



# Burdett-Coutts

SEND  
Information Report



# Contents

Our Vision	3
Our Inclusion Team	3
What is SEND?	3
Steps to Identifying children with SEND	4
How we support children with SEND	5
School Expertise	7
Well Being	8
Educational Visits and other activities	8
Transitions	9
Local Offer	9
Complaints Procedure	9
Who can I contact for further information?	9
External Support	10
Glossary	10
Useful Websites	11

Policy Written	January 2021
Policy Amended	February 2024
Adopted by Governing Body	February 2021
Review Date	February 2027

We would like to acknowledge the work of other colleagues in the drafting of this policy. We have drawn on a range of sources including policies from other schools, good practice guides, published schemes, LDBS, LA and any statutory guidelines where appropriate.



---

## Our Vision

*"I can do all things through Him who gives me strength."* Philippians 4:13

At Burdett-Coutts Primary School we aim to provide a calm, stable and caring Christian environment which encourages children to develop as responsible citizens. We want every child to feel secure and able to take advantage of all available learning opportunities.

We aim to nurture a love of learning in our pupils and develop their key skills and personal qualities such as teamwork, creativity, flexibility and thoughtfulness. We want all our children to become able and inspired learners.

## Our Inclusion Team

- Head Teacher: Yvonne Barnett
- Special Educational Needs and Disability Coordinator (SENDCo): Ella Camplin
- Pastoral Care Manager: Lavinia Deary
- Designated Safeguarding Lead (DSL): Ella Camplin (Weds-Fri)
- Deputy DSLs: Yvonne Barnett (Mon & Thurs) and Lavinia Deary (Tues-Fri)
- Governor with responsibility for SEND: Narissa Bowles
- School contact Number: 020 7828 6790

## What is SEND?

High quality teaching for all is at the heart of what we deliver at Burdett-Coutts, however for some children there will be occasions when further additional support may be needed to help them to achieve their learning. At different times in their school life, a child or young person may have a Special Educational Need/Disability (SEND) which means they need to access support over and above what is provided for all children.

There are 4 main areas of need as set out in the 2014 SEND Code of Practice, these areas are:

- Communication & Interaction
- Cognition & Learning





---

## How we support children with SEND

We understand that children learn and develop in different ways. Teachers and teaching assistants recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. There is an important emphasis on high quality teaching and how this can support all children to make progress. However, many children, at some time in their school life, need extra help. Because of this we offer the following support for children with SEND:

Each child's teacher will be finding ways to support them such as:

- Changing the way activities are planned and delivered
- Matching activities to the ability / need of each child (differentiation)
- Adapting learning materials such as equipment and activities to suit each child's needs
- Other small group support to promote skills identified in the child's support plan
- Using additional adults within the classroom to support vulnerable learners

With the permission of parents, we may seek additional advice from outside specialists such as speech and language therapists, occupational therapists, health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of the child's needs
- Provide advice to school on how to best support the child
- Suggest resources that would help the child make progress

Our teachers and teaching assistants work in partnership with parents and the SENDCo to find ways to support each child with their needs, including giving parents ideas on how to help their child at home.

Our school staff will set targets for SEND children which will be shared with parents, either during Parents' Evening or a Review Meeting once a term.

Throughout this support process, the child's wishes, aspirations, understanding of their own needs and best ways to support them will be at the centre of the process.



## Our School Environment

- We are able to accommodate pupils and parents who are wheelchair users. We have adapted toilet facilities on the ground floor and there is step free access to the ground floor of the school.
- We have carpeted classrooms and offices to improve the acoustic environment.
- Staff use visual and symbolised materials to support pupils' understanding.

## If your child has Special Educational Needs our SENDCo will:

- Ensure the right support is put in place for each child
- Advise teachers and teaching assistants on how to help each child
- Where appropriate, support the class teacher to write a support plan where targets are set and detail how a child's needs will be met in school
- Arrange training for staff so they understand each child's needs
- Work closely with parents on a regular basis to talk with them about their child's needs and listen to any ideas or concerns they might have
- Work with other professionals (if necessary) who may be able to help individual children, e.g. speech and language therapist/specialist teacher/medical professional/educational psychologist.

## Support Plans

All teachers are aware that children learn in different ways and high quality teaching and classroom adaptations provide the majority of SEND support. However, for some children with SEND, an individual support plan will be written that details what the school, the class teacher, the SENDCo and, where relevant, other professionals plan to do to help individual children learn over and above high quality teaching. This may include specialist interventions or programmes.

It should include:

- Short term targets for the child which are linked to their needs
- Details of any extra support the child will get
- Who will give the child help
- How often the child will get help
- How families can help at home



If a child's needs are very complex and/or severe we may ask the Local Authority to carry out an Education, Health and Care Needs Assessment:

- This is a very detailed assessment of each child's needs. Parents or carers, the school and a range of professionals will all be asked to provide written reports.
- At the end of the assessment phase the Local Authority will consider these reports to help decide whether or not to issue an Education, Health and Care Plan (EHCP) for the child.
- Parents/carers also have the right to ask the Local Authority to carry out this assessment although it is usually best if you can do this with the support of the school.
- Education, Health and Care Needs Assessment is only appropriate for a small number of children. The school SENDCo or the Parent Partnership Service will be able to advise you about this.

## School Expertise

The SENDCo is responsible for ensuring that all teaching staff receive regular and high-quality SEND training. In addition, different members of staff have received specific training related to SEND. These include:

- How to run specific targeted interventions
- Supporting children with speech and language difficulties
- Supporting children on the autistic spectrum
- Supporting children with behavioural, social and emotional needs
- Supporting children with literacy and numeracy

Children with SEND are supported by school staff who have the relevant skills and understanding needed to offer meaningful support.

Children with SEND will, when appropriate, also be able to access the specialist support services of a number of external agencies, including:

- Speech and Language therapy
- Occupational therapy
- Educational Psychology
- School-based family therapist from the Trailblazer project through Mind
- Specialist teaching services from the Bi-Borough Outreach Service



- School nurse
- CAMHS (Child and Adolescent Mental Health Services)
- Cheyne Child Development Service
- Social Services
- Drama and Art Therapy through St Vincent's Family Project or Dream Arts
- Drama Therapy through Roundabout

Parents will always be consulted and asked to provide consent before these specialist services are accessed.

## Well Being

Burdett-Coutts takes the emotional well-being of all its pupils very seriously. The school offers a wide variety of pastoral support for pupils who have emotional difficulties including a dedicated pastoral manager who is available to support children and families who may need help or advice. All members of staff are readily available for pupils who wish to discuss issues or concerns. There is a robust PSHE curriculum embedded throughout the school designed to celebrate differences, encourage mutual respect and tackle issues such as bullying.

In September 2020 Burdett-Coutts also joined the Trailblazer Project (part of the Mind charity working in schools across Westminster, Brent and Wandsworth) that will see us have a dedicated mental health worker based in school to support with the aim of improving the mental health and wellbeing of all pupils.

## Educational Visits and other activities

All pupils are included in educational trips, visits and activities taking place in school with external companies with parental consent. In some cases the school may have additional planning discussions with parents to ensure the safety and wellbeing of a child with SEND, such as prior to a residential trip in upper Key Stage 2.

All trips and excursions are risk assessed by the lead teacher and pupils' needs are planned for, taking into consideration journeys, lunch, site/location, adults required and activities to be undertaken.





---

## Transitions

Some children find transition very difficult. We aim to support all children through their transition either into the EYFS, into KS1 / 2 and into secondary school. We ensure that children who find transition into a new class difficult are thoroughly supported through visits to the new class, meeting class teachers, 'passports' from the new class/teacher that they can refer to over the break before school starts in September, meetings with class teacher, SENDCo and parents wherever possible.

The SENDCo will also support parents of children with SEND when thinking about a suitable secondary school place and will liaise with other SENDCos to share information and support plans.

## Local Offer

The Local Offer was first introduced in the Green Paper (March 2011) as a local directory of all services available to support disabled children, children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with SEND as well as the options available to support families who need additional help to care for their child.

- [Westminster Local Offer](#)

## Complaints Procedure

Should you feel that you are unhappy with the support your child with SEND is receiving from the school, we would encourage you to make contact with your child's class teacher, SENDCo or Head Teacher to discuss things further.

## Who can I contact for further information?

If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with the class teacher or the SENDCo Ella Camplin (in school on Wednesdays, Thursdays & Fridays). If you have any other questions, please contact the school on 020 7828 6790.



## External Support

- Westminster Information Advice Support Service (IASS) is an organisation that can provide advice and support for parents and carers of children with SEND: [Westminster IASS](#)
- Westminster Parent Participation Group (WPPG) is a group of parents and carers of children and young people with SEND who come together to constructively evaluate services and voice concerns to support the development of the Local Offer. They can be contacted by email for advice [info@wppg.org.uk](mailto:info@wppg.org.uk)

## Glossary

SEND is full of acronyms that can make things difficult to understand! Here is a list of the most relevant terms and acronyms.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional and Social Difficulties
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EHCP	Education, Health & Care Plans
EP	Educational Psychologist
FSM	Free School Meals
GPM	Group Provision Map
HI	Hearing Impairment
IEP	Individual Education Plan
ISR	In School Review
KS	Key Stage



LAC	Looked After Child
LEA	Local Education Authority
MAP	Multi-Agency Planning
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
PP	Pupil Premium
SaLT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SEND Lead	Special Educational Needs Co-ordinator
SLD	Specific Learning Difficulty
VI	Visual Impairment

## Useful Websites



[Westminster Information Advice Support Service](#)



[Special Kids in the UK](#)

**contact** *For families with disabled children* [Contact \(for families with disabled children\)](#)

**COUNCIL FOR DISABLED CHILDREN** [Council for Disabled Children](#)


**IPSEA** [Independent Provider of Special Education Advice](#)


**nasen** [National Association for Special Educational Needs \(Nasen\)](#)  
Helping Everyone Achieve




**SCOPE** = Equality for disabled people [Scope](#)

**bild** [British Institute of Learning Difficulties](#)

**Speech and Language UK**  [Speech and Language UK \(I CAN\)](#)  
Changing young lives.


 [Gov.UK: Children with special educational needs and disabilities \(SEND\)](#)

 **DYSPRAXIA FOUNDATION** [Dyspraxia Foundation](#)  
Incorporating Developmental Co-ordination Disorder (DCD)

 **Federation of Westminster Special Schools & Bi-Borough Inclusion Service** [Federation of Westminster Special Schools](#)

 **Dyslexia Action** [Dyslexia Action](#)  
Training and Professional Development

**YOUNGMINDS** [YoungMinds](#)  
fighting for young people's mental health

 **MIND** [MIND Brent, Wandsworth and Westminster](#)  
Brent, Wandsworth and Westminster

 **Parents for Inclusion** [Parents for Inclusion](#)