Special Educational Needs (SEN) Information Report

Bure Valley School

Reviewed	Next Review Date
October 2026	October 2027

Introduction

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities (SEND). The Norfolk Local Offer outlines the provision available in our area across education, health and social care for children with SEND. It can be found by clicking on the image below.

All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND.

The information published must be updated annually. The required information is set out in the SEND regulations which can be found here.

Who to contact

Bure Valley School is a mainstream age 7-11 school, which admits pupils to the school in line with the school's admissions policy. The school believes that all children and young people are entitled to an education that enables them to achieve their potential. The school has a strong commitment to working in partnership with pupils, parents, carers, governors, our cluster schools and the local community. Together we afford our pupils the opportunity to make progress in all areas and fulfil their potential and expectations. This report has been produced with involvement from these stakeholders.

We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

SENDCo	Assistant SENDCo	SEN Governor	Headteacher
Karen Nice	Polly Stewardson	Kate Smith	Jamie Olney
			

If you think your child may have additional needs, in the first instance, please speak to their class teacher. You can contact the SEND team at SENDCo@burevalley.norfolk.sch.uk or call 01263 733393. Our SENDCo currently works three days a week which are generally Monday to Wednesday and our Assistant SENDCo also works three days a week which are generally Tuesday, Wednesday and Friday. Their time is split between Bure Valley and John of Gaunt Infant and Nursery School.

Our approach to teaching learners with SEND

At Bure Valley School we value learning for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners using high quality teaching including adaptive teaching methods. We actively monitor teaching and learning in the school. For more information on our approach please see our Teaching and Learning policy on the school website. We follow a bespoke curriculum which is supplemented by some additional schemes such as Maths Mastery.

Our School Improvement and Development Plan outlines how we develop learning for all and details our planned continued professional development (CPD) opportunities for all staff. We have highly trained staff across the cluster who are accessible to support our school for pupils with specific need, if appropriate.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

It takes a Whole Community to Educate a Child

Bure Valley School is part of the Aylsham Cluster Trust. Schools in the Aylsham Cluster have been working together to transform education for children and families in the Aylsham area. SENDCos meet regularly to discuss the needs of the children and young people with SEND in the cluster and work collaboratively to support their needs. This is especially important when children transition from one setting to another.

What do we mean by SEN?

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) Have significantly greater difficulty in learning than the majority of others of the same age: or

(b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions."

If a learner is identified as having SEN, we will provide provision that is **'**additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Pupils can fall behind in schools for lots of reasons. They may have been absent from school; they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from their learning. At Bure Valley School we are committed to ensuring that all pupils have access to learning opportunities, and for

those that are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

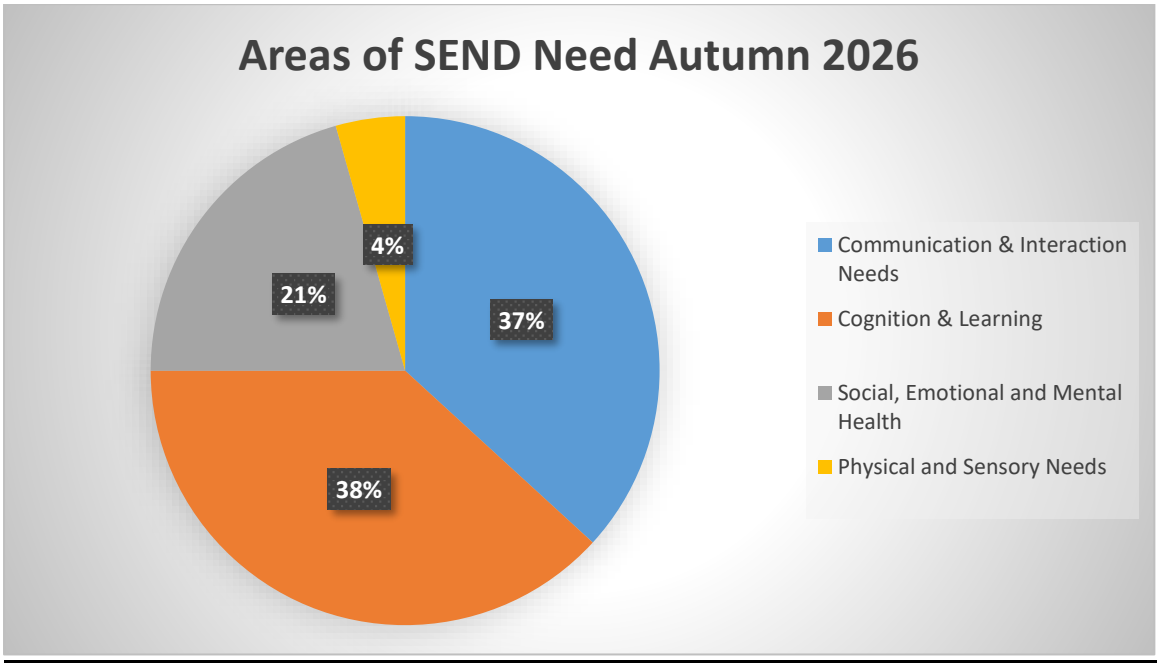
The kinds of SEND for which provision is made at Bure Valley School

Our SEND List for 2026-27 shows that we have 29.6% of children identified as having SEND. 3.5% of children in Bure Valley School have an EHCP and others are awaiting assessment.

All staff are aware of the SEN Code of Practice 2014 and that special education needs and provision can be considered as falling under four broad areas:

1. Communication and Interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

At Bure Valley School, the four broad areas are used to identify children's needs. We record their SEN according to their primary need in order to work out what action the school needs to take, rather than fitting a pupil in to a category. In practice, individual children often have needs that cut across all areas and their needs may change with time. These secondary needs are not recorded in this data but are still supported and often, 'rating' primary and secondary areas of need is an artificial distinction.



Communication and Interaction needs includes those with speech and language needs as well as those with Autism. Our first response, before assuming a learning difficulty or an emotional or behavioural need, is to assess and meet any language deficit. For these children, many cease to have SEN and others move into other categories. We also have high numbers of children who are waiting for an assessment for Autism or ADHD.

How are pupil's SEND needs identified?

For some children SEND needs are identified at an early age, for example through parental concerns, a health professional or a pre-school setting. However, for other children and young people, difficulties become evident only as they develop and grow. It is important to understand that children naturally develop at different rates.

At Bure Valley School teachers and support staff work closely with learners and their parents/carers to identify any barriers to learning and to understand why a pupil may not be making progress.

In school, children may be initially identified as having a possible SEND through:

- Teachers making termly assessments of all children's progress. Children may be identified as having a SEND need if they are performing below age expectations despite high quality teaching and additional support.
- Concerns being raised by a staff member or parent about a child's behaviour, self-esteem or levels of anxiety about school which are affecting performance.
- Staff recognising indicators of SEND in children's learning and behaviour through their observations in the classroom or at social times.
- Looking at work and progress over time
- Using checklists to identify strengths and difficulties
- Discussions with the senior leadership team during pupil progress meetings

If a child continues to have difficulties with their learning despite intervention and support, our SENDCo is able to use a range of assessments to further assess barriers to learning. Our SENDCo holds the National Award for SEN Co-ordination and has over four years of experience as a SENDCo.

We also have a range of assessment tools available including:

- WRIT (Wide Range Intelligence Test) for ability
- Sandwell Diagnostic Maths Test
- TOMAL2 (Test of Memory and Learning 2nd Edition)
- BPVS3 (British Picture Vocabulary Scale 3rd Edition)
- Dyslexia Portfolio
- Wellcomm Speech and Language Assessment
- Speech Sound Screeners
- Phonics Screening Checks
- Reading and Maths Assessments

For some learners we may want to seek advice from specialist teams. In our school we have access to various specialist services. We have access to services universally provided by Norfolk County Council, which are described on their local offer website.

Bure Valley School, as part of the Aylsham Learning Federation, is able to access for 2026-27 support from a number of organisations and individuals. Although not all of them are SEN-specific, they are able to offer parents and pupils a range of support:

Team Around the School (TAS) meetings – A termly meeting with our LA SEND advisor and members of EPSS team. (Educational Psychology and Support Services)

Virtual School for Sensory Support – advice about supporting children with visual, hearing or multi-sensory impairment

Virtual School for looked After Children – advice about supporting children who are or have been looked after

Norfolk County's Inclusion and SEND Team

Victoria Seal – Pastoral Support (full time member of the school staff)

Monica Harding (Family Learning Coordinator)

Sara Dale (SEMH officer)

If we have children with specific needs in school that require further expertise, we have the opportunity to purchase/access as necessary support from:

Just One Number – A one stop service for advice such as sleep, toileting, speech and emotional health
Speech and Language Therapy – After school based initial intervention, referrals can be made for difficulties with speech production, stammers or difficulties with expressive and receptive language
Access Through Technology - Referrals can be made for children who might benefit from having communication technology to help them learn and communicate
Specialist Resource Bases – Provide outreach or short term placement for pupils in specialist classes within mainstream schools
Specialist Hubs of Inclusive Practice (SHIPs) - The SHIPs aim to support children with special educational needs and/or disabilities to access and thrive in a mainstream school environment.
Occupational Therapy / Neurodevelopmental Service – After school based initial intervention, referrals can be made for difficulties with co-ordination
Supporting Smiles- Support to children experiencing mental health and emotional difficulties that are causing them distress
CAMHS – Provide support and advice for children with severe or moderate mental health difficulties
VSSS – Virtual School for Sensory Support for children with Sensory Loss
SEND and Inclusion Support Line – A phone line for families and professionals looking for support and advice

We also employ Learning Support Assistants who support in class and to support pupils with additional needs.

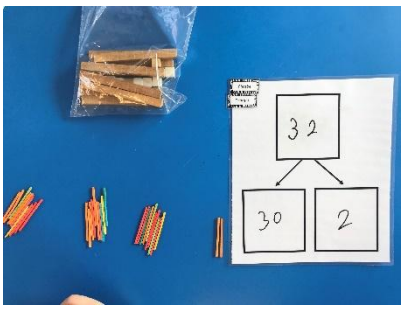
Our team has highly qualified staff with a broad range of experiences and qualifications.

What we do to support learners with SEND?

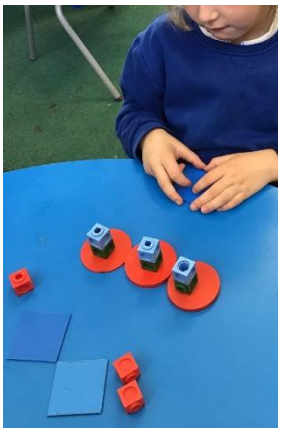
High Quality Teaching, Differentiation and Personalised Teaching Approaches

The SEND Code of Practice (2014) is clear that special educational provision is underpinned by high quality teaching. Differentiated and personalised teaching approaches, often referred to as Quality First Teaching (QFT) or universal approaches, benefit all children /young people as well as those also with special educational needs. Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Bure Valley School are proud of our Teachers and their developments.

In their day to day teaching, our Teachers will use various strategies to adapt access to the curriculum and environment. This might include using:



- Visual timetables to support children with transitions
- First / Then Boards
- Writing frames and word banks
- Use of ICT
- Peer buddy systems – grouping children together so they can support each other
- Positive behaviour rewards system
- Coloured overlays or coloured paper can be used to reduce visual stress
- Practical apparatus to support learning
- Talk Partners – giving children time to talk through their ideas with a partner before answering a question
- Visual prompts such as sand timers
- Checklists so children know what they have to do
- Allowing children to record their understanding in different ways such as mind maps or drawings
- Pre-teaching new concepts of vocabulary
- Giving children access to 'calm' or 'safe' spaces
- Talking Tins
- Wobble cushions
- Colourful Semantics



- Translation Services for EAL families
- Zones of Regulation / Sensory Circuits



SEN Support

Some children / young people will require support that is additional to universal High Quality First Teaching. Each learner identified as having SEND is entitled to support that is 'additional to or different from' a normal differentiated curriculum. **This is known as SEN Support**. The support that might be offered at SEN Support can be found on the local offer. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified.

We offer a range of interventions to support the four areas of need, here are some examples:

Cognition and Learning	Communication and Interaction	Physical and Sensory	Social, Emotional, Mental Health
• Precision Teaching • Executive Functioning Workshop • Workshop groups that change throughout the year according to need. • Clicker 8	• Wellcomm Speech and Language Intervention • Speech and Language intervention programmes directed by speech and language therapists • Lego Therapy • Colourful Semantics • First / then boards • NDT Mentoring	• Sensory Workshop • Write from the Start Handwriting Intervention • Access through technology • Sensepath Plans • Medical Support • Ear defenders • Move and Sit Cushion	• Zones of Regulation Workshop • Incredible 5 Point Scales • Specific intervention from our SEMH and Nurture team • Lego Therapy • PBSP (Positive Behaviour Support plans)

The support currently offered highlighted above is described on our provision map, which although does not detail the individual pupil names, describes the interventions and actions that we undertake at Bure Valley School to support learners with SEND across the year groups. We modify the provision map regularly, and it changes every year, as our children and their needs change.

At Bure Valley School, we share the provision map with our colleagues in the Aylsham Cluster so we can learn from each other and demonstrate what we offer for learners with SEND. We are also able to promote consistent practice across all the schools in our cluster ensuring equality of opportunity.

Our provision map is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

Supporting children's Emotional, Mental and Social development

At Bure Valley School, we recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer additional support. This support may be offered in small groups or 1:1. This support may be delivered by:

- Our Pastoral lead, Victoria Seal
- Our Nurture Team
- Aylsham Learning Federations SEMH Team (Sara Dale, Elaine Dyer)

If a child's social and emotion needs cannot be met by the support offered in school, our SENDCo and Pastoral lead are able to signpost to other professionals for help and advice. Just One Number Norfolk and Best Start Family Hub are a great source of information and support.

What happens if my child's needs are complex and cannot be met at SEN Support?

Most children at Bure Valley School have their needs met with SEN Support. However, if a pupil has complex and significant special educational needs that cannot be met through the provision that is available through SEN support, it may be appropriate to request an EHC (Education, health and care) needs assessment from the local authority. This can only happen once all avenues of SEN support have been investigated. In Norfolk Local Authority, EHCPs are deemed only necessary for those seeking specialist provision.

Funding for SEN

Bure Valley School receives funding directly to the school from the Local Authority to support the needs of the learners with SEN. This is described in the SEN memorandum.

We are also able to request 'top-up' funding direct from the local authority. This money is not guaranteed and is allocated according to need, which is assessed by the Local Authority, using the INDES and supporting evidence.

The funding we receive is used to provide interventions and support as described on our Provision Map. Our costed provision map for can be found here.

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Professional Development for staff at Bure Valley School

The School recognises that high-quality training is vital for all staff. There is a guaranteed termly staff meeting devoted to SEN. Recent staff CPD (Continuous Professional Development) has included scripts,

Norfolk Steps, Making Sense of Autism, Trauma Informed Practice, Neuroscience of Play, Supporting Learners to be Independent and Adaptive Teaching. Issues relating to SEN are discussed and shared in meetings as necessary, for example, the introduction of new documents and any proposed changes to practice.

Our SENDCo attends regular CPD related to SEND, as well as the termly SEN Forums run by the Local Authority. Karen Nice holds the National Award for SEN Coordination

How do we find out if this support is effective?

Monitoring children's progress is an integral part of teaching and leadership within Bure Valley School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions and support for learners with SEN. We follow the 'assess, plans, do, review', graduated approach model and aim to involve parents/carers and children in each step.



Step 1. Assess

Children are assessed and a baseline is recorded.

- An Individual Needs Descriptor (INDES) will be completed and shared with the Local Authority. This is for all children who join the SEND list.

Other examples that could be used, depending on need -

- An assessment of the phonic sounds children can read or write
- An assessment of how many high frequency words a child can read on sight
- A reading age or spelling age assessment may be completed
- A Wellcomm speech and language assessment may be used to identify gaps in their understanding and / or ability to express themselves verbally.

Step 2. PLAN

Teachers in conjunction with the SENDCO select some additional provision to help the child. The teacher, parent/carer and learner have a termly meeting where they agree what they hope will be different following this intervention or support. This meeting is an opportunity for everyone to work together to make decisions about a child's support. This is recorded on the pupil's learning support plan (LSP)

The learning support plan records features of the child's learning such as aspects that they enjoy or find difficult, as well as the support that they feel is effective. It also details any additional intervention provided. Included in the learning support plan are 2 or 3 realistic targets. They are measureable and achievable.

Some children will need a Pupil Passport which will summarize what works for the child in terms of environment and learning support but is not easily captured by targets. This document is also co-created and may need reviewing termly if LSP targets are not required (some children, for example with medical needs, may not need targets, just modified provision and support.) Other plans types include a Positive Behaviour Support Plan. Whilst the type of plan may vary according to need, they all follow the same 4 point cycle.

Step 3. DO

Interventions, adjustments and support are carried out over a period of time, usually a term.

Step 4. REVIEW

After a period of intervention, the child is re-assessed to find out whether they have made progress and a decision is made whether to continue with, stop, or change the support offered. Children, parents/carers and their teaching and support staff should be directly involved in reviewing progress. This cycle will be repeated termly.

Our cycle falls on the half term holidays – October, February and June – rather than at the end of terms, which had become very busy! We encourage parents to attend all meetings and to create a parent account on Edukey Provision Map, where you can contribute to plans, see provisions and passports and send messages.

How does the school know that the intervention they use are effective?

The SENDCo collates the impact data of interventions, to ensure that we are only using interventions that work. Intervention data is shared with the Aylsham Cluster so all SENDCos in our cluster are able to select high quality provision.

Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors. We also take part in external moderation, as part of the Aylsham Cluster and as a local authority. This ensures that our judgements stand up to scrutiny. Our school and cluster data is also monitored by the Local Authority and Ofsted.

We evaluate interventions separately from Learning Support Plan targets and compare outcomes with national research such as the Education Endowment Foundation. ASP (Analyse School Performance) is used with our Self-Evaluation Process to monitor progress in groups.

Looked After Children and Previously Looked After Children

The designated teacher for looked after children and previously looked after children is our SENDCo, Karen Nice. The LAC designated teacher attends LAC designated teacher network meetings and other training offered by the Virtual School for LAC and Post LAC. Our designated teacher liaises with carers and social workers and will attend PEP and LAC Review meetings as required.

Young people who are in the care of the local authority and who, also have a special educational need will receive support appropriate to their specific need. They may have a learning support plan or EHCP in addition to their PEP (personal education plan). We can also access advice for children with a Social Worker through the Virtual School for LAC.

Other opportunities for learning and extra-curricular activities

All learners should have the same opportunity to access extra-curricular activities. At Bure Valley School in we hope to offer a range of additional clubs and activities. Once they are up and running, details will be found in the school newsletter.

Sometimes, we can help club providers make adjustments to allow access for all pupils. When you book clubs please let the provider know if your child requires an adjustments to enable them to participate safety. This is the responsibility of the club provider, so they need enough information to make a decision. This also applies to Breakfast and Tea Club. Please email the office for advice: office@burevalley.norfolk.sch.uk

Equality

All staff at Bure Valley School work within the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities."

Section 1 (1) Disability Discrimination Act 1995:

This definition of disability in the Equality Act includes children with long term health conditions such as Asthma, Diabetes, Epilepsy and Cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please see the school website for our Single Equality Scheme.

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. Bure Valley School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with you and your child during the summer term.

Transition to junior schools will be discussed in the summer term of Year 1, to ensure time for planning and preparation. During Year 2, there are a number of opportunities for all children to visit Bure Valley School. Teachers for Bure Valley School also make visits to see the year 2 children during the year. Mrs Nice and Ms Stewardson are the SENDCo and Assistant SENDCo respectively for both schools.

If required, additional visits can be arranged, prior to the general transition days. These visits can be on an individual basis (with a member of JOG staff) or as a small group.

This year, we commissioned small group and individual support with the Schools and Communities Trust. This enabled us in Aylsham Learning Federation to provided targeted group support as well as enhanced individual support to over 30 pupils across the primary phase.

Some children leave Bure Valley for different provision, and the SENDCo will ensure that individual transition requirements, including visits, are met. Children joining or leaving us may need transition books to support them to process change, this will be decided on an individual basis on what works best for the child, family and settings involved.

What support is available for me and my family?

Norfolk SENDIASS can offer information, advice and support to children, young people and parents/carers about special educational needs and disabilities (SEND). This includes health and social care where it is linked to education.

They can be contacted by phone on 01603 704070 or by email norfolksendiass@norfolk.gov.uk

Norfolk County Council SEND and Inclusion Line:

Call 0333 313 7165 to get in touch with one of their advisors, where they support families and professionals. Call the support line to receive advice and guidance on Inclusion and SEND provision, or if you have a child, young person, or pupil at imminent risk of permanent exclusion. This phone line is open on weekdays, from 9am to 5pm.

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

- NANSA
- Family Action

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

IPSEA

SEND family support

NSPCC

Family Action

Special Needs Jungle

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 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

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages