



Bures CEVC Primary School

SEND Information Report 2026-2027

Our School

Inclusion Statement

At Bures Primary School, inclusion is at the heart of everything we do. Guided by our vision to be strong and courageous, we are committed to ensuring that every child feels valued, supported, and able to succeed as part of our community.

We believe that every child is unique and deserves the opportunity to thrive. We celebrate diversity and recognise that children learn in different ways and at different paces. Through a nurturing and supportive environment, we ensure that all pupils—including those with special educational needs and disabilities (SEND)—are fully included in school life and are never alone on their journey.

We promote confidence, resilience, and independence, enabling children to take risks, overcome challenges, and develop a positive attitude towards their learning. Our staff work collaboratively with families, external professionals, and the pupils themselves to provide tailored support that meets individual needs and helps every child achieve their full potential.

Rooted in our Christian values, we encourage kindness, respect, and understanding, fostering a culture where differences are embraced and every success—big or small—is celebrated.

At Bures, we strive to empower all children to become confident, courageous, and successful learners who are ready to embrace the adventure of life.

September 2026 Information

Bures CEVC Primary School currently has 148 children on role (September 2026).

There are currently 28 children on SEND register with a range of needs from universal to specialist.

10 of the 28 children (35.7%) have a diagnosis of need, that can be accommodated through quality first teaching (Universal Needs).

11 of the 28 children (39.3%) have a diagnosis of need that requires targeted interventions through QFT and support planned by Class Teacher (Targeted Need).

7 of the 28 children (25%) have a significant and complex need that requires support over and above in class provision (Specialist Need).

3 of the 28 children that have an EHCP (10.7%) and 18 children have a SEND Support Provision Plan (64.2%)



Meet our SENDCo

The SENDCo is Mrs Siobhan Howson. You can contact her via the school office or by emailing showson@bures.suffolk.sch.uk.

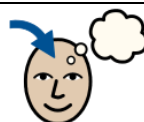
Mrs Howson works Monday, Tuesday and Wednesday.



What is SEND? (Special Educational Needs)

SEND stands for Special Educational Needs and Disabilities. This means that a child may need extra support with their learning or development compared to other children of their age. It is determined as requiring provision that is ***additional to or different from*** that made generally for other children or young people of the same age.

At Bures CEVC Primary School, we are proud to be an inclusive school that celebrates the diverse needs of all our pupils. We support children with a variety of Special Education Needs. The SEN Code of Practice 2014, which is a statutory guide for schools, categorises SEND into four main areas:



Cognition and Learning

This refers to difficulties with learning where children might learn at a slower pace than their peers. This can include:

Specific Learning Difficulties: Children may have a diagnosis of Dyslexia or Dyscalculia

- Moderate Learning Difficulties (MLD): Children may need support across many areas of the curriculum.
- Severe Learning Difficulties (SLD): Children often need extensive support in all areas of the curriculum and may also have difficulties with mobility and communication.
- Profound and Multiple Learning Difficulties (PMLD): Children have significant and complex learning difficulties often alongside a physical disability or sensory impairment.



Communication and Interaction

Children and young people with Speech, Language, and Communication Needs (SLCN) find it difficult to communicate with others. This could mean they struggle to:

- Express what they want to say
- Understand what others are saying
- Understand or use the social rules of communication (e.g turn-taking)

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language, or social communication at different times of their lives.

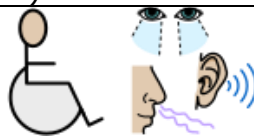


Social, Emotional and Mental Health (SEMH)

Children and young people may experience a range of social and emotional difficulties that show themselves in different ways. These include:

- Becoming withdrawn or isolated
- Displaying dangerous detrimental behaviours

- Underlying mental health difficulties such as anxiety or depression
- Other conditions such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) (which can make it hard to focus or control; impulses) or Attachment Disorder (difficulties forming secure emotional bonds).



Sensory and Physical

Some children need special educational support because they have a disability that makes it difficult for them to access the usual school facilities. This can include:

Vision Impairment (VI): Difficulties with sight.

Hearing Impairment (HI): Difficulties with hearing.

Multi-Sensory Impairment (MSI): A combination of vision and hearing difficulties.

Children with this need often require specialist support and/or equipment to access their learning.

Sensory Processing Disorder.



Identifying and Assessing Need

At Bures CVEC Primary School we work closely as a team. If a staff member has a concern about your child's progress or well-being, they will first discuss it with you. We will then begin to follow the Graduated Response approach, which is a four-part cycle of 'Assess, Plan, Do and Review'.

Assess: We gather information about your child's needs including carrying out additional in-school assessments.

The school uses a variety of tools carried out by trained staff. These include:

- BPVS (The British Picture Vocabulary Scale)
- Sandwell Early Numeracy Test
- Dyslexia Profile Assessment
- Elklan– Blank Levels Assessment
- SLT Early Screening Tool for articulation
- Phab 2
- YARC (Reading Assessment)
- Phonic Assessments
- Judith Carter's 7C's assessments

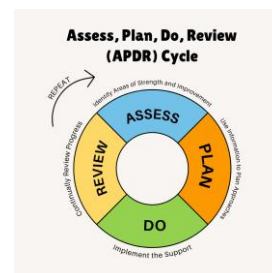
Plan: We decide on the support and strategies your child will receive.

Do: We put the planned support into place.

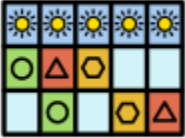
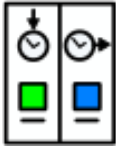
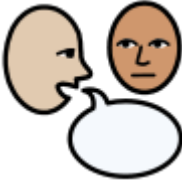
Review: We check how well the support is working and decide upon next steps.

If we feel your child needs continued, targeted support, they will be placed on our SEND Register. We will invite you into a meeting to share the targets your child is working on and the support they will be receiving.

We will create an Individual Learning Plan to keep track of your child's progress towards reaching their targets and to identify the **additional to and different from** support that is in place for them.



	Children may also be identified as requiring additional support in the following ways: • before starting reception by their previous setting or on transfer from another mainstream school • at termly Pupil Progress Meetings during which the progress data of individual children is analysed by class teacher and the Senior Leadership Team.
 Our approach to teaching children with SEND including Adaptations	We are an inclusive school, meaning we aim for all children to learn together in their classrooms as much as possible. Teachers use quality first teaching (QFT), which means adapting their teaching methods to meet the diverse needs of all pupils. As a school we have developed our Universal Offer with the support of the Whole School Inclusion Team at Suffolk County Council, and this guides our teaching and support for children with SEND. Universal Offer: This refers to the high-quality, inclusive teaching and resources that are available to all children in our school, regardless of whether they have an identified SEND. This includes strategies like: • Visual timetables: Pictures or symbols showing the day's schedule. • Task planners: Boards that break down tasks into smaller steps. • Peer mentoring: Children supporting each other. • Assistive technology: Tools like computers or special software to help learning. • Talk partners: Children working together to discuss ideas. • Word banks: Lists of words to help with writing. • Positive behaviour strategies: Encouraging good behaviour. • Ear defenders: To help reduce noise for sensitive children. • Timers: To help with focus and managing tasks. • Explicit instruction: Clear and direct teaching of skills. • Zones of Regulation: To help develop emotional literacy and regulation tools These are just a few examples of how we adapt our curriculum to ensure all children can access the learning environment. Please see the website for our Universal Offer Document.

		
Visual timetables	Task boards	Peer mentoring
		
Assistive technology	Talk partners	Peer marking
		
Self-assessment	Word banks	Positive behaviour
		
Ear defenders	Timers	Explicit instruction

Universal Offer Targeted: This refers to the additional, more specific support and interventions that are available to children who have been identified as having SEND and need something over and above what is ordinarily available to all. This support is carefully planned and reviewed through the 'Assess, Plan, Do, Review' cycle.

Examples might include:

- Small group interventions focusing on specific learning difficulties.
- One-to-one support for a particular skill.
- Specialised resources or equipment.
- Input from external professionals (with your permission).

We use the Suffolk Mainstream Inclusion Framework produced by the Local Authority to complement our teaching.



Working Together

Involving parents and learners in the dialogue is central to our approach. Our aim is to build strong family foundations to maximise children's progress in school and beyond. We use a variety of approaches to develop a regular, productive dialogue, as well as encouraging informal information sharing, for example, at the end of the school day or on Dojo.

The work together and communicate with parents in the following way:

- Parents and carers are welcome to meet with the SENDco at any point in the academic year including at parents' evenings to discuss any concerns you might have.
- We host coffee mornings across the year where parents can connect, share experiences, and receive information about training courses and support groups in Essex. We also invite outside agencies to these sessions.
- For children with an **Education, Health and Care Plan (EHCP)** or an **Individual Learning Plan** we hold three additional meetings a year (Autumn, Spring, and Summer). These meetings celebrate your child's progress, set new targets, and discuss next steps. You'll always receive a copy of the documents from the meetings.
 - An EHCP is a legal document for children and young people aged up to 25 who need more support than is available through SEND Support. It outlines their special educational, health, and social care needs and how these will be met.
 - An Individual Learning Plan is a plan developed by the school to outline the specific support a child on the SEND Register will receive.
- During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.

Your child's views are also very important! They have a right to be involved in conversations about their education. Children are regularly given opportunities to:

- Talk about their learning and progress with their teacher and learning support staff
- Attend or contribute their views and opinions to meetings

Pupils are given regular opportunities to:

Self-assess how they are doing	Attend meetings and help decide the support needed.	Feedback and Review progress/interventions.



Outside Agencies

We work together with various agencies to provide specialist support for children with SEND. The SENDCO can support with referrals to the following services: These include:

- NHS Speech and Language Therapists (SaLT)
- NHS Physiotherapists
- NHS Occupational Therapist
- Social Workers
- General Practitioners and Paediatricians
- Specialist Education Services (SES) from the Local Authority
- SENDIASS
- Primary Mental Health Workers
- School Nursing Team
- Educational Psychologists Services from the Local Authority
- Inclusion Facilitators



We will always ask your permission before we involve any outside agencies. Once we receive their feedback, we'll arrange a meeting with you to discuss their advice.



Evaluating Provision

We regularly review and evaluate the effectiveness of our SEND provision to ensure every child is making good progress. This includes:

- Discussing children's progress and next steps in our Senior Leadership Team (SLT) meetings and Pupil Progress meetings.
- Sharing ideas and keeping up-to-date with research and policies in staff meetings.
- Reviewing each child's individual progress towards their targets at least every term.
- Establishing a baseline for children before they receive interventions and regularly reviewing the impact of those interventions.
- Regular monitoring by the SENDCO (e.g, Observations, Pupil Voice)
- Using tracking tools to update targets and measure progress (Insights)
- Holding termly reviews for children with an Individual Learning Plan and/or an EHCP
- Holding annual reviews for children with EHCPs.
- SENDCO Reports to Governing Body.
- Governors' Monitoring

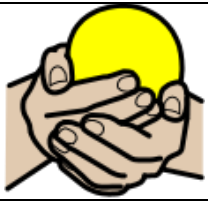


Staff Training

At Bures CEVC Primary School, we are committed to ongoing professional development to ensure all our staff have the understanding they need to support your child. When new staff join, they are thoroughly briefed on our school systems and the needs of the children they will be working with.

Our Senior Leadership Team regularly moderates needs within the school. If a specific area is highlighted, we organise whole-school training to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies.

Our staff have completed training in the following areas:

				
	PACE Training	Therapeutic Thinking	Restorative Practice	Keys to Inclusion
				
	Dyslexia SpLD Professional Development Qualification	RWI: Phonics (catch-up)	Precision Teaching	Adaptive Teaching Approaches
				
	Speech and Language	ELKLAN	Language Link	
				
	Sensory Processing (NHS)	ELSA	Drawing and Talking	Nurture support Mental Health Level 2 and MH First Aiders
				
	Autism & PDA	ADHD Training	Neurodiversity and Mental Health (Anna Freud)	Mini Path Foundations



Transition Support

Moving to a new school year or a new school can be a big step, especially for children with SEND. We put in place careful plans to make these transitions as smooth as possible.

Nursery to Reception

We hold an Induction Evening in the Summer term for our new Reception starters, providing parents with the opportunity to meet with the Class Teacher, Headteachers and SENDCo.

	Partnerships with local feeder playgroups are strong and the Nursery/Reception class teachers make visits to feeder settings to observe children and meet with staff. We hold three induction mornings in the second half of the summer term in preparation for their September start, including a parent and child school lunch. All children receive a Transition Booklet to share with families over the summer holidays. <u>Mid-Year New Starters:</u> If your child joins us mid-year with identified SEND, we arrange a meeting with your family to understand their needs and put the right support in place. <u>End of Year transition:</u> AT the end of each school year, the following transition events take place: • Current Individual Learning Plans are shared with the new teacher • Handover meeting takes place with class teachers • Meeting between the SENDCo and new class teacher • New class teacher makes observations of child in their current class • Parent given the opportunity to meet with the new teacher at the start of the academic year • Children will meet their teacher and spend time in their new class • Transition Booklets are provided for all children <u>Secondary Transition</u> For children leaving us at the end of Year 6, we ensure handover meetings are held with secondary schools including specialist settings. Additional transition visits can be arranged to support children who need further support with the process. All electronic files are securely transferred to the SENDCo at your child's secondary setting.
 Clubs and Trips	All our extracurricular activities and school trips, including before and after school clubs, are available to all our children. We encourage every child to go on our trips, sports days, school competitions, assemblies, performances, and to apply for roles of responsibilities like the school council, house group leaders and playground leaders. We may ask parents to accompany their child on their first school trip should we determine that the extra support is appropriate for your child. An Individual Risk Assessment may need to be co-produced prior to the school trip. No child is ever excluded from taking part in these activities because of their SEN or disability. Please refer to the school's Accessibility Plan for further information on how we ensure children with SEND can access our school and are treated fairly.



Suffolk & Essex Local Offer

The Local Offer is a directory provided by both Suffolk and Essex County Council. It tells you about the services and support in our local area for the children and young people aged 0-25 with SEND and their families.

The SEND Local Offer is determined by the local authority where the pupil lives, not where their school is located.

If you live in Suffolk, you can find the Suffolk Local Offer on the Suffolk County Website:

[Home - Suffolk SEND Local Offer](#)

If you live in Essex, you can find the Essex Local Offer on the Essex County Website:

[Essex County Council: Special Educational Needs and Disabilities \(SEND\) | Essex Local Offer](#)

SEND Information, Advice and Support Services (SEND IASS):

Provide free, impartial advice and support to parents, children and young people on SEND matters.

[Home - Suffolk SENDIASS](#)

[Essex SEND - Information, Advice and Support](#)



[Service](#)



Complaint Procedure

If you have a concern, your first point of contact is your child's class teacher. If you are not satisfied, you can speak to the SENDCo. If your issue remains unsolved, then an appointment can be made to speak to the Headteacher.

If you are unhappy with the response, the complaints procedure can be found on the school website (Link?)

[Bures Primary School - Home](#)



Feedback

We hope this report, including the Universal Offer Document and Parent Flow Chart provides with a clear understanding of how we can work together to support children with Special Educational Needs and Disabilities at Bures CEVC Primary School. If you have any questions, please do not hesitate to get in touch.

Written: 1st October 2026

Review Date: September 2027