



SEN Information Report for Academic Year 2026 - 2027

Approved by:	Local Governing Body
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New review date:	September 2027

This information report has been prepared by Kate Finney (Headteacher) and Charlotte Dierking (SENCO) and approved by the Local Governing Body in September 2026 for publication on the website.

 <i>I have had the privilege of working in education for over 15 years and am proud to be the Headteacher of Bursar Primary Academy.</i> <i>At Bursar, we believe that every pupil should be given the opportunity to succeed, regardless of their starting points.</i> <i>The ethos of our school is rooted in high expectations, coupled with a nurturing, empathetic and supportive approach.</i> <i>We are truly a family at Bursar; our pupils are at the heart of everything we do.</i> <i>When I am not at school, I enjoy spending time with my family and friends, including my son, who is also at primary school.</i> <i>I am passionate about reading and love going out to eat – my favourite food is pizza!</i> Mrs Kate Finney (Headteacher)	 <i>I have worked in education for the past eight years and have experience teaching across all age groups. I am especially passionate about supporting pupils with SEND and working closely with families to make sure every child receives the right provision and feels included and valued in school.</i> <i>Outside of school, I love travelling and exploring new places. I'm a big Disney fan and have enjoyed many family holidays there—Beauty and the Beast and Moana are definitely my favourite films!</i> <i>At the weekends, you'll often find me baking, swimming, spending time with friends, enjoying a meal out, or having cosy film nights at home—especially during the colder winter months.</i> Mrs Charlotte Dierking (SENCO) senco@bursar.het.academy 01472 691798
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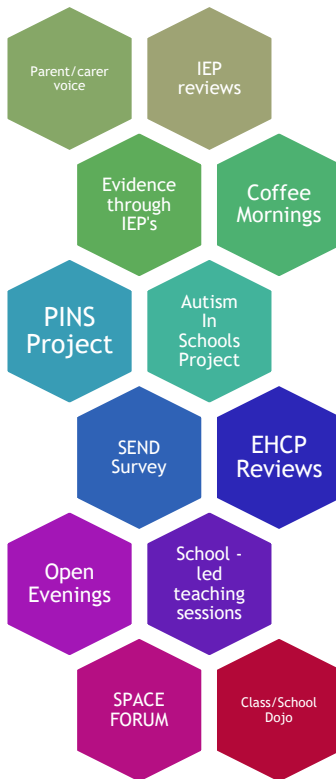
The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found here: [Bursar Primary Academy - SEND](#)

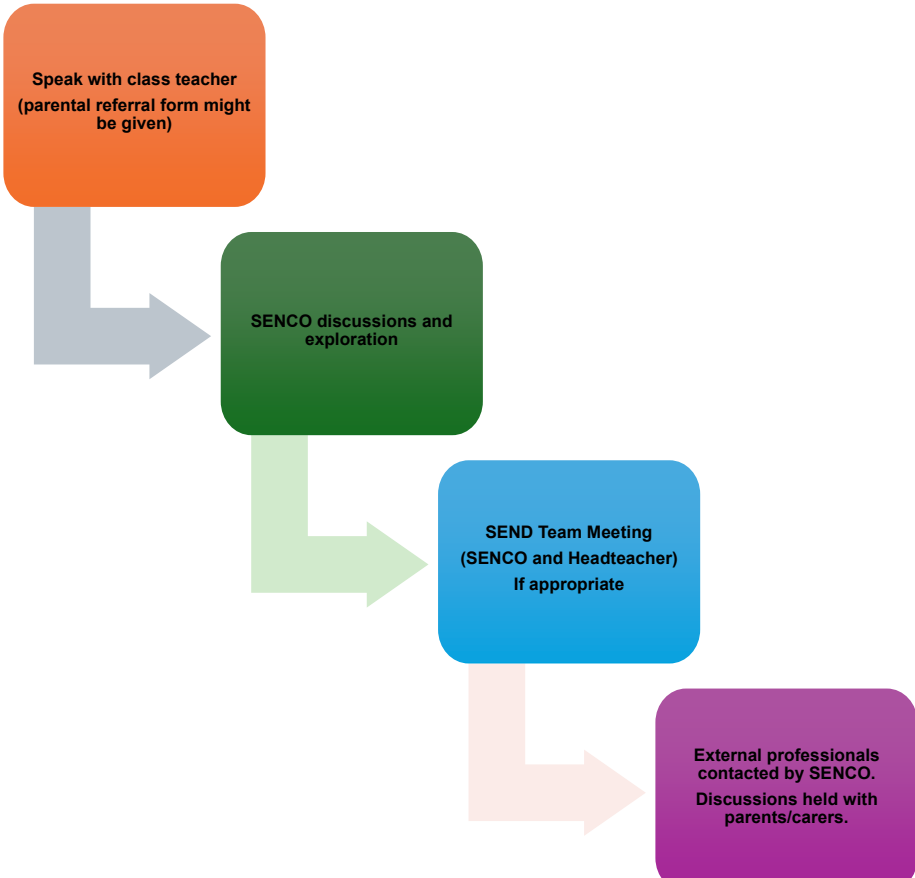
In particular, it should be read alongside the school's SEND policy.

The academy makes provision for the following kinds of SEN	Bursar Primary Academy supports children with SEN in the 4 broad areas as set out in the Code of Practice (2014): Communication and Interaction; Cognition and Learning; Social, Emotional, Mental Health and Physical and Sensory Needs.		
 Cognition and Learning (C&L)  Communication and Interaction (C&I)  Social, Emotional and Mental Health (SEMH)  Sensory and Physical (S&P)     This relates to how children learn and process information. Some may need extra help with reading, writing, or understanding new ideas. They might learn at a different pace or need tasks broken down into smaller steps. This is about how children understand and use language, gestures, and social skills to connect with others. Some children may find it hard to express themselves, understand what others mean, or join in conversations and play. This area focuses on feelings, behaviour, and relationships. Some children may struggle with managing emotions, coping with stress, or building friendships. They might need support to feel safe, confident, and ready to learn. This covers physical needs and how children experience the world through their senses. Some may have difficulties with movement, coordination, vision, hearing, or be sensitive to sounds, lights, or textures. They may need adjustments to feel comfortable and included.			
Graduated Response to SEND	The graduated approach is a way schools support children with additional needs step by step. It follows a simple cycle called Assess – Plan – Do – Review. This is where support is added gradually, starting with what's needed right now and increasing if necessary. It ensures your child gets the right help at the right time without waiting for formal assessments. 		
The school identifies and assesses SEN by:	At Bursar Primary Academy, we strongly believe that early identification and intervention are crucial to a child with SEND being successful throughout their schooling. The decision to begin the graduated approach for a child is always the responsibility of the class teacher in conjunction with the parent/carers and, if appropriate, the child themselves. When considering if a child may have SEND, the following factors are also taken into		

	account: •Significant events in the child’s recent history •Attendance (both over time and short term) •Previous progress and attainment of the child •Any medical needs. Please view our graduated approach to SEND and see the flowchart (Appendix 1): Bursar Primary Academy - Support for your child in school
The academy ensures that the admissions process is fair for pupils with SEN or a disability by:	Applications for pupils having an Educational Health and Care Plan will be dealt with in accordance with the Code of Practice on Special Educational Needs and if one of our schools is named in a child’s EHC Plan, the local governing body are required to admit the pupil. After the allocation of pupils with an EHC Plan, where the number of applications is greater than the remaining places the following criteria will be applied in the order set out below.  All ‘looked after children’¹ or ‘previously looked after children’, including those from outside England.  Children of staff based in the academy (where the member of staff has been employed at the academy for 2 year or more years at the time that the application is made for a place at the academy or the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.)  Children whose parents reside³ within the catchment area of the academy at the time of application. Proof of residence will be required. (Catchment area is marked on a plan). St Nicholas Primary School does not have a catchment area so applicants are welcomed from any part of the city.  Children, with a sibling who will be attending the academy at the expected time of admission.  Other children by distance from the academy, with priority for admission given to children who live nearest to the academy. <i>Criteria 4 and 5 will be used as a tiebreaker for other criteria. If the school is oversubscribed from within its catchment area after the allocation of children with an EHCP and children under criteria 1 and 2, then the brothers/sisters and geographical criteria will be used in that order as tie-breakers.</i>

The school supports SEN in accordance with its policy framework which is set out at:	Concerns about progress may be raised at any time by class teachers and/or parents. Quality first teaching, adapted for individual pupils, is the first step in meeting the needs of pupils who have or may have SEND. Some pupils may continue to make limited progress despite quality first teaching and/or targeted intervention. At this stage, it is appropriate to consider the possibility that a pupil might have special needs. The SEND Code of Practice 2014 recommends a range of sources of information that teachers can draw upon to establish a clear understanding of a pupil's needs including observations and assessments. Further information about the ways we do this can be found in our Special Educational Needs and Disability (SEND) Policy which can be found on the school website. Paper copies are also available on request from the school office.
The school's staff have been trained and have expertise in the following areas:	The school's staff have been trained and have expertise in the following areas: At Bursar Primary Academy, we provide in-house, trust wide and external training for all staff. Our training is adaptive to the needs of the academy and recent focus has been on: • Adaptive teaching/ curriculum plans for pupils working below the National Curriculum • Curriculum training for pupils with severe learning difficulties • In-session and transitional strips • SCRETS/ Fundamentals of Learning curriculum • PINS • Autism in Schools • ELSA Training • Understanding Myself – Daisy Chain Autism • WellComm • Emotional Coaching • Mental Health and Wellbeing • ASD and ADHD Awareness • ShrEC Training • Chatta • Nessy Dyslexia Training • Child Continuum Development Training

	• Leadership training • Behaviour Management • Team Teach • Use of Reasonable Force • Reading and Writing enhancement training • Effective Teaching Strategies (TDP) • Bespoke provision for children with significant needs. Further CPD opportunities throughout the academic year.
The school will secure equipment and facilities for children with SEND by:	Where financially viable, Bursar Primary Academy will buy equipment as recommended by outside agencies to support children with specific needs. Where this is not possible, other funding streams will be explored. Where children have an EHCP, provision in section F will be provided in accordance with the plan. For children at 'K' support, the academy will provide a range of equipment as deemed necessary by the class teacher and SENCO
The school aims to involve the parents and children with SEND in the education of the children and will do so by:	Parents are involved in every stage of the conversation around any SEND needs their child has and this is clearly indicated in our Graduated Approach document. We listen carefully to both pupil and parent voice to ensure that children are well supported throughout their time with us. Parents are also welcome to meet with the class teacher or SENCO to discuss their child's needs at any point outside of the half termly review cycles by contacting them directly through Class Dojo or by booking an appointment through the office. 

Parent/Carer Voice	 'Within the first week of moving the children to Bursar, we have seen a major improvement in their education and support' 'The school have always been supportive. Miss Hambling and Mrs Dierking have always offered support when needed, not just for the children but for the adults to. Would always recommend the school to anyone 😊' 'I find that if my children have a problem or are upset in school, I am informed and the issue is resolved between us' 'I get quite a lot of support from the staff at the school. My boys have settled in very well, getting them into school in a morning. Taking them through the office is a great help'
Any concerns or complaints raised by a parent of a child with SEND will be dealt with by the school by:	Please find our complaints policy on our school website under Statutory Information, Policies. If you feel able to, please book a meeting to speak to the SENCO (Charlotte Dierking) about your concerns in the first instance – we are here to listen, help and support.  <pre> graph TD A[Speak with class teacher (parental referral form might be given)] --> B[SENCO discussions and exploration] B --> C[SEND Team Meeting (SENCO and Headteacher) If appropriate] C --> D[External professionals contacted by SENCO. Discussions held with parents/carers.] </pre>

The school works with other agencies to support children with SEND and their families by:

In the last academic year, Bursar Primary Academy worked closely with:

Educational Psychologists

Independent Advisory Teacher

Cambridge Park Academy

NEL Children's Social Care

Compass Go

Fortis/ Healing Hands Therapy

Hearing Support Team

Speech and Language
Therapists

Local Authority Aspire
Outreach

Local Authority

Speech and Language
Therapists

Vision Support Team

And may other services. We are continually building our connections through events such as coffee mornings and Local Authority networking events.

The school acknowledges that parents of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:	SENDIASS provide excellent support to our parents. They can be contacted on: ask@nelsendiass.org.uk 01472 326363 www.nelsendiass.org.uk NEL Parent/Carer Forum provide excellent support to our parents. They can be contacted on: NELPCF@gmail.com Virtual Schools They can be contacted on: chs.virtualschool@nelincs.gov.uk 01472 313131 The Local Offer produced by the NELC Local Authority is available at: https://sendlocaloffer.nelincs.gov.uk/ NELC SEND Local Offer Children and young people - NELC SEND Local Offer The Local Offer is a website and information hub created by North East Lincolnshire Council (NELC) that brings together everything families need to know about support for children and young people with Special Educational Needs and Disabilities (SEND), from birth to age 25. Please find the link to our local offer website here: https://sendlocaloffer.nelincs.gov.uk/
The school works on transition arrangements for children joining or	At Bursar Primary Academy, we work closely with our feeder secondary schools to ensure a smooth transition process for our Year 6 children – secondary schools are invited in to meet their new pupils. Alongside this, we hold in-house transition workshops supported by Compass Go/ Kooth. For in-school transitions, we hold a full transition week and also prepare our children with social stories.



leaving school by: the	Social stories are short, personalised stories that help children understand everyday situations, routines, or social expectations. These are created to give our children as much information as possible for them to reread over the school holidays in preparation for September. <i>Example Transition Book:</i>
The academy supports SEN in accordance with its policy framework which is set out at:	• Policies which describe our regulatory responsibilities include; • Accessibility Plan • Admissions Arrangements • Safeguarding and Child Protection policy and procedures Complaints procedures • Equality • Information • Data Protection • Health & Safety • Behaviour • Sex & Relationships Education • Supporting Children with Medical Conditions Government guidance about SEN can be found on the DfE Website: www.gov.uk/government/organisations/department-for-education Guidance on supporting pupils at school with medical conditions: https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medicalconditions--3

Equality Act, Advice for schools:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Equality and Human Rights Commission guidance on Reasonable adjustments:

<https://www.equalityhumanrights.com/en/publication-download/reasonable-adjustmentsdisabled-pupils>

For further information parents should also reference the SEN Code of Practice, in particular Sections 6 (Schools) and 9 (Education, Health and Care Plans)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Appendix 1 – Graduated Response to SEND

Bursar Primary Academy:



A Graduated Response to SEND

