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SEND INFORMATION REPORT



Document Control

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website <https://www.burnleyhigh.com/>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1.0 What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

Area of need	Condition
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2.0 Which staff will support my child and what training have they had?

Our SENCO is Mrs Joanna Garvey.

They have six year's experience in this role and have worked as a head of year and department lead previously. They are a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination in November 2019. Mrs Garvey is also a qualified screener for Irlen Syndrome.

They are allocated 17 hours a week to manage SEN provision.

There is also an assistant to the SENCO, post currently vacant

Class/subject teachers



All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of eight TAs, including 1 higher-level teaching assistant (HLTA) who are trained to deliver SEN provision. Two of these are employed as 1-1 support for specific students. We also have one apprentice TA.

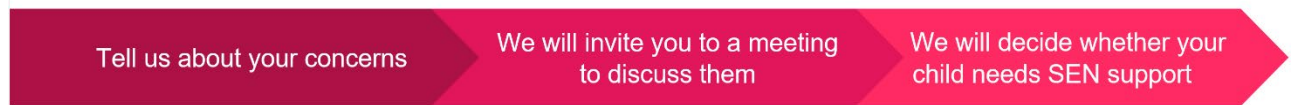
We have two teaching assistants who are trained to deliver interventions such as handwriting and dyslexia screening. In addition, we have four TAs who are trained to supervise reading interventions.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS or ELCAS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Counselling services

3.0 What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher or form tutor.

They will pass the message on to our SENCO, Mrs Garvey, who will be in touch to discuss your concerns.

You can also contact the SENCO directly,
Joanna.garvey@burnleyhigh.com

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Your child is also welcome to attend this meeting to represent their own views about their needs.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

A member of the SEND team will use our records and the views of your child to create a pupil passport with them. This will be shared with staff to advise them of the best strategies to adopt in order to support your child in the classroom.

4.0 How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning and will make appropriate adaptations to support them. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, or her assistant, who will contact you to discuss the possibility that your child has SEN.

The SENCO, or her assistant, will observe the pupil in the classroom and socially to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO, or her assistant, will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

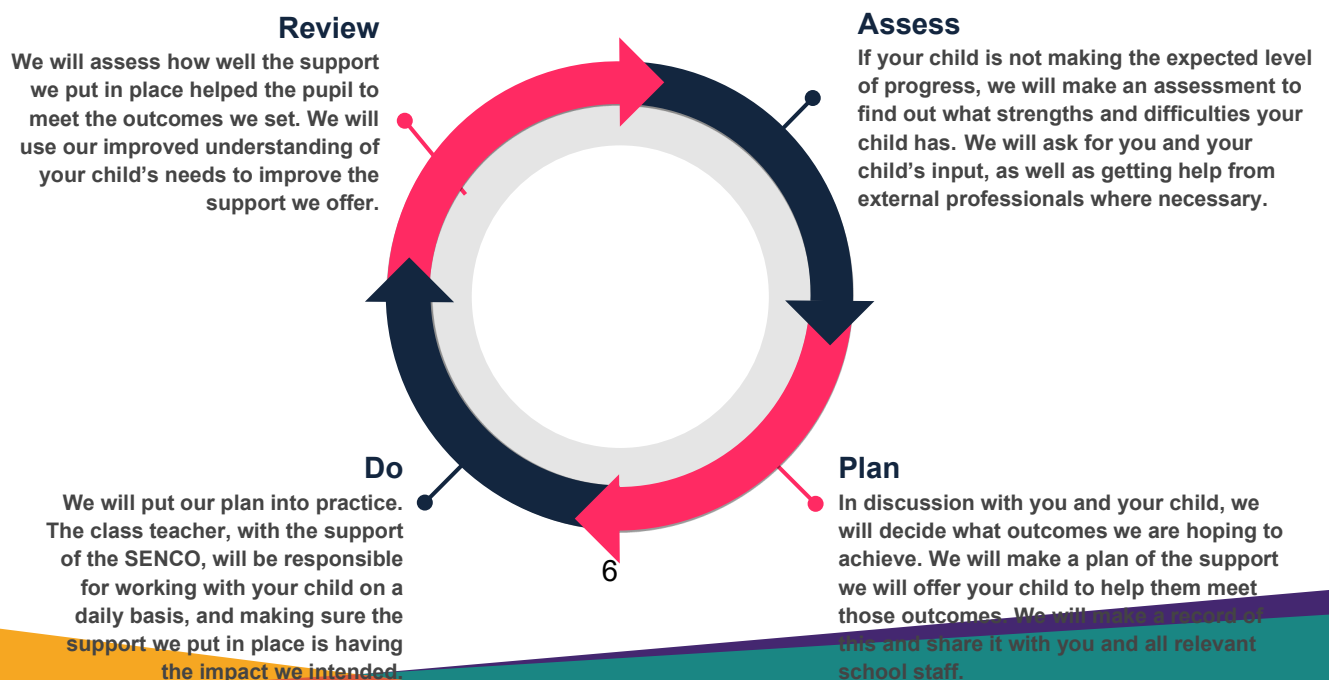
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5.0 How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of assess, plan, do, review.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6.0 How will I be involved in decisions made about my child's education?

We will provide half-termly/termly/annual reports on your child's progress.

Your child's class teachers and the SENCO will be available to discuss the progress of your child at parent's evenings. Additional meetings to discuss any concerns around the academic, or social or emotional progress of your child may be requested at any point in the school year.

Where it is felt that a child may benefit from receiving an Education and Health Care Plan (EHCP), an IEP will be devised in addition to their pupil passport. This will be reviewed in a meeting at least termly. In those meetings, the SENCO will:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact Joanna.garvey@burnleyhigh.com

7.0 How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

- We may seek your child’s views by asking them to:
- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8.0 How will the school adapt its teaching for my child?

Your child’s 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 your child’s needs. We will make sure that your child has access to an ambitious, broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best and to fill any gaps that are identified in your child’s learning. There is no 'one size fits all' approach to adapting the delivery of the curriculum; we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting the delivery of our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or activities set in the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when this need is indicated within an EHCP.
- Teaching assistants will support pupils in small groups when instructed to by the class teacher.
- The school’s accessibility plan can be found here:
[2025-Accessibility-plan-Sep-2025-MR.pdf \(burnleyhigh.com\)](https://www.burnleyhigh.com/2025-Accessibility-plan-Sep-2025-MR.pdf)

AREA OF NEED		HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables TA mentor/key person Pre-warning of changes to school day Time out pass may be agreed where needed Early movement pass may be agreed where needed

	Speech and language difficulties	<p>Speech and language therapy input where available</p> <p>Pre-teaching of vocabulary and modelling and scaffolding of spoken and written language within the classroom</p>
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	<p>Adaptations such as writing slopes and coloured overlays are available.</p> <p>Pre-teaching of vocabulary and modelling and scaffolding of spoken and written language within the classroom</p> <p>Daily reading interventions, including phonics and comprehension development, are available.</p>
	Moderate learning difficulties	<p>Pre-teaching of vocabulary and modelling and scaffolding of spoken and written language within the classroom</p> <p>Daily reading interventions, including phonics and comprehension development, are available.</p>
	Severe learning difficulties	<p>Pre-teaching of vocabulary and modelling and scaffolding of spoken and written language within the classroom</p> <p>Daily reading interventions, including phonics and comprehension development, are available.</p>

Social, emotional and mental health	ADHD, ADD	Time out pass where needed may be agreed TA mentor/key person Priority seats in classrooms
	Adverse childhood experiences and/or mental health issues	TA mentor/key person
Sensory and/or physical	Hearing impairment	Adaptations such as use of subtitles for video clips Priority seats in classrooms Termly visits from specialist teacher where needed
	Visual impairment	Adaptations such as enlarged font for handouts, use of coloured paper and backgrounds where advised Enlarged copies of GCSE Literature texts available Priority seats in classrooms Early movement pass available where needed Termly visits from specialist teacher where needed
	Multi-sensory impairment	Adaptations as above deployed according to need
	Physical impairment	Early movement pass available where needed TA assistance where needed Lift available for use

9.0 How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after six weeks

- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10.0 How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

If additional funding is needed, we will seek it from our local authority.

11.0 How will the school make sure my child is included in activities alongside pupils who don't have SEND?

- All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.
- All pupils are encouraged to go on our school trips, including any residential trip(s).
- All pupils are encouraged to take part in whole school events, such as sports day, school shows and the BHS Fest rewards day.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12.0 How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Please refer to our Admissions Policy, found here - <https://www.burnleyhigh.com/policies/>

13.0 How does the school support pupils with disabilities?

At Burnley High School, we believe we are a family and our school values of Ambition, Respect, Resilience and Responsibility incorporate an ethos where all of our pupils are accepted as equals, regardless of any difference, including disability.

- Burnley High School is set over three floors, including the ground floor, with a central atrium. The first and second floors are accessed by colour coded staircases to help students find their way to different areas of the school. The school has a lift to access the first and second floors which may be used by students who have a temporary mobility difficulty or long-term physical disability which impairs their ability to safely use the staircases.

- All corridors and doors within the school building are clearly signed, including braille signage on classroom doors. Maps of the school building are available for new students to use.

This is the link to our school's accessibility plan: [2025-Accessibility-plan-Sep-2025-MR.pdf \(burnleyhigh.com\)](https://burnleyhigh.com/2025-Accessibility-plan-Sep-2025-MR.pdf)

14.0 How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of VIP club to promote teamwork/building friendships and also to participate in extra-curricular activities, such as sports, diversity club, performing arts club, gardening club, etc.
- We provide extra pastoral support for listening to the views of pupils with SEN through our LSA mentors
- We have a 'zero tolerance' approach to bullying.

15.0 What support will be available for my child as they transition between classes or setting or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Will review their pupil passport with them and discuss their views around the changes ahead
- Liaise with parents, heads of department and class teachers to ensure any concerns are addressed before the end of the academic year
- Where possible, share with students who their teachers will be for the next academic year and arrange initial meetings where the staff are new to the student.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents of incoming pupils, particularly those with EHC plans, to discuss how we can best welcome their child into our community.

We arrange additional visits and transition days for students with SEND.

Onto adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16.0 What support is in place for looked-after and previously looked-after children with SEN?

The designated teacher for looked-after children and previously looked-after children for Burnley High School is Mrs Fort.

Mrs Fort will work with Mrs Garvey, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17.0 What should I do if I have a complaint about my child's SEN Support?

The link to our school's complaints procedure is here: [Complaints-Policy-Mar-23-Mar-24-v2.pdf \(burnleyhigh.com\)](#)

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

18.0 What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's Lancashire's local offer. Lancashire County Council publishes information about the local offer on their website:

[Special educational needs and disabilities - local offer - Lancashire County Council](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

Link off to all [local SENDIASS organisations](#) in your catchment area.

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

Link off to any local charities supporting families of pupils with SEND, including contact details.

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

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

19.0 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

SENCO – 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