

Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report



Burchetts Green Infant School

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School website:	www.bgis.org.uk
Type of school:	Academy Infant School

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

SEND Provision at Burchetts Green Infant School

At Burchetts Green Infant School, we provide support for a wide range of children with varying needs. Our inclusive approach ensures that all pupils are valued and supported to reach their full potential. We cater for:

- Children with academic learning difficulties, including those with dyslexia, delayed language development, and slower processing speeds.
- Children experiencing social, emotional, and mental health challenges, who may require additional pastoral or therapeutic support.
- Children with medical conditions, where we work closely with healthcare professionals to ensure their safety and wellbeing in school.
- Children with physical and sensory needs, including those with autism spectrum conditions and related challenges.

We are committed to identifying individual needs early and providing tailored support through high-quality teaching, targeted interventions, and strong partnerships with parents and professionals.

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

On starting reception, all children will be offered a home visit to talk to you about your child needs.

All children in school are carefully monitored within lessons using questioning and discussion. Summative assessment data is recorded termly using Insight (Online Tracking System). Teachers assess regularly using professional discussions at the beginning of every staff meeting, marking, observations and questioning as well as formal tests.

c. What should I do if I think my child or young person may have special educational needs or disabilities?

All parents are invited to talk to teachers, the Headteacher and the SENCo. You can also contact your local GP for referral to other agencies e.g. occupational therapy, speech and language.

2. Support the school provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

Our approach to teaching pupils with SEN include:

- Quality-first teaching with appropriate, targeted support in place according to pupil need.
- Additional adult support where appropriate to complement the work of the teacher.
- Reduced class sizes and the use of small group work.
- Personalised provision through targeted, time-limited programmes.
- Personalised provision through adapted resources and support.

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

All school staff receive high-quality training to ensure they are well-equipped to meet the diverse needs of our pupils. Where children have specific educational needs or disabilities (SEND), we provide additional, targeted training as appropriate. Training needs are reviewed regularly to maintain high standards of practice and to respond effectively to the evolving needs of our school community.

We continue to benefit from ongoing support from the SHINE team, who work closely with us to support children with autism in a mainstream setting.

This year, we have further strengthened our SEND provision by supporting a member of staff to complete the **Level 3 SEN Teaching Assistant qualification**. Our staff have also undertaken **Attention Autism (Bucket Time)** training with our Educational Psychologist, alongside refresher training in **Emotion Coaching**, both of which further support our inclusive practice.

c. How is the decision made about what type and how much support my child or young person will receive?

How We Monitor and Support Children with SEND

- **Parent Consultations:** We engage parents through regular parents' evenings and ad hoc meetings to discuss progress, concerns, and next steps for their child.
- **Intervention Reviews:** Children receiving targeted interventions are regularly reviewed through meetings involving the Headteacher, SENCo, and class teachers to ensure support remains effective and responsive.
- **Target Setting and Progress Reviews:** We set individual targets for children and review their progress on a termly basis, adjusting support strategies as needed.
- **EHCP-Guided Support:** For children with an **Education, Health and Care Plan (EHCP)**, the level and nature of support are guided by the recommendations and requirements outlined in the plan.
- **Use of Specialist Advice:** We implement strategies and recommendations from external professionals, such as Educational Psychologists, Speech and Language Therapists, and Occupational Therapists, to inform tailored support plans.

d. How will I (the parent) be involved in planning for and supporting my child's or young person's learning?

Parents are invited to be fully involved with their child's education. Children with SEN Support plans have termly meetings with parents to review child's progress against targets. Children with EHCP's will have a daily home school communication book.

e. How will my child be involved in their own learning and decisions made about their learning?

Children's views will always be listened to. This may be through discussion with the teacher, TA or parent. Where children have an EHCP the child's view is documented as part of the review.

3. Children and young people's progress

a. How do you check and review my child or young person's progress?

Pupil progress meetings are held termly. We use Insight to track children's progress. Provision maps and SEN Support Plans are updated termly and progress measured against SMART targets.

b. How do you involve my child or young person and parents in those reviews?

SEN Support Plans are reviewed termly with parents. Children's views are taken into account through discussion with TA's and teachers.

c. How do you know if the provision for children and young people with SEND at your school is working?

We know the provision is working if the SMART targets are met. If progress isn't as expected then alternative provision will be provided or professional advice sort.

4. Support for overall wellbeing

a. What support is available to promote my child or young person's emotional and social development?

Emotional Wellbeing and Support

We foster a caring and inclusive culture, underpinned by our well-embedded school values. Our approach prioritises emotional wellbeing, recognising that some children may find aspects of school life challenging.

We use **Emotion Coaching** to provide empathy and guidance, helping children to understand and regulate their emotions. The school's smaller size and smaller class numbers enable staff to build strong, individual relationships with each child.

All pupils take part in the Fun Friends Emotional Resilience Programme each year, supporting the development of positive coping strategies and emotional literacy. Where additional support is needed, we offer 1:1 **ELSA (Emotional Literacy Support Assistant)** sessions to promote social and emotional development in a safe and supportive environment.

Our approach to behaviour and emotional support is further outlined in our Behaviour Policy, which is available on our school website.

5. reparation for new and next steps

a. How will you help and prepare my child to join your school?

All children receive home visits (more if needed) and visits to their present nursery as appropriate. We receive paperwork from previous settings.

When necessary, we take photos of the child in our setting for them to study over the summer holiday so that they can become familiarised before their first day. The children joining in EYFS have two school visits where they meet the teachers, teaching assistants and the other children.

b. How will you prepare my child young people to join their next year group, school, college, stage of education or life?

Our school, working with parents, liaises with the child's next setting to ensure the transition is as smooth as possible. This involves visits to next schools and liaising with teachers.

6. Accessibility and specialist equipment

a. How accessible is the school environment?

Do you have an accessibility plan?

We have a school accessibility plan on our website.

Most areas of the school are accessible by wheelchair however the outside field needs to be accessed using a ramp and our woodland has limited disabled access. We have disabled parking spaces for parents. We have a disabled toilet with room for a hoist.
b. What if my child needs specialist equipment or facilities?
We do not have specialist equipment at present.
c. How will my child or young person be included in activities outside the classroom including physical activities, school clubs and school trips?
All individuals have access to every aspect of school life. Provision is put in place to mitigate any issues. This would include discussion with parents and the child.
7. Training for staff, specialist services and further support
a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?
We are committed to continuous professional development to ensure our staff are well-equipped to meet the needs of all learners. Recent training includes colourful semantics. Our provision is strengthened by specialist input from external professionals. We receive support from the SHINE team, both of whom provide targeted guidance for supporting children with autism in a mainstream setting. In addition, we regularly engage with an Educational Psychologist and Speech and Language Therapist to help inform personalised support for individual pupils.
b. What other agencies do you involve to meet the needs of my child or young person and how can I access support from these agencies?
We involve other agencies (as above) when appropriate and we involve parents in this process.
c. Who should I contact to find out about other support for parents, carers and families of children and young people with SEND?
You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families. Tel: 01628 683182 Email: IAS@rbwm.gov.uk Website: http://ias-rbwm.co.uk/ Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person: http://directory.rbwm.gov.uk/kb5/rbwm/directory/localoffer.page
8. Policies
a. Are you aware or familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?
Yes
b. Where can I find other school policies relating to SEND?
https://www.bgis.org.uk/policies/

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

10. Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child or young person?

Please speak to the headteacher in the first instance.

Our complaints policy can be found on our website.

11. Glossary

Terms used in this document Description/explanation of term Special Educational Needs and Disability Co-ordinator

Terms used in this document	Description/explanation of term
Special Educational Needs and Disability Co-ordinator (SENDCo)	This is the member of staff of a school who has responsibility for co-ordinating special educational needs provision within that school
Emotional Literacy Support Assistant (ELSA)	Teaching assistants who have received extra training to support the emotional wellbeing of children and young people
Nurture groups	Small group intervention for supporting children with social, emotional or behavioural needs to access learning
Precision Monitoring/ Teaching	Intervention for helping individual children to learn a range of specific skills automatically so that they may become fluent in a skill
Assisting Berkshire Children to Read (ABC to read)	This is a charity which trains volunteers and parents to support children's reading.
Visual timetable	Timetable for an individual or class with pictures which clearly shows the activities which will be happening

Date of last update of this document: July 2026

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