visual prompts, Now and Next structures etc.)

Resources/Support – the physical or human resources (e.g. pencil grips, adult scribe, voice recorders etc.)

Intervention – specific and additional teaching (e.g. individual or small group activities rehearsing a particular skill)

(Adapted from *SEND Intervention*, Judith Carter, 2022)

Common day-to-day adaptations may include:

		
Visual Timetables	Now and Next boards	Word banks or vocabulary lists
		
Ear defenders	Timers	Pre or Post Teaching
		
Explicit and clear instructions	Opportunities for self-reflection and assessment	Assistive Technology
		
Writing slope	Pencil grip	Fiddle toy
		
Peer Marking	Individual support from an adult	Coloured overlays



Communicating with Parents and Carers

At Burton End we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND. We communicate in a range of different ways, including:

- An open-door policy with Class Teachers, SLT and pastoral staff available at the start and end of each day
- Parents Evening twice yearly. The SENDCo is always available at these events.
- Fortnightly Newsletter – Burton Buzz
- Class Dojo, school website and X (formerly known as Twitter)
- Annual Reports (summer term)
- Termly ISPs (Inclusion Support Plans)
- Annual Reviews for those with EHCPs



Pupil Views

Pupil's views are very important to us; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Where appropriate, children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

In a manner appropriate to their level of need, pupils are given opportunities to:



Tell us how they think they are doing



Attend meetings and help decide the support needed



Represent their peers when giving views in School Parliament and similar



Evaluating Provision

We regularly review our provision for children with SEND and this is done in a range of different ways including:

- Review progress in SLT meetings and discussing next steps
- Discuss and share ideas in staff meetings to ensure up-to-date research and policies are in place
- Reviewing children's individual progress at regular intervals
- Monitoring classroom practice by SENDCo and subject leaders

Our provision is also reviewed by external processes including:

- Annual SEND Review led by Trust Directors of SEND
- Termly visit by SES (Specialist Education Service)
- Teaching and Learning Reviews led by external advisers
- Ofsted inspections (last inspected in March 2025)



Staff Training

At Burton End, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school, and they are given information about the children they are working with.

The senior leadership team are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training may be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be used.

Some staff have completed training in the following areas:

Trauma Perceptive Practice and PACE (Playfulness, Acceptance, Curiosity and Empathy)	Lego Therapy	Bucket time (Attention Autism)
Speech and Language	Makaton	Sounds Write Phonics
Specific Learning Difficulties	Complex Needs training	ELSA (Emotional Literacy Support)
De-escalation Theory	Sensory Needs	Reading strategies for struggling readers



Transition Support

Nursery to Reception

We hold an information session in the summer term for our new reception starters, providing parents with the opportunity to meet key members of staff and to ask any questions they may have.

'Stay and Play' sessions are held in the second half of the summer term in preparation for their September start. For some children with SEND, we offer additional opportunities to spend time with us to help this transition further.

We liaise closely with local early years settings and rely on their expert knowledge of the children to secure they have the best possible start to school.

End of Year Transition

When children move up a year, we provide information booklets which include photos of the teacher, support staff and key curriculum information. Teachers and children create their own One Page Profile which helps build initial connections.

We hold 2 'Transition Days' during the summer term allowing the children to go up to their new classroom and meet their teacher.

For some children, we provide an 'Enhanced Transition' to help reduce any anxiety and to ensure that the transition is successful and positive.

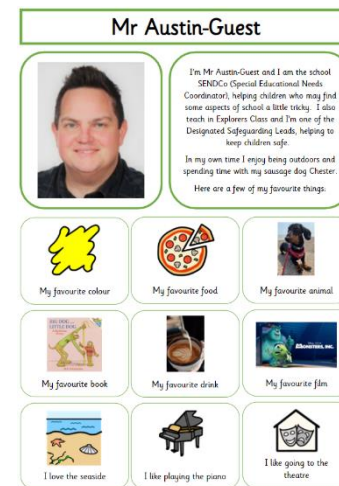
Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans and other key documentation.

Secondary Transition

Taking their lead in this process, we liaise closely with local secondary schools to ensure that the transition from primary school to the secondary school is as smooth as possible. We highlight those children in Year 6 who would benefit from further 'enhanced transition' early and ensure we pass on all relevant documentation in a timely manner.

Mid-Year New Starters

When we are aware that children joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.





Outside Agencies

We also seek advice and equipment from external agencies and work closely with a range of professionals to provide support for children with SEND:

- Specialist Education Services (SES)
- Occupational Therapy (OT)
- Physiotherapy (PT)
- Speech and Language Therapy (SALT)
- School Nursing Team
- Educational Psychology (EP)
- Primary Mental Health Support Team

We also draw upon the experience and expertise of colleagues across Unity Schools Partnership, including that of the trust's Directors of SEND.

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received we will of course share any advice given.



Clubs and Educational Visits

Our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. school parliament, Head Boy/Girl etc.

No child is ever excluded from taking part in these activities because of their SEN or disability.



If You Have Concerns...

In the first instance, any concerns should be raised with the Class Teacher or phase leader:

EYFS (including Nursery)	Mrs C Brace
KS1 (Y1 and Y2)	Mr D Boddington
Lower KS2 (Y3 and Y4)	Miss E Holt
Upper KS2 (Y5 and Y6)	Mrs B Sexton
SEND Hub	Mrs A Hughes

You can contact them via Class Dojo to make a face-to-face appointment or to request a telephone call.

If concerns or issues are still not resolved, then our SENDCo Mr Austin-Guest should be contacted.

In the event of a complaint, please follow the Unity Schools Partnership complaints procedure <https://www.unitysp.co.uk/documents/complaints-policy-and-procedure/>.



Suffolk Local Offer and Further Information

The Suffolk Local Authority Local Offer can be found at <https://www.suffolklocaloffer.org.uk/>

The Unity School Partnership SEND Policy can be found at <https://www.unitysp.co.uk/documents/send/>

Further support and information can be found:

Suffolk SENDIASS	https://suffolksendiass.co.uk/
British Dyslexia Association	www.dyslexia.org.uk
British Deaf Association	www.bda.org.uk
National Autistic Society	https://www.autism.org.uk/
Downs Syndrome Association	www.downs-syndrome.org.uk
Afasic (Speech and Language needs)	www.afasic.org.uk
Action for Children	https://parents.actionforchildren.org.uk/
Family Action	https://family-action.org.uk/
Mencap	https://www.mencap.org.uk/help-and-advice/social-care/childrens-social-care/support-parents-and-carers-children-and-young

Appendix 1 – Burton End Graduated Response

Specialist

Support for children with the most severe and complex needs, reserved for those requiring specialist provision packages and Education, Health and Care Plans (EHCPs).

Targeted Plus

Enhanced support that brings in external professionals, such as speech and language therapists, within normal school resources.

Despite a range of early, targeted and specialist support, significant concerns remain. Specialist /Alternative provision may be required in the future

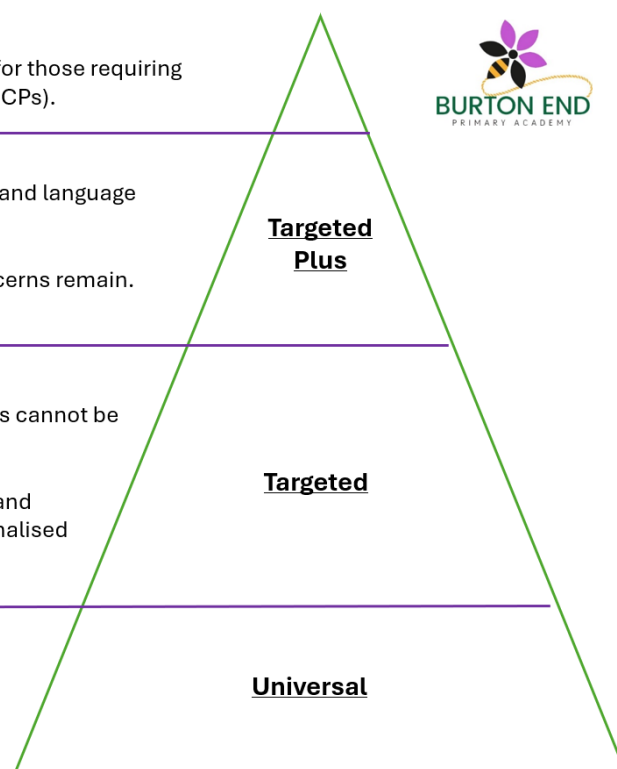
Targeted

Structured interventions and additional support for children whose needs cannot be met by the universal offer alone.

Despite initial early support, children are not making expected progress and concerns remain. Children placed on SEND Register and ISP with personalised targets created at the next APDR cycle.

Universal

Needs can be met through high-quality, inclusive teaching and adaptive environments – available for all children.



Appendix 2 – SEND Register Rationale

SEND Register Rationale

Placing a child on a SEND register should happen **only when the child requires provision that is “additional to or different from” the support ordinarily available to their peers.**

This decision must be based on **evidence of a persistent and significant barrier to learning** that remains **despite high-quality teaching and appropriate interventions.**

Key Indicators a child should go on the SEND Register:

1. Ongoing difficulties that persist despite intervention

- They show **slow progress** or **continued gaps in learning** even after targeted support.
- Interventions have been implemented and reviewed following the **Assess–Plan–Do–Review** cycle with limited or no impact.

2. Needs that require provision beyond what is ordinarily available

- **Additional to** what any child would typically receive through Quality First Teaching, or
- **Different from** standard classroom adaptations

3. Evidence of a learning difficulty or disability

- Cognitive or learning needs
- Communication and interaction needs
- Social, emotional or mental health (SEMH) needs
- Sensory or physical needs

4. Barriers not explained by external or temporary factors

- Poor attendance
- English as an Additional Language (EAL)
- Temporary emotional distress
- Lack of prior schooling

These factors may require support, but **do not automatically indicate SEND.**

Summary:

Children should be placed on the SEND register **when all of the following are true:**

1. The child has **ongoing difficulties** significantly affecting learning or development.
2. High-quality teaching and targeted interventions **have not resolved** the difficulties.
3. They need **provision above and beyond** what is ordinarily available.
4. The need is **consistent, evidenced** and not due to temporary or external factors.