Burton Hathow Preparatory School

SEND Information Report 2026/27

Contents

1. Our school's approach to supporting pupils with SEND
2. Catering for different kinds of SEND
3. Key staff and expertise
4. Identifying pupils with SEND
5. Consulting with pupils and parents
6. Progressing towards outcomes
7. Intervention and Support
8. Categories of SEND
9. Teaching approach
10. Transition
11. Accessibility and inclusion
12. Supporting emotional and social development
13. Evaluating effectiveness
14. Handling complaints
15. The budget
16. Local Offer
17. Named contacts

Burton Hathow Preparatory School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. Reviewed August 2026. Next review August 2027

Our school's approach to supporting pupils with SEND

At Burton Hathow we actively promote and monitor the progress of children with SEND. We operate an inclusive curriculum and equal opportunity policy and our approach begins with quality first teaching and individual accountability for the progress and attainment of all our pupils. Planning for our pupils is done according to individual cohorts and differentiation is implemented accordingly. Attainment is monitored and support is put into place for any pupil not making the expected progress.

Our policy for SEND promotes inclusive learning and guidance on processes for pupils who need assessment and support. We follow a graduated approach with the recommended assess, plan, do, review to make sure our pupils continue to fulfil their true potential.

Burton Hathow adheres to the following inclusive principles:

Staff value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils needs within the school. There is flexibility in approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

Key Staff

Name	Role/Areas of expertise	Contact
Sarah Oldfield	SENCo/DSL/Mental Health Lead	sarah.oldfield@burtonhathow.co.uk 01522 702657
Sarah Oldfield	Nursery SENCo	sarah.oldfield@burtonhathow.co.uk 01522 702657
Jane Nowell	Pastoral Support	jane.nowell@burtonhathow.co.ul
Sarah Cheney	1:1 learning support	Sarah.cheney@burtonhathow.co.uk
Lewis Cox	1:1 learning support	Lewis.cox@burtonhathow.co.uk
Phillippa Edwards-Howarth	Intervention lead	phillippa.edwards-howarth@burtonhathow.co.uk
Alison Quarton	1:1 learning support	alison.quarton@burtonhathow.co.uk
Ruth McDonnell	1:1 learning support	ruth.mcDonnell@burtonhathow.co.uk

Burton Hathow Preparatory School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. Reviewed August 2026. Next review August 2027

Caitlyn Ford	1:1 learning support	Caitlyn.ford@burtonhathow.co.uk

Staff Expertise and Responsibility

All staff at BH take responsibility for children with SEND and all have an excellent level of expertise when it comes to identification of a child with potential needs and monitoring the progress of the children in their class.

All teachers are responsible for checking on the progress of each child and identifying, planning and delivering any additional help a child may need (this could be targeted work or additional support) and letting the SENCo know as necessary if they feel a child would benefit from some intervention. They are responsible for personlised teaching and learning for each child and ensuring the SEND policy is adhered to in their classroom.

1:1 teaching assistants and intervention leads are responsible for planning meaningful and accessible activities for the pupils and monitoring the progress that this allows each child to make.

The SENCo is responsible for providing professional guidance to colleagues and working closely with staff, parents and other agencies. The SENCO will co-ordinate provision for children with SEND and advise on a graduated approach to provide the necessary SEND support and will liaise with parents and pupils with SEND. The SENCo will also ensure that all records are kept up to date and will liaise with other agencies, schools and the LEA to ensure all needs are met and transitions to other schools are smooth. The SENCo will also identify training needs amongst the staff, depending on the cohort of children

Identifying Pupils with SEND

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2015 defines SEND as follows:

"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

a) *has a significantly greater difficulty in learning than the majority of others the same age, or*

b) *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions."*

Where pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEND Support may need to be made.

A pupil with SEND will usually be identified by the class/subject teacher who will raise concerns, usually with the SENCo, about the development, progress, learning or behavioural patterns that they may have noticed within a child. It may be that, from time to time, a parent raises a concern about their own child which the school will support and investigate alongside the parent.

Consulting with Parents and Pupils

In addition to normal reporting arrangements, for children who have been identified as having additional needs, or who are accessing our accelerated learning programme, there will be the opportunity for parents to meet with their child's class or subject teacher and the SENCO to review the short term targets and to discuss the progress the child has made. We also encourage an "open door" approach whereby teachers are accessible at any time during the term by appointment through Victoria Williams. We will try and arrange a meeting within 48 hours of the request unless it is a safeguarding concern in which case the meeting will be scheduled immediately.

Each child's progress will be continually monitored by their class teacher. Each child will be aware of their targets and will be involved in the review process at the end of each term. They will also be consulted when targets are being set for the next term, particularly where these targets relate to social, emotional and metal health and communication.

Each child's progress will be reviewed formally and tracked with the Headteacher and SENCO every term in reading, writing and numeracy. Through Parent Consultations and end of year reports, teachers make clear to parents the attainment against age related expectation and the level of progress made.

Where necessary, children will have a SEND Profile based on targets set by out by school / outside agencies specific to their needs with the intention of accelerating learning and closing the gap. Progress against these targets will be reviewed regularly, evidence of judgments assessed and a future plan made. All of these targets will be discussed and reviewed with both parents and pupils where appropriate.

The progress of children with an EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.

The Head teacher and SENCO will monitor the progress made by SEND children in their class work and any intervention that has been put into place

Regular book scrutiny and lesson observations will be carried out by the SENCO and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

The school delivers parent workshops for the core areas of learning.

Progressing Towards Outcomes

If a learner is identified as having SEND, we will provide support that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of high

quality, individualised teaching already in place to potentially overcome any barrier to learning. This support is set out in the school's whole school Provision Map, which documents the support that is to be put into place.

When providing support that is "additional to" or "different from" we engage in a four-stage process:

Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEND Support plan and will form the basis for review meetings.

Do - providing the support – extra assistance for learning – as set out in the plan.

Review – measuring the impact of support provided and consider whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

Intervention and Support

All our staff have the knowledge and expertise to identify when a child is not making the expected progress. They are all trained to identify potential barriers to learning and know the procedures for reporting concerns to the SENCo. Initially the class or subject teacher will suggest and implement methods to overcome the barrier and monitor carefully how any changes they have made has impacted the progress of the learner. If the need remains despite the teacher support it might be that a child needs further intervention or 1:1 support to revisit parts of their learning, to follow a specific programme designed to support their particular need or to help with focus, communication or social or emotional needs.

In addition to classroom differentiation, the school offers small group intervention in reading, phonics and maths or alternatively 2x20 minutes 1:1 support weekly if they do not fit into a small intervention group. This is for any pupil deemed to have an additional need that falls into any of the four categories outlined in the SEND Code of Practice or any pupil accepted

onto the accelerated learning programme. There is also an option for any parent to buy into additional support for their child, regardless of their need or attainment.

Categories of SEND

The broad areas of need according to the SEND code of practice are:

1 Communication and interaction

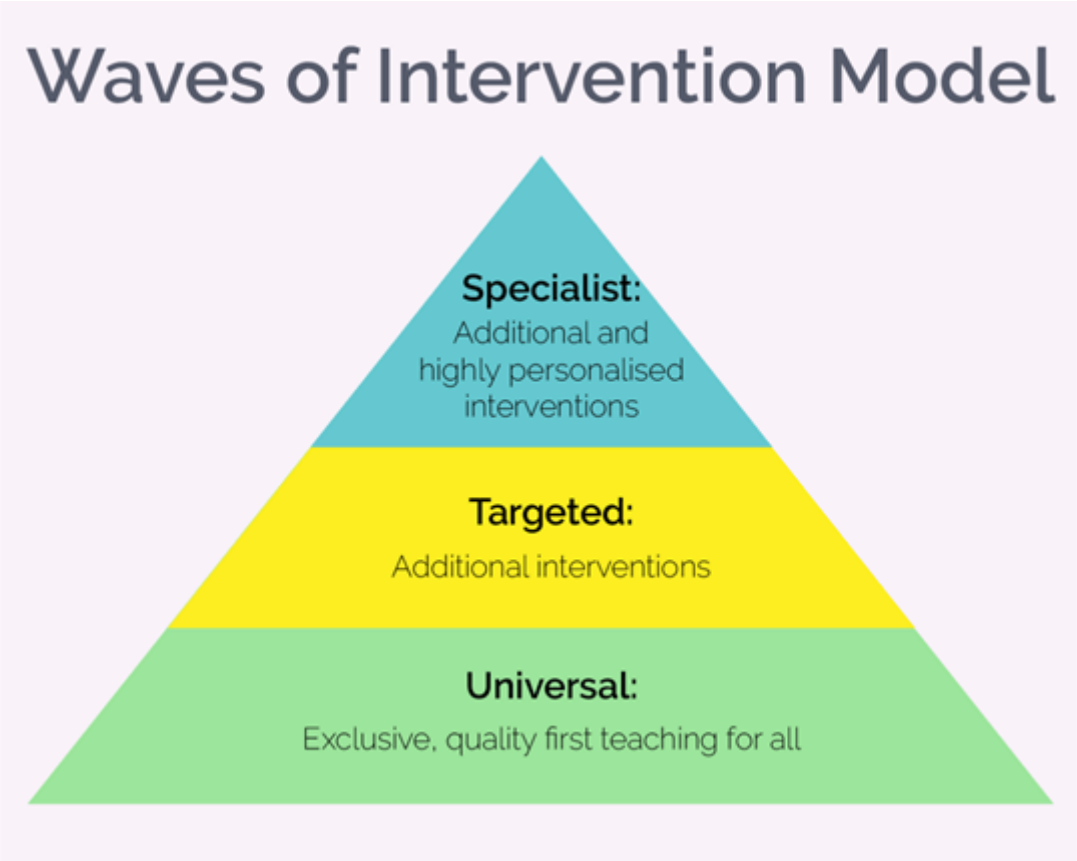
2 Cognition and learning

3 Social, emotional and mental health

4 Sensory and/or physical needs.

Teaching Approach

Firstly, we promote quality first teaching. Quality First Teaching (QFT) is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. QFT includes differentiated learning, strategies to support SEND pupils' learning in class, on-going formative assessment and many others. We follow the recommended model for QFT



If a child is identified with an additional need for which they require intervention, the type of intervention that will suit them best will be decided by the class/subject teacher, the pupils themselves, the parent and the SENCo. Once this has been decided then a range of strategies might be employed. These could include:

Additional support in the classroom to further access to the class objectives

1:1 support on a specific area of need – phonics, spelling, basic rules of maths, self-esteem, social interaction, listening and communication etc

Enhanced 1:1 support both in and out the classroom

Specific learning programmes that relate to the need of the child, for example:

- Rhino Reading and Twinkl Phonics
- Word Wasp
- Toe by Toe
- Precision Teaching
- Colourful Semantics
- Nessy computer programme – reading
- Makaton symbols and resources used
- Specific iPad apps for individual pupils/needs
- Reading Eggs including online resources accessible at home.
- Rapid writing
- Lincolnshire Healthy Minds online workshops
- Cambridge Super Minds
- Time to Talk book and game / Speak Easy
- See and Learn teaching programme.
- Direct phonics programme.
- Black Sheep Speech and Language resources
- Elklan programme and resources
- Welcomm speech and language resources
- ELSA resources

- Social Stories
- Touch typing programmes

Transition

For pupils moving to a different educational establishment, either at the end of a key stage or midway through a key stage, the SENCo will ensure a full transition takes place. This will include a transfer of all records and reports, often a face to face meeting with the next school's SENCo, increased taster days for the child where applicable and support with the transition for the pupil from the SENCo. Parents will be involved in this transition process and will often attend the face to face meeting at the next school.

Accessibility and Reasonable Adjustment

- The school is fully compliant with DDA requirements.
- The main building is on a split-level with easy access and wide doors. There is a lift to the upper right side of the building and there is only one room in the school that cannot be reached with a wheelchair. There is a disabled toilet in addition to other toilet facilities.
- The hall can be accessed easily from the main building across the playground and doorways are wide and there is a disabled toilet.
- The front desk is wheel-chair height
- There are three disabled toilets, one with a shower and washing facilities.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs. The SENCO manages an SEND budget, used to ensure that all pupils have access to appropriate equipment.
- After-school provision is accessible to all children, including those with SEND.
- In respect to pupils with English as an additional language we access support and follow recommendations.
- Extra-curricular activities are accessible for children with SEND.
- The school has an outside learning area and the woodland is partially accessible with a wheelchair.
- The school has an up to date accessibility plan which is considered each year and whenever there is building work.
- The school has a nurture room, referred to as 'The Nest',

- **Supporting Emotional and Social Development**

The school has a robust PSHE curriculum and weekly assemblies with a pastoral focus are part of school life.

We have an experienced staff who are able to identify if a child's social or emotional wellbeing has changed or if development is not in line with expectations. As with any other additional need, whole staff intervention will be put in place where staff are aware of the needs of the child and differentiate their language and communication to allow the child to continue to learn and facilitate the communication of their needs.

1:1 intervention may be put into place to support a child if their emotional and social development is hindering their learning or their relationship with others. This may be in the classroom, in 1:1 sessions with the SENCo, or out in the playground or sports lessons. We will determine where the support will fit best. As with any other need, the school offers 45 minutes intervention weekly for any child who would benefit and has social or emotional targets or a support plan in place. Any parent can opt to buy into further support for their child at any time.

Outside agencies will be consulted if the school feel their level of inhouse expertise is no longer sufficient to support the child.

Evaluating Effectiveness

Termly reviews will take place for any child who has been offered intervention of any kind. This will include feedback from all staff who have taught that child, input from the pupils themselves and from the parents. Each target set will be evaluated and levels of success against this target measured. If the target has been achieved a new target will be set if necessary, or the intervention for that child will be placed on hold – either temporarily or permanently, depending on the continued outcomes. If the target has not been met, there will be discussions as to why it has not been met and why there remains a barrier. The target will remain and it will be decided whether a different approach is needed in order to meet the target or whether it is just a question of needing more time. All meetings and outcomes will be recorded and an annual evaluation of the child's progress against their targets will be carried out.

Handling Complaints

Any complaints you have with regards to the provision for your child at BH should be initially addressed with the SENCo. Most concerns can be resolved informally. In the next instance the complaint should be taken to the Head. If you wish to make a formal complaint, please follow our complaints procedure which is available on our website or from the school office.

The Budget

The school budget is set each year depending on the number of children with additional needs. The majority of the budget is allocated to making staff available to offer support and intervention to children with have additional needs. Parents are invited to buy into additional support should they which to access additional service that the school budget does not cover.

The Head and SENCo decide on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school board on the basis of needs in the school.

The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEND pupils on a provision. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

Where a child with an EHCP has additional funding, the SENCo will decide, along with the input from the parents, how the funding is best deployed to offer the best resources to meet the ongoing needs of that child.

The Local Offer

The Local Offer is part of the Special Educational Needs and Disability (SEND) reforms from the Children and Families Act 2014.

There are two main purposes for the Local Offer:

- *to improve information about services and provision available for families, children and young people with Special Educational Needs and Disabilities, and to make it easier for all families to find this information by making it available in one place.*
- *that by working directly with families, children and young people on developing the Local Offer, Local Authorities and Health partners can improve provision.*

Lincolnshire's Local Offer includes leisure and activity providers, health and care services, education providers and support groups.

The Local Offer, as with the rest of the Family Services Directory, is provided to help you find services more easily. You should always check services and activities are suitable for your needs and those of your family.

To visit the Local Offer go to:

https://www.lincolnshire.gov.uk/send-local-offer

The Local Offer is for children and young people aged 0-25 with special educational needs and/or disabilities, and their families.

It will also help professionals working with families to find the right information.