



Bury Church of England (A) PRIMARY SCHOOL
Special Educational Needs and Disability Report 2025-2026



This SEND Information Report has been written alongside the SEND Policy and Accessibility Plan and to comply with the revised SEND Code of Practice 2014, Children and Families Act 2014 and the Equality Act 2010.

Bury Church of England Primary School is a mainstream school, which is part of DEMAT. We make every effort to meet the needs of all pupils, including when necessary, additional provision for children with Special Educational Needs and Disabilities. We work with the Trust and a range of outside agencies who support and advise school staff.

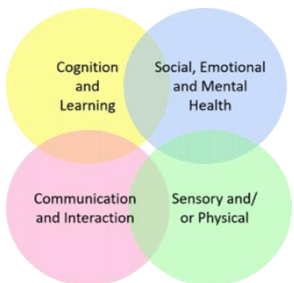
High-Quality Teaching is the universal provision made for all children and young people. This consists of high-quality teaching in an inclusive environment. Class Teachers plan lessons according to the specific needs of all groups of children in their class. Planning and teaching will be adapted daily to meet your child's individual learning needs.


At Bury Church of England Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs and Disabilities (SEND). This report should help you find the answers to any questions you might have.



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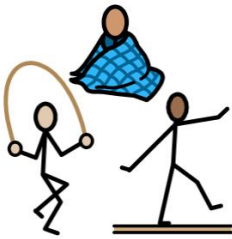
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Identification of SEND at our School	
<p>What kind of Special Educational Needs is provision made for?</p> 	<p>Special educational provision is different from or additional to that which is normally available to pupils of the same age.</p> <p>The school makes provision for pupils with difficulties in the four broad areas of need:</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Sensory and Physical difficulties • Social, Emotional and Mental Health difficulties <p>At Bury C of E Primary School, children who have Special Educational Needs may not have a disability and similarly those children with a disability may not have Special Educational Needs. However, sometimes these can overlap.</p>
<p>How do we identify that a child has a special educational need?</p>	<p>At Bury C of E Primary School, we assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Information about a child's strengths and needs will be received from the child's previous educational setting, where applicable.</p> <p>The progress of all pupils is monitored regularly by class teachers and the senior leadership team, through the use of formal and informal assessments. These will identify those whose progress:</p> <ul style="list-style-type: none"> • Is significantly slower than that of their peers starting from the same baseline • Fails to match or better the child's previous rate of progress • Fails to close the attainment gap between the child and their peers • Widens the attainment gap <p>This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offering, or whether something different or additional is needed.</p>

<p>How does the school know if my child needs extra help?</p>	<p>We know when a child needs help when:</p> <ul style="list-style-type: none"> • Concerns are raised by parents / carers, the class teacher or the child. The school holds formal parent / carer consultations in the autumn and spring terms. There is an additional informal consultation in the summer term. Parents and carers are welcome to contact school at any time to discuss any issues they feel their child is having, whether academic or social • Little or no progress is being made, recognised through the tracking of pupils' progress and discussion at Pupil Progress meetings • There is a change in the child's usual behaviour or progress.
<p>Consulting and involving pupils and parents</p> <p>If my child is having difficulty with an area of learning, how will school staff deal with this issue?</p>	<p>We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:</p> <ul style="list-style-type: none"> • All relevant stakeholders develop a good understanding of the pupil's areas of strength and difficulty • We take into account the parents' concerns • All relevant stakeholders understand the agreed outcomes sought for the child • All relevant stakeholders are clear on what the next steps are <p>Notes of these early discussions will be added to the pupil's SEN Support Plan which follows the assess, plan, do, review cycle. We will notify parents when it is decided that a pupil will receive SEN support.</p>
<p>How do we encourage you to raise your concerns?</p> 	<p>Your first point of contact should always be the class teacher who will monitor and possibly put strategies in place.</p> <p>After this meeting the class teacher will speak to the SENDCO, and another meeting can be arranged if required. The school Special Educational Needs/Disabilities Co-ordinator (SENDCo) is Mrs Shakira Coulston. The Governor with responsibility for SEND is Mrs Clarissa Day, who can be contacted through the school office.</p>
<p>Support for your child</p>	
<p>Who will oversee the education plan for my child and explain it to me and my child?</p>	<ul style="list-style-type: none"> • All children on the SEND register have a SEN Support Plan that is written by the class teacher and this is monitored by the SENDCO. This plan outlines their needs and strategies that are used to meet those needs. The plan follows the assess, plan, do, review (APDR) cycle. These will be shared with you 3 times a year and you will be given the opportunity to share your views. We hope that you will talk to us about any concerns or successes at any time through the school year. • Children with an Education, Health and Care plan (EHCP) will also have a plan to ensure that all the outcomes on the EHCP are being worked towards. The class teacher ensures the plan is being carried out and the SENDCO will oversee and monitor that this is effective and is having the desired outcome.

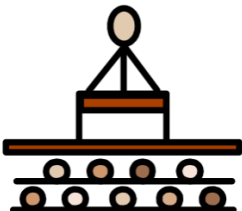
<p>How do we assess and review pupils' progress towards outcomes?</p> 	<p>SEN Support Plans follow the graduated approach and the four-part cycle of assess, plan, do, review (APDR). The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:</p> <ul style="list-style-type: none"> • The teacher's assessment and knowledge of the pupil • Their previous progress and attainment and behaviour • The individual's development in comparison to their peers and national data • The views and experience of parents • The pupil's own views (One Page Profiles) • Advice from external support services, if relevant. <p>The assessment will be reviewed regularly.</p> <p>All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.</p>
<p>Who will be working with my child?</p> 	<ul style="list-style-type: none"> • The class teacher is responsible for ensuring your child's needs are met • Teaching Assistants (directed by the class teacher) • The SENDCO will be monitoring that your child's needs are being met in class and supporting the teacher and the child to achieve their goals. This will be carried out through meetings with you the parent, the child and the teacher • The Speech and Language therapist (Mrs Juliette Bicknell) will visit the school to review the progress with a specific programme and adapt the programme as your child makes progress • Outside agencies who may be offering support to your child may visit to give advice, feedback to the child and the class teacher to ensure your child's needs are being met. All outside agencies are accessed through a referral process which requires your consent • We have support from a Specialist Teacher (Ms Georgie Mastrogiacomo) and Educational Psychologist (Ms Kate Mullinger) from the Local Authority SEND Service 0 - 25 team who work with the SENDCO, teacher and parents/carers to help improve your child's attainment, progress and wellbeing.
<p>How does my child know how they are getting on with their learning?</p>	<ul style="list-style-type: none"> • Feedback to individuals or groups • Visual prompts to highlight individual's good behaviour, e.g. stickers • Phone calls/Post cards home to parents • House Points • Being sent to another member of staff to show their work • In-class reward systems e.g. marbles


	<ul style="list-style-type: none"> • A Celebration Assembly is held weekly in celebration of pupils' success in and beyond the school day
What assessment arrangements are in place to support my child?	<p>At Bury C of E Primary School, we gather baseline information to enable us to put in place the necessary provision. Class teachers and support staff meet to discuss the impact the planned work is having on any child with SEND in the classroom.</p> <p>In order to plan support for your child together with you we implement a 'graduated response'; a four-stage cycle based on the principles of assess, plan, do, review. This cycle is based on the principle of revisiting earlier actions and refining what is being done as we develop a growing understanding of your child. Your child's academic progress is continually monitored by the class teacher along with other responsible adults within the class as part of a graduated response.</p> <ul style="list-style-type: none"> • Universal Support. This is provided as part of high-quality teaching in every class and when a child requires more than universal support, tasks will be adapted to allow the child to access Quality First Teaching. • Each child's provision will be tracked by the class teacher. Provision will be to suit the individual child's needs. • Every effort is made to allow all children to access all learning opportunities. On some occasions additional adult support or resources may be needed to make this possible. • School-based Targeted Support. Depending on need, the child may take part in an intervention. The effectiveness of the intervention will be monitored and reviewed informing the impact on the child's learning. • School-based Specialist Support. The class teacher along with the SENDCO, parents and carers will consider and use a range of effective teaching approaches in order to support your child's progress and could include a variety of strategies which are planned into the school day to help them overcome a barrier to learning. • Occasionally a child may need more expert support from an outside agency like Speech and Language Therapy, Occupational Therapy, Community Paediatrician etc. A referral will be made with parental consent and forwarded to the appropriate agency. After assessments strategies may be recommended to the school and parents.
How will the school monitor the effectiveness of its SEND arrangements and provision?	<p>Each term we will review the progress the children have made by carrying out Pupil Progress meetings:</p> <ul style="list-style-type: none"> • Through Pupil Progress meetings, learning walks, observations by the Senior Leadership Team • DEMAT carry out quality assurance across the Trust in the form of a detailed audit of provision. We have an Executive Director of Inclusive Leadership for the Trust who leads Inclusion and Safeguarding. This ensures that our SEND practice develops and strives to do the best for all of our children to ensure all children make progress from their starting points and their needs are known, understood and met. • Each term the Academy SEO for Inclusion (Mrs Caroline Jupp), who oversees SEND, meets with the SENDCO to look at provision and monitor its effectiveness


<p>What are the roles and responsibilities of our governors?</p>	<p>The governors fulfil their statutory duties by:</p> <ul style="list-style-type: none"> • Ensuring a SEND policy reflects the current Code of Practice • Support and challenge the school to ensure the school has an outstanding provision for pupils with SEND needs • Delegating responsibility to a named governor to lead work on behalf of the Local Governing Body on monitoring the quality of the provision • Ensuring the school reports to parents annually, securing appropriate targeted resources that have impact on learners which is evidenced • Oversee the schools funding to ensure the SEN provision meets requirements including the deployment and organisation of personnel, resources and their deployment • Attending annual training run by the Trust's Inclusion and Safeguarding Team.
<p>Adaptations to the curriculum and learning environment</p> <p>What is Bury C of E Primary School's approach to differentiation?</p> <p>How is extra support allocated to meet children's needs and requirements?</p>	<p>Quality First Teaching will be the main focus and from this effective adaption and scaffolding will enable your child to participate fully in all aspects of learning to make the best possible progress</p> <ul style="list-style-type: none"> • Staff plan according to children's needs and requirements in the classroom • All staff who work with your child in school are aware of your child's requirements through their planning and assessment processes • Staff can meet the needs of the children by applying the scaffolding strategies suggested within the plans • Adapting our curriculum to ensure all pupils can access it, for example, by grouping, teaching style, etc • Adapting our resources • Using recommended aids, such as task planners, visual timetables, larger font, etc • Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
<p>What is our approach to teaching pupils with SEN?</p> 	<p>Teachers are 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 pupils who have SEN. This will be adapted for individual pupils. We will also provide the following interventions:</p> <ul style="list-style-type: none"> • Fizzy Programme • Speech and Language • Write from the Start • Pre and Post Teaching – All subjects • Colourful Semantics • Sounds Write • Social skills/OPAL • Precision teaching

	<ul style="list-style-type: none"> • Complete Maths • Identiplay • Intensive interaction • Sensory circuits
How do we support children that are looked after by the local authority?	<p>Our school is underpinned by Our Vision and Values which are designed to help children develop healthy and safe relationships and build resilience.</p> <ul style="list-style-type: none"> • We will work closely with adults/relevant professionals caring for the child, to provide the best possible outcomes for the child during potential periods of change/transition. • The SENDCO is a trained deputy designated safeguarding lead. • The Assistant Headteacher is the Designated Teacher for Looked After and Previously Looked After Children. • Children will have Personal Education Plans (PEPs) which will also involve termly meetings with professionals to review progress and set targets. • We will take special considering of attendance barriers and consider how we can support looked after children after time off school. • Refer to local agencies when outside support is needed to address the pupils mental and physical health.
Partnership: Planning, Monitoring and Review	
What do we offer at Bury C of E Primary School, to parents and carers, to discuss progress, plan and review support and share specific approaches and programmes, in addition to the normal reporting arrangements?	<ul style="list-style-type: none"> • 3 times per year, the class teacher will write a plan based on their assessments of your child's needs and review this and share this with you. This is known as an SEN Support Plan. Your views and your child's views will be part of this process. • Together with your child, staff will review your child's One Page Pupil Profile. This will be shared with you termly. Your views and your child's views will be part of this process. • If your child has an EHCP we will meet formally each year to review the plan, celebrate success and adapt the plan to continually reflect the needs of your child as they grow and change • Face to face meetings, telephone conversations and informal discussions will ensure a good partnership between home and school. The class teacher is your first point of contact. The SENDCO is available to meet with you, should you have any concerns about your child. • Appointments with the class teacher or SENDCO may possibly be carried out via telephone conversations, face to face or virtually.
How do we evaluate the effectiveness of SEN provision?	<p>We evaluate the effectiveness of provision for pupils with SEN by:</p> <ul style="list-style-type: none"> • Reviewing pupils' individual progress each term • Reviewing the impact of interventions • Using pupil questionnaires




	<ul style="list-style-type: none"> • Using parent questionnaires • Monitoring by the SENDCO, SEN Governor and DEMAT • Using provision maps to measure progress • Holding annual reviews for pupils with EHC plans • Staff talk to children and respond to their individual needs and wishes sensitively • Children's views are sought when producing and reviewing Education Health and Care Plans
General Support for Wellbeing	
<p>Support for improving emotional and social development</p> <p>How do we offer pastoral, medical and social support to the children at Bury C of E Primary School?</p> 	<p>We provide support for pupils to improve their emotional and social development in the following ways:</p> <ul style="list-style-type: none"> • Access to the PSHE Curriculum • Nurture, social groups and 1-1 support for targeted intervention • Pupils with SEN are encouraged to be part of the School Council, Worship Council, Eco Council and House Captain or Vice Captains. <p>We have a zero-tolerance approach to bullying</p> <ul style="list-style-type: none"> • Children are supported by the class teacher and the support staff within the classroom overseeing the well-being of children on a day-to day basis • Miss Elizabeth Jones (Assistant Headteacher) oversees the pastoral and social support of all pupils. She is also the Senior Mental Health Lead. • We liaise with health professionals to ensure care plans are in place for children with medical needs • All staff have basic first aid training and four members of staff have undertaken specific Paediatric First Aid. <p>Other support and interventions:</p> <ul style="list-style-type: none"> • Collective Worship • Social skills • Themes worked on in school include – road safety, online safety, anti-bullying etc • House captains and Vice Captains School Council, Eco Council, Worship Council • OPAL • School nurse • Referrals to the Early Intervention Family Advisor (Mrs Danielle Tetherton) • Termly we formally review the SEN Support Plan targets with your child so that we understand that our provision is right and working for each child • Surveys • Class teacher discussions • Opportunity to have a termly discussion with the SENDCO.

How do we encourage our children to contribute their views?	<ul style="list-style-type: none"> • Staff take time to talk to children and respond to their individual needs and wishes sensitively. • Children's views are sought when producing and reviewing Education Health and Care Plans • All children to contribute to their One Page Profile • Pupil questionnaires.
Specialist Services/ Expertise Available	
What additional support do we offer for learning?	We have several teaching assistants who are trained to deliver specific interventions. Teaching Assistants will support pupils on a 1:1 targeted support basis when there is a clear need that the pupil would not be able to access the curriculum without that support. We value the development of independent skills and where possible promote learning through group support. Teaching Assistants will support pupils in small groups when there is barrier to learning that requires additional support whether that is social, emotional or academic.
What services/outside agencies does our school access? 	<p>We work with the following agencies to provide support for pupils with SEN (Please be aware that it can take several months to access these services):</p> <ul style="list-style-type: none"> • Speech and Language Therapy • Specialist Teachers and Specialist Practitioners (SEND Services 0-25) • Educational Psychology • Occupational Therapy • Community Paediatrician • CAMHS (Child and Adolescent Mental Health Service) • Early Intervention Family Advisor • Sensory Support Service (for pupils with hearing and visual impairments) • Mental Health in Schools Team • Locality Team • Social Care • Early Support.
Training	
Expertise and training of staff	The SENDCO has worked as a class teacher in mainstream schools for seventeen years. We have a team of Teaching Assistants, including one higher level teaching assistant (HLTA) who is trained to deliver SEN provision.
What qualifications do staff have?	
What training have staff received recently?	<ul style="list-style-type: none"> • All staff have Sounds-Write training • EYFS staff had Identiplay training – October 2024 • Teaching staff had “Working memory and metacognition” training – October 2024 • All staff have had “Basic first aid” training – December 2024

	<ul style="list-style-type: none"> • Teaching staff had bespoke “Literacy Difficulties” training – March 2025 • All staff have had Recovery through Relationships training – June 2025 • All staff had introduction to OPAL training – June 2025 • All staff have Safeguarding training - September - 2025 • All staff had OPAL rapid risk training – September 2025
What training/ disability awareness sessions(s) do we plan to take in the future?	<ul style="list-style-type: none"> • One member of staff is undertaking a teaching apprenticeship with United Teaching • One member of staff is completing a Foundation Degree in Early Years Education • One member of staff is completing E100 • All staff to have “ADHD” training – Autumn 2025 • All staff to have ADHD in girls training – Spring 2026 • Teaching staff to have bespoke training on language around SEN/Smart targets – Summer 2026 • OPAL leads to have additional OPAL training – January 2026/June 2026 • Teaching staff to have Ready to Learn training OT – Autumn 2025
Accessibility	
<p>At Bury C of E Primary we provide the following to ensure that all children/young people in our school can access all of the activities offered.</p> <p>How do we enable pupils with SEN to engage in activities available to those in the school who do not have SEN?</p> <p>Securing equipment and facilities</p> 	<p>All of our extra-curricular activities and school visits are available to all our pupils. All pupils are encouraged to go on our residential trip(s) to Burwell House (Year 3/4) and Grafham Water (Year 5/6). All pupils are encouraged to take part in sports day, class Collective Worships and school productions. No pupil is ever excluded from taking part in these activities because of their SEN or disability.</p> <ul style="list-style-type: none"> • We ensure all of the school building and classrooms are accessible to all of the children • Adults are supportive of the needs of the children • Pre-planning for trips and visits to ensure children can access learning beyond the classroom • Where needed, we will devise a risk assessment/safety plan for a child to ensure they are safe and have full access to the curriculum • We keep a supply of various pencil grips, move and sit cushions, ear defenders, writing slopes and fiddle toys • In some cases, children may require specific equipment and resources, for example, coloured overlays for reading, specific chairs for children with muscle disabilities. For these occasions the school will liaise with outside agencies for support and guidance.
What are the admission arrangements for pupils with a disability?	<p>Our admission arrangements for Reception and in year entry are administered by the Local Authority (LA). If we are oversubscribed, priority is given to children with Education, Health and Care Plans where we are the named school. The remaining places will then be offered in accordance with the oversubscription criteria which apply to the school as a whole. The full Admissions policy can be viewed in detail on our website.</p>

What facilities are provided to help pupils with a disability access the school?	<p>We have the following facilities available:</p> <ul style="list-style-type: none"> • Bury Primary is a single storey building. • 1 disabled parking bay. • Carpeted classrooms to aid hearing impaired children' learning. • Routes to the main entrance are clearly signed and free from obstructions. • A disabled toilet and shower are available.
How do we involve parents and carers in planning for your child?	<ul style="list-style-type: none"> • Holding transition meetings between parents, the current setting, professionals and the school • Ensuring parents/carers are involved in the children's education through Annual Reviews • Meeting in person or communicating by telephone • Parent's consultation evenings.
How can parents and carers give feedback?	<ul style="list-style-type: none"> • Each term attending parent consultation evenings • Completing Parent Questionnaires • Annual Reviews, parent/carers views are included • Teachers are available to speak to parents by appointment and virtually • Contributing to One Page Profiles • Contributing to SEN Support Plans.
Transitions	
What arrangements help children and their parents to make a successful transfer?	<ul style="list-style-type: none"> • Parents of the children coming into EYFS are invited to meetings within school • Transition meetings are held between pre-school staff, professionals who work with the family, the SENDCo and staff from school • The children are invited to visits to the school before the term begins • Transition photo booklets are given at our new intake evening • New intake evening in the Summer term • With transition into secondary school parents/carers are invited to meetings at the secondary school and transition meetings are organised between the staff from the secondary school, other professionals and the SENDCO at Abbey College or other Secondary Schools.
Supporting pupils moving between phases and preparing for adulthood How do we prepare children to make their next move?	<ul style="list-style-type: none"> • We will share information with the school, college, or other setting the pupil is moving to • Have "Move up mornings" whereby children go to the new classroom with the new teacher • Using Social Stories to support transition (where appropriate) • Create transition photo booklets • With Y6 a 'visit to the new school' happens in June/July and staff from the secondary schools speak to the staff at Bury C of E Primary School

	<ul style="list-style-type: none"> • Discussion between current and next teacher to ensure good transition – strategies that help your child overcome barriers to learning are discussed.
Complaints	
How do I make a complaint about SEN provision? 	<p>Issues regarding SEN provision in our school should be made to the Class Teacher, SENDCO or Headteacher in the first instance. They will then be referred to the school's complaints policy.</p> <p>The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:</p> <ul style="list-style-type: none"> • Fixed term suspensions and exclusions • Provision of education and associated services • Making reasonable adjustments, including the provision of auxiliary aids and services.
Contact Details	
Who should I contact if I want to discuss my child's progress or difficulties?	<p>Your child's class teacher is always your first point of contact. Parents will need to make an appointment via the school office (01487 813784 or office@bury.cambs.sch.uk)</p> <p>The Senior Leadership Team are available to discuss any issues or concerns about your child's welfare, their learning needs or medical needs.</p>
Who is the SENDCO?	<p>Mrs Shakira Coulston</p> <p>01487 813784</p> <p>SENDCo@bury.cambs.sch.uk</p>
The local authority local offer Contact details of support services for parents of pupils with SEN Contact details for raising concerns	<p>Our local authority's local offer is published here: Local Offer - Cambridgeshire County Council</p> <ul style="list-style-type: none"> • The intention of the Local Offer is to improve choice and transparency for families. It is an important resource for parents in understanding the range of services and provision in the local area • The Local Offer includes information about health and social care services, education, leisure activities and support groups in the area for children and young people aged 0-25 with SEND and their families.
What other external support services for information or advice are there?	<p>Special Education Needs and Disability Information, Advice and Support Service (SENDIASS)</p> <p>Email: sendiass@cambridgeshire.gov.uk</p> <p>Tel: 01223 699214</p>
Monitoring arrangements	<p>This Information Report will be reviewed by Mrs Shakira Coulston every year.</p> <p>It will also be updated if any changes to the information are made during the year.</p> <p>It will be approved by the Governing Body.</p>

Links with other policies and documents	<p>This report links to our policies on:</p> <ul style="list-style-type: none"> • DEMAT SEND Policy - This can all be found on the school website under the “Statutory Information” tab and then by selecting “Policies.” • DEMAT Intimate Care Policy - This can all be found on the school website under the “Statutory Information” tab and then by selecting “Policies.” • Bury Behaviour Systems - This can all be found on the school website under the “Statutory Information” tab and then by selecting “Policies.” • Accessibility Plan - This can all be found on the school website under the “Statutory Information” tab and then by selecting “Policies.” • DEMAT Behaviour Policy - This can all be found on the school website under the “Statutory Information” tab and then by selecting “Policies.” On the right-hand side there is a tab to select “DEMAT Policies” which are Trust wide. • Admissions Policy 26-27 - This can all be found on the school website under the “Statutory Information” tab and then by selecting “Policies.” • DEMAT Supporting pupils with medical conditions Policy - This can all be found on the school website under the “Statutory Information” tab and then by selecting “Policies.” On the right-hand side there is a tab to select “DEMAT Policies” which are Trust wide.
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