



Burton Joyce Primary School

Information Report

This summary explains how we support children with Special Educational Needs and Disabilities (SEND), and how we work in partnership with families to help every child thrive.

Burton Joyce Primary School is a fully inclusive mainstream setting that values and celebrates the unique qualities of every child. We are committed to providing a nurturing, high-quality education that enables all pupils to thrive, regardless of their individual needs, guided by our **PRIDE** Values:

Positivity, Respect, Integrity, Determination, Equality

What is SEND?

SEND stands for Special Educational Needs and Disabilities. A child may have SEND if they need extra support to learn, communicate, manage emotions or access the school environment. We recognise that some children may require additional support to access learning and reach their full potential. We work closely with families and external professionals to identify and meet a broad range of special educational needs, including but not limited to:

- **Cognition and Learning Needs** (e.g. specific learning difficulties such as dyslexia, dyscalculia)
- **Communication and Interaction Needs** (e.g. speech, language and communication difficulties, autism spectrum conditions)
- **Social, Emotional and Mental Health Needs** (e.g. anxiety, attachment difficulties, ADHD)
- **Sensory and/or Physical Needs** (e.g. visual or hearing impairments, physical disabilities)

How do we identify SEND?

We know our children well. If a child is finding something difficult, we:

- Talk with parents and carers
- Observe and assess in class
- Try different strategies to help
- Involve specialists if needed (with parental consent)

We follow the **Assess-Plan-Do-Review** cycle from the SEND Code of Practice, which means the identification of support and interventions which are the most effective in supporting your child to make good progress.

Assess: How does the school decide if a child needs extra support?

To understand whether a child may need additional support, the school looks at a range of information. This includes the class teacher's observations and experience of working with the pupil, their progress and attainment over time, comparisons with peers and national expectations and results from specific assessments or tests.

We also listen carefully to the views of parents and the child themselves. If parents have concerns, these are taken seriously and considered alongside the school's own data and observations.

Sometimes, advice from external professionals may also help us build a clearer picture of the child's

needs.

Plan: What type of support and how much support will my child get?

Once a child's needs have been identified, the class teacher and SENCO work together to plan the right support. This includes deciding on any adjustments to teaching, specific interventions and the level of support needed. We also set clear goals for your child's progress in learning, development or behaviour and agree on a date to review how things are going.

Where appropriate, we may seek advice from external professionals such as the Educational Psychologist, Behaviour Support Team, Speech and Language Therapist or the Local Authority's Inclusion Services. Their input helps us tailor support to meet your child's individual needs. Class teachers and the SENCO collaborate closely to choose the most suitable strategies and interventions to help your child succeed.

Do: How will the school staff support my child?

The class teacher is responsible for your child's learning on a day-to-day basis. This responsibility continues even when your child takes part in additional support or interventions, whether in small groups or one-to-one sessions outside the classroom. Teachers work closely with teaching assistants and, where appropriate, specialist staff to plan support, deliver interventions and assess their impact. This ensures that any additional help is well linked to your child's classroom learning. If your child is on the SEN register, they will have an SEN Support Plan. This outlines the specific targets and strategies in place to support their progress.

Review: How will school and I know how my child is doing?

Your child's SEN Support Plan is reviewed every term by the class teacher, with input from you and your child. These reviews are shared termly during scheduled review meetings, ensuring that everyone is involved in monitoring progress and planning next steps.

Additional meetings may be arranged if staff or families feel they are needed to support your child more effectively.

Reviews are based on a range of evidence, including:

- Observations from teachers and teaching assistants
- Assessment data from curriculum subjects
- Specialist assessment tools such as BSquared, Autism BSquared, and the Boxall Profile

Where support from external professionals is involved, multi-agency meetings will also be held to coordinate input and ensure joined-up support.

If daily communication is needed, a home-school communication book may be set up to help share updates and maintain strong links between school and home.

What should I do if I think my child has Special Educational Needs?

Any concerns about a child's needs should be raised through the class teacher or the SENCO: Lorna Guerbaouy. (0115 9312373 or lorna.guerbaouy@burtonjoyce.notts.sch.uk)

We work in partnership with pupils and their families to ensure that teaching approaches are responsive, inclusive and focused on helping every child reach their full potential. You know your child best and your voice matters. We:

- Involve you in decision making
- Listen to yours and your child's views
- Share updates and celebrate progress
- Offer support and guidance

What support might my child receive?

Support is personalised to meet your child's individual needs. This may include:

- Adapted lessons and resources, including scaffolding to help access learning
- 1:1 or small group support for targeted intervention
- Strategies to support emotional wellbeing, such as check-ins or sensory breaks
- Input from external professionals, where appropriate
- Adjustments to the classroom or school environment to promote inclusion and independence
- In some cases, pupils may follow a bespoke curriculum, working on specific, individualised targets tailored to their unique learning profile.

The type and level of support vary depending on the child and is always planned in partnership with parents/carers and any professionals involved. Our aim is to help every child feel confident, curious and proud of their progress.

Additional Funding:

A very small number of children with significant needs may receive additional funding:

- **AFN** (Additional Family Needs) funding is moderated and allocated by the Family of Schools, which includes local secondary schools and their feeder primaries.
- **HLN** (High Level Needs) funding is requested by the SENCO from the local authority for pupils with complex needs. A panel decides whether the child meets the threshold for HLN support.

If funding is awarded (AFN or HLN), the SENCO is responsible for planning, implementing, and monitoring its use to ensure it directly benefits the child.

In Nottinghamshire, EHCPs (Education, Health and Care Plans) do not automatically come with funding and are not linked to AFN or HLN.

Transitions and preparing for the future:

We support children through key transitions, whether they are starting school, moving between year groups, joining a new setting or transferring to secondary school. Our aim is to make these changes as smooth and positive as possible.

Support may include:

- Additional transition visits and personalised transition plans
- Photo books and social stories to help children understand and feel comfortable with new routines and environments
- Meetings with new staff to build relationships and share key information
- Detailed handovers with other schools or settings to ensure continuity of support
- In some cases, bespoke transition arrangements are made to meet individual needs and reduce anxiety

We work closely with families and professionals to ensure that every child is well-prepared for the next stage in their education.

Staff training and CPD:

Our SEND CPD programme is continually evolving to ensure staff are equipped with the knowledge and skills to support pupils with a wide range of needs. This includes:

- Inclusive teaching strategies
- Mental health awareness
- Speech and language support
- Sensory needs and regulation

- De-escalation strategies and emotions coaching
- Specialist medical training were required

We are committed to ongoing professional development to ensure our provision remains inclusive, effective and responsive to the needs of all learners.

Who can I talk to?

All of our teachers and teaching assistants work in partnership with you to help your child flourish and belong. We welcome regular communication and operate an open-door policy where we can work together.

If you have any further questions or concerns, please contact:

Lorna Guerbaouy – SENCO

Lorna.guerbaouy@burtonjoyce.notts.sch.uk

0114 9312373

-You can also explore the Nottinghamshire SEND Local offer: [Nottshelpyourself | Nottinghamshire's SEND Local Offer](#)

- [Nottshelpyourself | Burton Joyce Primary School](#)