



Special Educational Needs & Disabilities (SEND) INFORMATION REPORT



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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find our SEND Policy on our website [here](#).

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND do we provide for at our school?

Our school currently provides additional and/or different provision for a range of needs, including:

Area of need	Condition
Communication and interaction	Autism spectrum condition (ASC)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia (developmental coordination disorder), dyscalculia

	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our Inclusion Leader

Our Inclusion Leader is Amber Winyard and can be contacted on 01280 823374 or awinyard@bourtonmeadow.co.uk

They have 6 years' experience in this role and is a qualified teacher. They have worked in a special school and as a qualified teacher in mainstream before this role as SENDCO.

They have achieved the National Award in Special Educational Needs Co-ordination in 2025.

They are allocated 4 days a week to manage SEND provision.

Assistant SENDCO

Our assistant SENDCO is Sarah Stanbrook

They have 5 years' experience in this role and have also worked as a SEND LSA for 7 years.

They have undergone an extensive array of training including Lego therapy, precision monitoring, Makaton, Calming Cat, Reading recovery, OT sensory training, Behaviour management, Step on and Step up, Tree of life, Autism in girls, Dyslexia.

Class teachers

All of our teachers receive in-house SEND training, and are supported by the SENDCO to meet the needs of pupils who have SEND.

Our staff have regular training provided by external professionals on special educational needs relevant to their classes, as well as needs that are present across the school. Recent training has included Autism awareness training and understanding sensory differences. All staff received training in Step On, which is a whole-school approach using therapeutic and trauma-informed principles to support positive behaviour.

Staff are always accessing further training to further understand and support the needs of children in their class which has recently included strategies from PRU, sensory processing strategies, use of visuals to support SEND, handwriting and fine motor skills, and communication skills.

Teaching Assistants (TAs)

We have a team of 21 TAs, including 3 higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision. An intervention TA delivers specific interventions including Little Wandle and Toe by Toe to support with reading development.

Our team of teaching assistants are trained to deliver a range of interventions.

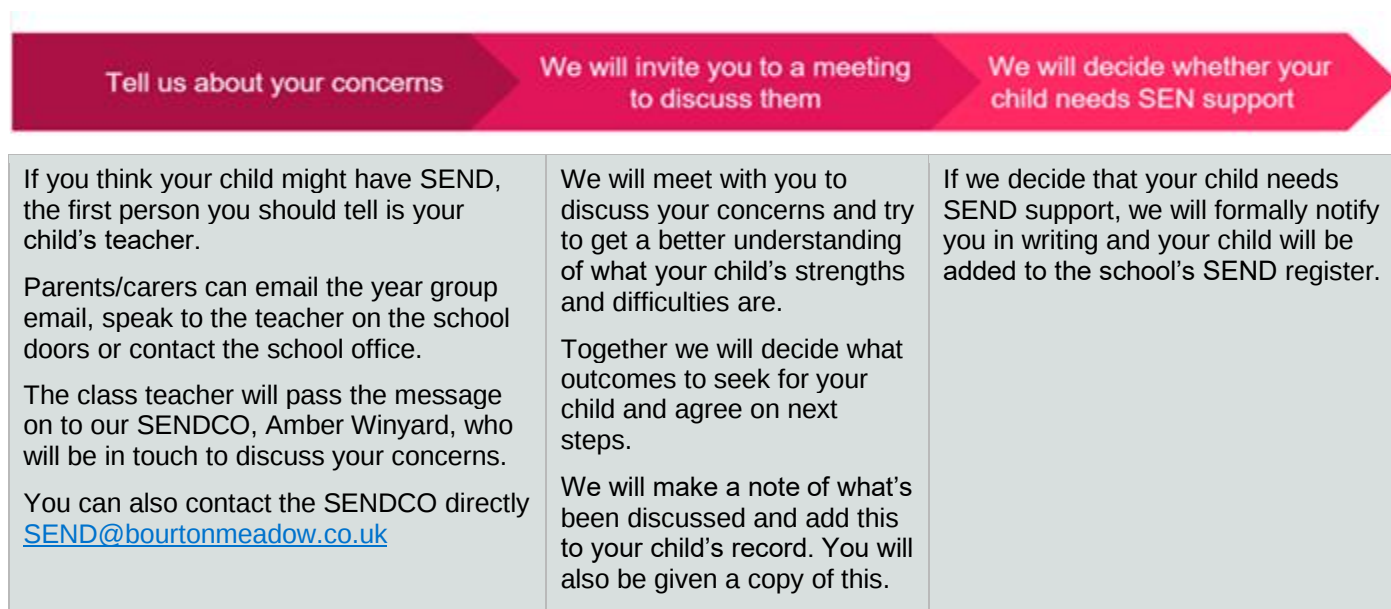
In the last year, TAs have been trained in Sensory differences, Little Wandle Phonics Scheme, Precision Monitoring, Lego Therapy, Supporting Pupils with Dyslexia or Dyslexic traits and Understanding, Autism awareness, Deaf awareness, Step on training.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Specialist Teachers
- Early Years Advice Team
- Portage
- GPs or paediatricians
- School nurses/Health Visitors
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Virtual Schools (supporting LAC or post-LAC)
- Family support
- Pupil Referral Unit (PRU)
- Voluntary sector organisations

3. What should I do if I think my child has SEND?



4. How will the school know if my child needs SEN Support?

All our class teachers are aware of SEND and closely monitor for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and in agreement with them, contact you to discuss the possibility that your child has SEND.

The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion, relevant family history and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as specialist teachers from the local authority, a speech and language therapist, an educational psychologist, or a paediatrician.

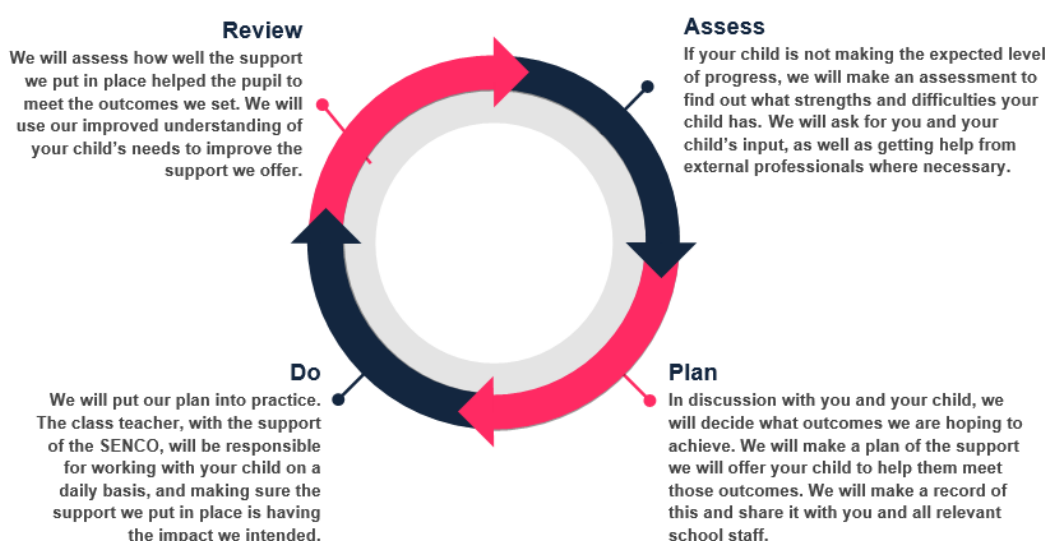
Based on all of this information, the SENDCO will decide whether your child needs SEND support.

If your child does need SEND support, their name will be added to the school's SEND register, you will be informed of this in writing, through relevant documentation and the SENDCO will work with you to create a SEND support plan for them.

The levels of support a school provides is as follows:	
School-based SEN provision	Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.
Education, health and care (EHC) plan	Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant). On the census these pupils will be marked with the code E.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of assess, plan, do, review.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. Whenever we run a research based intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly new and reviewed SEN Support Plans along with one end of year annual report on your child's progress.

As part of your child's SEND Support Plan cycle, the class teacher will meet you a minimum of three times a year to:

- Set clear outcomes for your child's progress (term ahead)
- Review progress towards those outcomes (previous term)
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a pupil survey

8. How will the school adapt its teaching for my child?

Bourton Meadow is committed to providing an inclusive education for all children.

Please see our accessibility plan to see how we increase the accessibility for disabled pupils participation in the curriculum. [Bourton Meadow Academy | Policies](#)

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate, scaffold or adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Class teachers, Teaching Assistants and sometimes SENDCOs may all work with pupils with SEND in small groups or on a 1-to-1 basis where timetabled and/or appropriate

AREA OF NEED	CONDITION	HOW WE MAY SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum condition	Lego Therapy Talk About Attention Autism (Bucket Time) Intensive Interaction 5 point scale Comic strip conversations
	Speech and language difficulties	Speech and language screening (Language Link) Virtual Speech and language clinics Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia (developmental coordination disorder) and dyscalculia	Overlays Reading rulers Use of technology Nessy Precision teaching Pre teaching Multisensory teaching Explicit teaching of metacognitive strategies Task planners Use of OT screening pack and identified strategies
	Moderate learning difficulties	Precision teaching Pre teaching Multisensory teaching
	Severe learning difficulties	Visual strategies Independent living skills

Social, emotional and mental health	ADHD	Use of OT screening pack and identified strategies: Sensory circuits Task planners 5 point scale Calming Cat School Wellbeing Toolkit Tree of Life
	Adverse childhood experiences and/or mental health issues	PACE teaching and support
Sensory and/or physical	Hearing impairment	Communication aids such as pass around microphone Environmental audit
	Visual impairment	Adapted printed materials Use of technology Use of tactile resources Braille Environmental audit
	Multi-sensory impairment	Trained intervenor Braille Use of technology Environmental audit
	Physical impairment	Communication aids such as pass around microphone Environmental audit

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Day to day learning walks by SLT
- Reviewing the impact of interventions after a clearly defined number of weeks
- Using pupil questionnaires
- Parent feedback
- Monitoring by the Inclusion team
- Using provision maps to measure progress
- Analysis of assessment data
- Holding an annual review (if they have an education, health and care (EHC) plan)
- CET Evaluation reports or School Improvement visits (requested by the school as part of their monitoring)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip(s) as well as sporting and music events.

All pupils are encouraged to take part in sports day, school plays and swimming lessons.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Parents and carers of prospective pupils with a disability and prospective pupils with SEN are encouraged to contact the SENDCO during the application process to discuss support they may need. Admissions forms offer the opportunity to share this information which can help with class allocation and resource planning.

The council will consult Bourton Meadow for pupils with EHC plans to enable us to ensure provision is suitable and available for new pupils. Pupils with EHCPs will be admitted ahead of other applicants.

When there are more applications for places than there are places available, priority will be given in the following order:

1. Looked after children and all previously looked after children
2. Children who have a sibling continuing at the school at the time of admission and who live within the defined catchment area
3. Children who live in the defined catchment area
4. Children of staff at the school, in either or both of the following circumstances:
 - a) Where the member of staff has been employed at the school for two or more years at the time which the application for admission to the school is made, and or
 - b) The member of staff is recruited to fill a vacant post for which there is a demonstrable skills shortage
5. Children who have a sibling continuing at the school at the time of admission and who live outside the defined catchment area
6. Other children

Further information about our admissions process can be found in our Admissions Policy

[Bourton Meadow Academy | Policies](#)

13. How does the school support pupils with disabilities?

Bourton Meadow is committed to fully include all pupils to access the curriculum and extra-curricular opportunities. We plan for each child as an individual to provide the right accommodations. In order to meet a pupil's individual needs we will:

Speak with pupils to understand their needs clearly and identify the support they require

Work with parents/carers to ensure individual's needs are identified and appropriate support is in place

Liaise with external professionals such as the Physiotherapy, Occupational Therapy and Specialist Teaching teams to ensure that the appropriate resources and teaching strategies are in place, and any adaptations are made to the classroom environment and setting as a whole.

A disabled toilet is easily accessible to all pupils.

Ensure that all members of staff within the setting are aware of the needs of each pupil to ensure that they feel supported inside and outside of the classroom. This includes any external staff and those new to the academy.

Ensure that our staff members have the necessary training to support the pupil's needs fully.

Some accommodations we can make include: ramps, hand rails, yellow painting, individual risk assessments, trip amendments, use of hearing equipment, classroom audits to inform classroom allocation. We will seek advice from Specialist teachers, as appropriate, about the most suitable accommodations.

Further information about how we support our pupils with disabilities can be found in our Accessibility plan. [Bourton Meadow Academy | Policies](#)

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council.
- Pupils with SEND are also encouraged to be part of enrichment opportunities with our PE team to promote teamwork/building friendships. They may also join Lego Therapy intervention groups with the inclusion team or trained TAs.
- The pastoral and inclusion team provide extra pastoral support for listening to the views of pupils with SEND.
- We run a lunch club for pupils who need extra support with social or emotional development.
- Trained staff may carry out individual sessions to gain insight on a child's current mental health using tools such as Tree of life or the School Wellbeing toolkit.
- Use of Boxall profile to identify strengths and area of development for a child's social, emotional and mental health needs of individual children. Target areas will then be identified and support implemented.

We have a 'zero tolerance' approach to bullying. We prevent bullying in the school through actively promoting and celebrating diversity through the learning environment. We challenge negative attitudes and reject and respond to all forms of disrespectful behaviour, prejudice and discrimination. More information can be found in our school

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Early Years

We visit pupils in their previous settings or at home to gain understanding of each pupil as an individual. Where appropriate we can arrange further visits to help plan the support they may need in our school. Where possible we will liaise with any professionals already supporting the pupils including keyworkers, specialist teachers and health visitors. This information will be put together in a SEND support plan to ensure provision is in place.

Between years

To help pupils with SEND be prepared for a new school year we:

- Provide a 'Enhanced Transition' for key pupils with SEND across Summer 2
- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEND is discussed
- Schedule sessions and/or lessons with the incoming teacher towards the end of the summer term

Between schools

- When your child is moving on from our school, we will send all SEND paperwork to the new school's SENDCO and where possible, meet with them to discuss your child, ensuring a smooth transition takes place

Between Primary & Secondary schools

Bourton Meadow Academy has strong relationships with the local secondary schools and together we follow a transition plan to give our Year 6 pupils a smooth transition.

The SENDCO of the secondary school will come into our school for a meeting with our SENDCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practicing with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

Pupils with EHCPs will have a transition review with the new secondary school.

16. What support is in place for looked-after and previously looked-after children with SEND?

Amber Winyard is the designated teacher for looked-after children and previously looked-after children. She can be contacted on her email SEND@bourtonmeadow.co.uk

Amber Winyard will ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEND support?

Then complaints policy can be found on our website [Bourton Meadow Academy | Policies](#)

Complaints about SEND provision in our school should be made to the class teacher in the first instance. If the complaint remains unresolved, then it can be escalated to the SENDCO and finally the Head teacher. Complaint procedures will follow the school's complaint policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#). If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Buckinghamshire Council Mediation Services information can be found at: <http://www.mediationbucks.org.uk/>

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's local offer. Buckinghamshire Council publishes information about the local offer on their website here: [Buckinghamshire Local Offer](#)

Some of our families are in the Oxfordshire area, Oxfordshire Council publishes information about the local offer on their website here: [Oxfordshire Local Offer](#)

For families in the Northamptonshire area, West Northants Local Offer can be found here: [Local Offer | West Northamptonshire Council](#)

Our local special educational needs and disabilities information advice and support services (SENDIAS) organisations are:

- [Buckinghamshire SENDIAS](#)
- [Oxfordshire SENDIAS](#)
- [West Northamptonshire SENDIAS](#)

Local charities that offer information and support to families of children with SEND are:

- [Bucks Activity Project](#)
- [Families and Carers Together in Buckinghamshire](#)
- [Mind Buckingham](#)
- [Thomley](#)
- [Circle Centre](#)
- [CHAT](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs & disabilities co-ordinator
- **SEN** – special educational needs

- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEN support** – special educational provision which meets the needs of pupils with SEN and who do not have an EHCP
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages