

Burlington Junior School



SEND Information Report 2025-2026

To be reviewed Autumn 2026

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1. Introduction

Burlington Junior School is a mainstream four-form entry setting. We believe that all children have a right to a full and rounded education, which will enable them to achieve their full potential. We are proud of our strong inclusive values and ethos. We endeavour to meet the needs of all learners be it academic, emotional, physical or behavioural.

All schools in the Royal Borough of Kingston follow a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. Information about how the Local Authority supports children with SEND in its maintained schools can be found in the SEND local offer at:

- Local Offer website: https://kr.afcinfo.org.uk/local_offer
- Email address for enquiries and feedback: sendlocaloffer@achievingforchildren.org.uk
- Phone number for enquiries: **020 8547 4722**

This SEND information report sets out the way in which we support children with Special Educational Needs and Disabilities in our school.

2. What is special education needs?

[The Special Educational Needs Code of Practice 2014](#) states that a child has SEN if they:

- a) Have a 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 the kind generally provided for others of the same age in a mainstream school.

The following four areas of need broadly define special educational needs:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

3. What kind of provision for children with SEND is made at Burlington Juniors School?

‘Building foundations for life’

Our Vision:

At Burlington Junior School, we inspire every child on their educational journey, nurturing a lifelong love of learning and discovery.

Our mission is to:

- Provide a creative and inspiring curriculum that offers memorable learning experiences.

- Guide children towards both personal growth and academic success.
- Create a safe, caring environment where everyone feels valued and able to achieve.
- Work in partnership with families and the wider community to celebrate, respect, and embrace diversity.

We provide a high-quality education for all pupils. Every child, including those with Special Educational Needs and Disabilities (SEND), is entitled to a broad, balanced, and accessible curriculum, as well as full inclusion in all aspects of school life. We believe that all children should be equally valued and supported to flourish in an environment free from prejudice and discrimination.

What makes SEND provision different?

Special educational provision is support that is *additional to* or *different from* what is provided for other children of the same age. It goes beyond the usual differentiated approaches and high-quality, personalised teaching that all pupils receive. This may be provided within school or through the involvement of specialist services.

At Burlington Junior School, we are experienced in supporting children with:

- Autism
- Specific learning difficulties (e.g. dyslexia, dyscalculia)
- Physical difficulties and medical needs
- Sensory needs
- Social, emotional and mental health needs, including ADHD and attachment needs
- Speech, language and communication needs
- Genetic disorders
- Hearing impairment
- Visual impairment

Where pupils present with needs that are less familiar to us, we draw on specialist advice and training so that we can adapt provision and ensure their needs are met.

4. Who can I talk to about my child's difficulties with learning, SEN or disability?

At Burlington Junior School we pride ourselves on open, honest and positive relationships with parents. If you are concerned about your child's progress, please talk to us.

- In the first instance, speak to your child's **class teacher**.
 - If you require further information or support, please make an appointment to meet with the **school SENDCo**, Caroline Case Caroline.case@burlingtonjunior.org or the school **Assistant SENDCo**, Lucy Duncombe at Lucy.Duncombe@burlingtonjunior.org or contact the main school office at admin@burlingtonjunior.org
 - You may also contact the **Head Teacher**, Pip Utting, by making an appointment via the main school office.
- If you still remain concerned you may choose to contact the **SEND Governor**, Mariam Uteem, who has responsibility for ensuring that the necessary support is provided for any child with SEND attending the school.

5. What will the school do if they have concerns about my child's progress?

At Burlington Junior School we monitor children's progress carefully and regularly. If a child is not making the expected progress, we act quickly to provide support.

If we have concerns about your child's learning, we will:

- Talk to you and listen to any concerns you may have.
- Work together to agree on next steps and any additional support your child may need.
- Put support in place and monitor the impact carefully.

In line with the **SEND Code of Practice (2015)**, we follow a *graduated response* called **Assess – Plan – Do – Review**. This means:

1. **Assess** – we gather information about your child's strengths and areas of need.
2. **Plan** – we agree on outcomes and support strategies with you.
3. **Do** – your child receives the planned support.
4. **Review** – we regularly check progress and make changes if needed.

You will be involved at every stage of this process. If we feel your child would benefit from advice or support from external professionals (such as speech and language therapists, educational psychologists, or health services), we will always talk to you first and ask for your consent to make a referral. We will keep you updated throughout the process and share any advice we receive so it can be used both in school and at home.

6. What different types of support are available for my child at Burlington Junior School?

At Burlington Junior School, all teachers are teachers of SEND. Your child's class teacher is responsible for planning, overseeing, and delivering support, in partnership with the SENDCo, SENDCo Assistant, and, where appropriate, external agencies.

We use a **three-wave approach** to provide support:

Wave 1 – Quality First Teaching (for all children)

- This is the high-quality, personalised classroom teaching that every child receives. Teachers will:
- Have the highest expectations for your child's learning and progress.
- Track progress closely and act quickly if a child is falling behind.
- Adapt lessons, resources, and teaching strategies to ensure every child can access the curriculum.
- Use additional adults effectively to scaffold learning and promote independence.
- Hold regular progress meetings and share updates with parents.

Wave 2 Intervention – Targeted support (for some children)

If a child needs extra help in specific areas, we provide small-group or 1:1 interventions, either inside the classroom or in group areas. These are regularly reviewed and adjusted depending on progress.

Examples of interventions include:

- **Literacy and Language Support:** Read Write Inc., Toe by Toe, guided reading, vocabulary pre-teaching, spelling support, and Colourful Semantics.
- **Maths Support:** Small-group maths teaching, precision teaching for recall of key facts.
- **Speech and Communication:** Speech and Language Therapy (SaLT) programmes, narrative groups, Talk about social communication programme.
- **Social, Emotional and Mental Health:** ELSA sessions, Lego Therapy, Zones of Regulation, Circle of Friends, social skills groups, play therapy.
- **Physical and Motor Skills:** Jump Ahead activities, occupational therapy programmes, handwriting support, touch typing.
- **Other Support Strategies:** Memory Magic, concentration stations, quiet areas for regulation.

The impact of these interventions is continually monitored against progress made by the children over the course of the input.

Wave 3 Intervention – Specialist support (for a few children)

This is for pupils with more significant and complex needs who require highly individualised provision. At this stage we may:

- Involve external professionals such as an educational psychologist, SaLT, occupational therapist, or health services.
- Place your child on the SEND register at *SEND Support* level.
- Work with you to create a **SEND Support Plan** or **Pupil Passport**, setting clear outcomes and targets for each term.
- Provide ongoing specialist interventions in line with professional advice.

Parents are fully involved at every stage, and we will always discuss next steps with you before moving to a new level of support.

7. How does the school communicate with me and my child about their special educational provision?

If your child is receiving additional SEND support, you will be invited to a review meeting **three times a year**. At these meetings we will:

- Discuss how well the support is working.
- Review your child's progress towards agreed outcomes.
- Agree on new targets together.

Your child will also be encouraged to take part in these meetings, so their voice is heard. If they cannot attend, their class teacher will review their targets with them separately. For younger children, or those with communication difficulties, we use pictures, symbols, or other approaches to help them share their views.

Children with an **EHCP** (Education, Health and Care Plan) take part in termly and annual reviews. We prepare them in advance so they can share what has gone well, what they find difficult, and what they would like to achieve next. All children are given the opportunity to attend their own annual review.

We also keep in touch through:

- Curriculum information mornings.
- Parent forums and SEND coffee mornings with guest speakers.
- A termly SEND newsletter.
- Class assemblies, “thank you” assemblies, and welcome days for family to come into school.
- Opportunities to support in school or on trips.
- Our **SEND Parent Champion**, who shares information and provides peer support.

8. What is an Education, Health and Care Plan and who can request one?

An **EHCP** is a legal document that sets out a child’s special educational needs, the support they require, and the outcomes they are working towards.

If your child requires a particularly high level of support that cannot be met from the school’s budget, either you or the school can ask the Local Authority to carry out a **statutory assessment**. This process:

- Takes up to 20 weeks.
- Collects evidence from parents, the school, your child, and professionals.
- Results in a decision about whether to issue an EHCP.

An EHCP will include:

- A description of your child’s needs.
- Your child’s and family’s views.
- Outcomes for your child to achieve.
- The provision required, and how education, health, and social care will work together.

9. What specialist services and expertise are available at or can be accessed by Burlington Junior School?

We have strong links with a wide range of external professionals, including:

- School based Family Liaison Officer – Mrs Debbie Capon
- Educational Psychology Service
- Speech and Language Therapy (SaLT)
- Occupational Therapy (OT) and Physiotherapy
- Visual and Hearing Impairment Teams
- CAMHS (Child and Adolescent Mental Health Service)
- Family Liaison Officer (in school)

- School Nurse, GPs, and specialist health professionals
- Play Therapy, Drama Therapy, Art Therapy, CBT specialists
- ASD specialist provisions
- Mental Health Support Team (MHST)
- Early Intervention Team and Educational Welfare Officer

We will always discuss referrals with you and ask for your consent before contacting an external service.

10. How will the school measure the progress of my child, all children and for children with SEND support and those with an EHCP?

For all children:

- Pupils are assessed in reading, writing, and maths each half-term.
- Progress is tracked carefully using our school system.
- SATs are completed at the end of Year 6.

For children with SEND Support or an EHCP:

- Targets are set out in a **SEND Support Plan** or **EHCP**.
- Progress is reviewed termly by the class teacher, SENDCo, and senior staff.
- Annual reviews bring together parents, professionals, and the child to assess progress against EHCP outcomes.
- For interventions, we measure progress using baseline and end-point assessments to track small steps of progress.

11. How does the school evaluate the effectiveness of its SEN provision?

For all children:

- Pupils are assessed in reading, writing, and maths each half-term.
- Progress is tracked carefully using our school system.
- SATs are completed at the end of Year 6.

For children with SEND Support or an EHCP:

- Termly targets are set out in a **SEND Support Plan** or **EHCP**.
- Progress is reviewed termly by the class teacher, SENDCo, and senior staff.
- Annual reviews bring together parents, professionals, and the child to assess progress against EHCP outcomes.
- For interventions, we measure progress using baseline and end-point assessments to track small steps of progress.

12. Who are the other people at the school who provide support to my child and family?

- **Family Liaison Officer/ELSA/ Family Links Parent group leader/ Deputy DSL (Debbie Capon)** – first point of contact for family support. She can be contacted by telephone on **0208 942 2687**
- **ELSAs (Emotional Literacy Support Assistants)** – small group or 1:1 emotional support.
- **Play Therapist and Drama Therapist** – support children’s social and emotional wellbeing.
- **SEND Parent Champion** – offers peer support and shares SEND information.
- **MHST Well-being practitioner** – offers support for parents and some children

13. How are teachers and teaching assistants trained to work with pupils with SEND and what support do they have?

We invest heavily in staff training to ensure all pupils are well supported.

- All staff receive ongoing training through weekly staff development, INSET days, and outreach work with specialists.
- Recent training includes Relational approach to behaviour, Safeguarding, OPAL positive play, design tasks for curriculum, vocabulary teaching, emotion coaching, Read Write Inc., colourful semantics, ASD/ADHD support, attachment awareness (Silver Award and Gold in progress).
- Teaching Assistants receive training in speech and language support, vocabulary pre-teaching, Lego Therapy, social skills, and supporting reading and spelling difficulties.
- Three trained ELSAs are supervised by the Educational Psychology Service.
- The SENDCo holds the National SENDCo Award, advanced dyslexia training, and 30+ years of SEND experience and a family links parent group leader.
- The Assistant SENDCo gained her National SENDCo qualification in 2024 and has completed her advanced dyslexia training in 2025 and is an Early Bird facilitator.
- Both SENDCos are Deputy DSLs.

14. How will the curriculum and environment be adapted to improve outcomes for my child with SEND? How is Burlington Junior school accessible for children with SEND?

- Teachers adapt lessons daily to meet children’s needs.
- Support staff deliver small group or 1:1 work when needed.
- Resources such as visual aids, social stories, and technology are used to support learning.
- Quiet spaces, sensory tents, and wellbeing rooms are available throughout the day.
- Reasonable adjustments (e.g. sensory breaks, movement breaks, concentration stations, ear defenders, personalised behaviour plans) are put in place as needed.
- The environment is reviewed regularly to ensure accessibility and inclusivity.

15. What kind of support is available for my child’s emotional and social development?

We provide a nurturing environment where wellbeing comes first. Support includes:

- A strong PSHE curriculum, circle time, and assemblies that promote positive relationships.
- We have a Relational approach to behaviour, and we are an attachment and trauma aware school – see our policy. **Add link**
- High expectations, positive praise and noticing, consistent rewards and sanctions, and a child-friendly behaviour policy.
- Regular monitoring of behaviour through CPOMS, with senior leaders responding swiftly.
- Anti-bullying measures and annual Diversity Week celebrating inclusion and overcoming barriers.
- Pupil involvement in school life (School Council, House Captains, Eco Monitors, Sports Leaders).
- Whole school use of strategies such as Zones of Regulation check-ins, restorative justice approaches, and personalised behaviour plans.
- Specialist staff, including three ELSAs, a drama therapist, and support from the MHST for early intervention.
- Calm areas and sensory spaces in classrooms and around school to help pupils regulate emotions.

16. How will my child be included in activities outside the classroom?

We want every child at Burlington to enjoy the full range of experiences we offer, including extra-curricular clubs, trips, and residential visits.

- **Reasonable adjustments** are made where needed so that children with SEND can take part fully and safely.
- We always discuss arrangements with parents and carers in advance, so that we understand your child's needs and can plan effectively.
- If extra support is needed to prepare your child for a visit or change in routine, we will put careful plans in place. This might include social stories, extra visits, or working with familiar adults.
- Before any trip, we meet with parents to talk through practical details and ensure children feel safe and confident.

Our aim is for all children to participate in the wider curriculum and enjoy new experiences alongside their peers.

17. How will the school support my child with transitions when they are moving to a new class or school?

We know that times of change can cause anxiety, particularly for children with SEND. At Burlington, we plan carefully to make transitions as smooth as possible.

When moving to another school:

- We contact the new school's SENDCo to share information about your child's needs.
- We ensure records are passed on quickly and securely.

When moving to a new class within Burlington:

- We meet with parents and children to talk through the changes and find out what support might help.
- We use tools such as social stories, visual supports and extra visits to help children prepare.
- Teachers meet for a thorough handover so that new staff understand your child's needs.

- Children have opportunities to spend time in their new classroom and meet their new teacher before the change happens.

When moving on to secondary school:

- Our SENDCo shares detailed information with the new school via meetings and secure transfer of records.
- Children with specific needs are given a **personal passport** containing key information to help new staff understand how best to support them.
- For pupils with an EHCP, secondary transfer is discussed at the Year 5 annual review and KS3 outcomes are added to the plan. Parents are strongly encouraged to visit schools during Year 5.
- Transition meetings are held in the summer term, and additional visits can be arranged for children who need extra reassurance.

Our goal is for children to feel confident, prepared and supported as they move on to their next stage.

18. How does the governing body involve other agencies including health, social services, local authority support services and voluntary organisations in meeting the needs of pupils with SEND and their families?

At Burlington, we work closely with a wide range of professionals to support children and families. This includes:

- **Health services:** direct referrals to speech and language therapy, occupational therapy, physiotherapy, and through the school nurse to community paediatricians and other specialists.
- **Mental Health Support Team (MHST):** our attached practitioner provides early intervention, work with parents, group work and some 1:1 support, and parent workshops. We also promote MHST webinars for families.
- **Social care:** where there are safeguarding or wellbeing concerns, we make referrals to the **Single Point of Access (SPA)** and work with social workers to support families.
- **CAMHS:** we can request support for children with emotional, behavioural, or mental health needs.
- **Voluntary organisations:** we link with groups such as Young Carers, and we signpost families to independent SEND support services.
- **Educational Psychology:** we buy in support from the local authority and additional services (Headways).

The governing body ensures that these partnerships are used effectively so that children with SEND receive the right help at the right time.

19. What are the arrangements for handling complaints about SEND?

We always hope to work in partnership with you and resolve any concerns quickly. If you are worried about your child's SEND provision, please speak first to:

1. Your child's class teacher
2. The SENDCo or Assistant SENDCo

3. The Headteacher

If you still feel your concerns have not been addressed, you can follow the school's formal complaints procedure, which is published on our website.

20. Where can I find further information about how my child will be supported in school?

If you would like more information, please contact:

- **Mrs Case**, SENDCo Caroline.case@burlingtonjunior.org
- **Miss Duncombe**, Assistant SENDCo Lucy.duncombe@burlingtonjunior.org

You can also find useful information and support here:

- **Kingston & Richmond Local Offer** – details of services and support for children and young people with SEND aged 0–25: https://kr.afcinfo.org.uk/local_offer
- **Richmond-Kingston SENDIASS** – impartial advice and support for parents, carers, and young people up to age 25:
 - Phone: 0808 164 5527
 - Website: <https://www.rksendiass.co.uk/>
 - Email: info@RKsendiass.co.uk
- **Kingston Young Carers** – support for young people who help care for a family member: <https://kingstoncarers.org.uk/young-carers/>

We want you to feel fully involved in your child's journey, and we are here to support you at every step.