Burghfield Common Federation

Mrs Bland's Infant and Nursery School

and

Garland Junior School

SEND Information Report

Published on Federation website	Yes
Statutory?	Yes
Author	Inclusion Manager
Approved by	FGB
Date update/approved	February 2026
Date of next review	February 2027

Dear Parents and Carers,
The aim of this information report is to explain how we implement our Special Educational Needs and Disabilities (SEND) policy. In other words, we want to show you how special educational needs support works in our federation.
If you want to know more about our arrangements for SEND, please read our SEND policy on the website.

Our Vision for Inclusion;
At the Burghfield Common Federation, we believe every child deserves to shine. Guided by our values of perseverance, kindness, respect, good manners and teamwork, we are committed to creating an inclusive and equitable environment where all pupils, especially those with SEND, are understood, supported and empowered.
We champion Community, Curiosity, Creativity and Challenge for every learner by removing barriers, celebrating individuality and ensuring equal access to tailored provision in addition to Quality First Teaching. Through strong relationships with families and professionals, we nurture each child's strengths, promote confidence and independence and ensure they feel safe, valued and able to thrive.
Our vision is to discover every child's sparkle and ensure that every learner, regardless of need, can flourish at the heart of our inclusive community.

The Burghfield Common Federation (BCF) is the made up of Mrs Bland's Nursery and Infant School and Garland Junior School. The age range of our pupils is 2-11 years. The federation provides for pupils with the following needs (as per the SEND Code of Practice 2024);

AREA OF NEED	CONDITION
Communication and Interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and Learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
Social, Emotional and Mental Health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or Physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Identification of Special Educational Needs and Disabilities (SEND)
Burghfield Common Federation (BCF) promotes an inclusive environment for all pupils irrespective of their needs. We actively seek to remove barriers to learning for all our pupils ensuring that equal opportunities are a reality for all children enriched through our federation values: Perseverance, Kindness, Respect and Good Manners and Teamwork.
A child or young person has SEND 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 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 a kind generally provided for others of the same age in mainstream schools. *(SEND Code of Practice 2024).*

At BCF we pride ourselves in being proactive in identifying the additional needs of our children as early as possible and ensure that support is actively fostered at onset. Concerns around SEND may be identified through class assessments, specific assessments for specific areas of concern, individual assessments, or observations in class.

Support for children with educational needs

Primarily, the class teacher will oversee and plan for children with SEND within their class. Class teachers will work with the Inclusion Lead/SENDCo, teaching assistants, together with parents and external professionals when appropriate.

All children receive 'quality first' teaching through careful and adaptive planning to suit the needs of all children, ensuring whenever possible, children with SEND can learn alongside their peers with no SEND, creating an inclusive and integrated environment for all. Small group work may be implemented to further support specific needs. All our children will follow the Early Years Foundation Stage or the National Curriculum adapted to a level to suit their needs. Progress for all children is monitored closely and shared with parents regularly. BCF actively encourages and supports the aspirations of, and has high expectations for, all pupils with SEND in every area of school life.

Our Special Educational Needs Co-ordinator, or SENDCo

Our Inclusion Lead/SENDCo is Mrs Judie Pickering

Mrs Pickering joined the federation in September 2024, having previously worked as a SENDCo in another mainstream primary school. Mrs Pickering obtained her Postgraduate Certificate in Special Educational Needs and Inclusion in 2020 and is also a qualified teacher.

Mrs Pickering works full time across the federation to manage the SEND and inclusion provision.

Mrs Amanda Fox is also a qualified SENDCo and supports with the provision at Mrs Bland's Infant and Nursery School 1.5 days a week.

Class Teachers:

All of our teachers receive in-house SEND training and further external training if required, and are supported by the Inclusion Lead/SENDCo to meet the needs of pupils who have SEND. Class teachers will use assessment in order to adapt or differentiate the curriculum to meet the child's needs and to provide challenging opportunities.

Support Staff

We have a team of Teaching Assistants(TAs) and Learning Support Assistants(LSAs), together with Higher-Level Teaching Assistants (HLTAs). Our support staff work alongside our class teachers ensuring that all pupils are engaged in their learning and are able to access the curriculum at a level appropriate to their needs. Many of our support staff are also trained in specific areas of intervention (such as Precision Teaching – see more p7), to further support the needs of the children in small groups or to deliver individual personalised support.

Our support staff are also available at lunchtime to offer a quiet, calm area for those children who find these times over stimulating regardless of their needs. This offer opportunities for children to play and communicate within a smaller group, supporting social interactions and communication skills.

In addition to support in the classroom for learning, BCF also has a Pastoral Lead who will offer support around the whole family for social and emotional needs together with Emotional Literacy Support Assistants (ELSAs), who support the emotional wellbeing of pupils. They are trained by a team of educational psychologists and receive ongoing group supervision.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include but are not limited to:

- Educational psychologists (EP)
- Cognition and Learning Team (CaLT)
- Speech and language therapists (SALT)
- Early Development and Inclusion Team (EDIT)
- Special Schools Inclusion Service (SISS)
- Occupational therapists (OT)
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA) provided support services

If you think your child has SEND

If, as a parent/carer you have concerns regarding your child presenting with a special educational need, you should discuss your concerns with the class teacher or contact the Inclusion Lead/SENDCo via the federation offices at:

- Garland Junior School - goffice@theburghfieldcommonfederation.org
- Mrs Bland's Infant and Nursery School mrsblandsoffice@theburghfieldcommonfederation.org

The class teacher or the Inclusion Lead/SENDCo will then invite you in for a meeting or a telephone conversation to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Through discussion we will consider what the next steps should be for your child.

This may include:

- Class observations
- Individual internal federation assessments.
- Support and/or assessments from external agencies.
- Intervention support.
- Emotional health support.

We will make a note of what's been discussed and add this to your child's record and if we decide that your child needs SEND support, your child will be added to the federation's SEND register.

How will BCF identify if your child needs SEND support?

All our class teachers are aware of SEND and proactively monitor for any pupils who are not making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they will try to find out if the pupil has any gaps in their learning. If a gap is identified, intervention support will be implemented to try and close it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

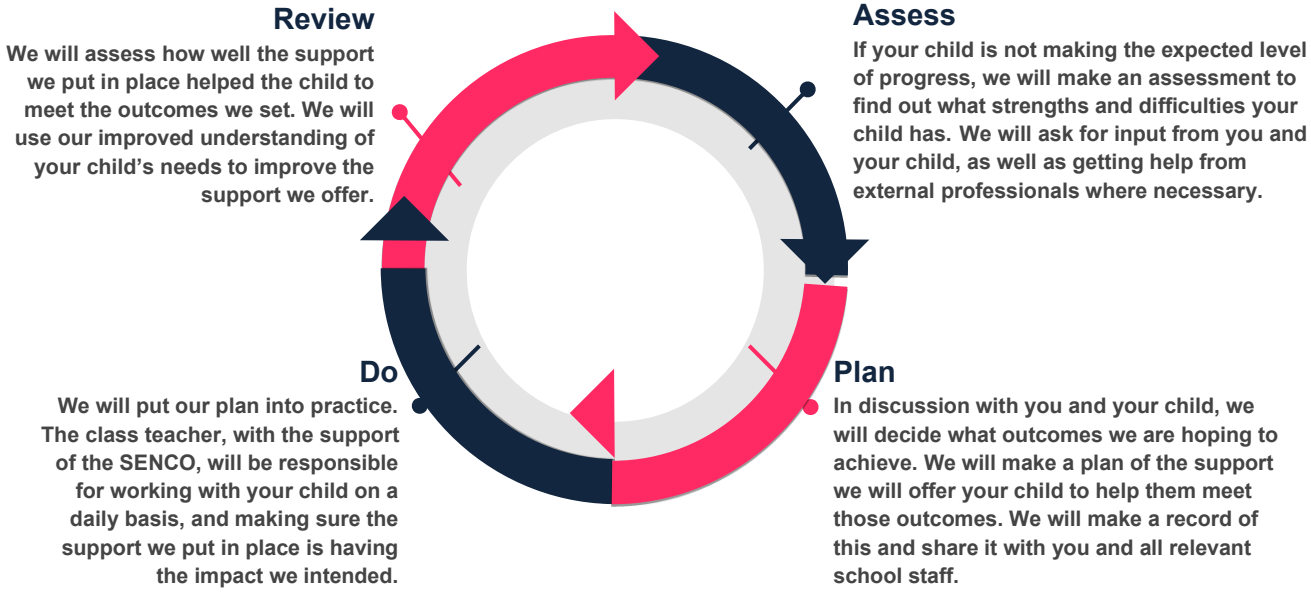
If the pupil is still struggling to make the expected progress, the teacher will talk to the Inclusion Lead/SENDCo, and will contact you to discuss their concerns further.

The Inclusion Lead/SENDCo may observe the pupil in the classroom and in the playground to see what their strengths and needs 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 Inclusion Lead/SENDCo will ask for your thoughts and opinions and if appropriate may speak with 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 Inclusion Lead/SENDCO will decide whether your child needs SEND support. If your child does need SEND support, their name will be added to the federation's SEND register, and the Inclusion Lead/SENDCo will work with you and the class teacher to create a Graduated Approach Plan or Support and Achievement Plan (SAP) for your child. In some cases, where a considerable amount of support is required the federation or the parents can apply for an Educational Health Care Plan (EHCP).

How BCF measures the progress of children with SEND
We will follow the **'graduated approach'** to meeting your child's SEND 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 would 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 SEND support. For others, the cycle will continue and the targets, strategies and provision will be revisited and refined.

Working with parents
BCF advocates a positive and close working relationship with parents.
We will provide both termly and annual reports on your child's progress.
Your child's class teacher will meet with you a minimum of 3 times a year to:

- 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.

The Inclusion Lead/SENDCo may also attend these meetings.

We also want to hear from you so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school. Keeping us up to date with your child's needs or aspirations will help us to ensure that we 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 your child's class teacher via the federation offices as listed above.

How will BCF involve my child 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.

How will BCF adapt its teaching for my child?
Your child's class teacher is responsible and accountable for the progress and development of all the pupils in their class.
Quality First Teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our federation.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting 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 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 content of 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.
- Wobble cushions, writing slopes, specific desks/tables for wheelchair users.
- Teaching assistants may support pupils on a 1-to-1 or small group basis if it is felt this would have a positive and beneficial impact on the learning of the individual child.

We may also provide the following interventions:

Intervention	Type
Daily readers: offers an opportunity for pupils to read to an adult in school to develop confidence, fluency and comprehension. This is in addition to daily reading at home with parents.	1-1
Emotional Literacy Support Assistant: delivers an individualised programme to support children in their emotional literacy, this may include anxiety, expressing and reading emotive language, self-esteem etc. Sessions are usually for a six-week period.	1-1
Reading Catch up: an intervention designed to accelerate progress for children who are significantly below age related expectations. Interventions are delivered 3-4 times a week for 20mins .	1-1
Nurture groups: These are often held at the start of the school day to provide a 'soft approach' to children who can find coming into school overwhelming. We also use nurture groups to support friendship skills, turn-taking etc and these can be held throughout the school day or proactively during lunch and breaktimes.	Small group
Phonics catch up sessions: These sessions are provided to consolidate gaps in phonological awareness or to revisit key sounds for those children who benefit from over-learning and regular revisiting to consolidate and secure.	1-1 or small group depending on indiv needs
Maths support: when gaps in maths are identified or it is felt that children need additional support to consolidate, small group work will be implemented, predominantly using concrete materials and delivered at level suitable to individual needs. This supports children to consolidate their understanding and practise their skills in a range of contexts.	1-1 or small group depending on individual needs
Fine motor skills: through this intervention we aim to develop a range of fine motor skills that are required to complete a range of activities, including, writing, cutting with scissors, using cutlery, doing fasteners on clothes etc. Through a range of specific activities, the aim is to develop muscle strength, grip development, touch awareness and eye hand coordination.	1-1 or small group.
Gross Motor Skills: this is usually run in line with a programme suggested by an occupational therapist and could include, catching activities, running, hopping, skipping, balancing etc.	1-1 or small group.
Precision teaching: this allows children to receive a short 10min daily quick-fire session focusing on a specific learning area that has been identified as an area of difficulty - this could be applied to an area of maths or English.	1-1
Spelling intervention: through a focused 15 min daily session, key areas of difficulty in spelling are practised through sight reading, single word written spelling and using the focus word within dictated sentence writing. Daily practise at home is also encouraged.	1-1
Individualised transition programmes: these are designed for those children who would benefit from extra support when moving class, changing school etc. We may offer extra transition sessions; these may be with a member of staff from the current class or school; social stories or ELSA support. Extra meetings for both children and parents with new setting or class teacher if needed.	1-1
Personalised daily timetable: in some circumstances we may adapt a child's daily timetable to incorporate more movement breaks, calm area times etc, to support sensory and emotional needs.	1-1

These interventions are part of our contribution to West Berkshire's local offer.

How will support in place to help my child, be evaluated?

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

- Reviewing their progress towards their individual targets each term, as outlined on their Support and Achievement Plan (SAP), Graduated Approach Plan (GAP) or their Educational Health Care Plan (EHCP)
- The impact of interventions is normally reviewed after a period of 6 weeks; adjustments may be made after this time if it is felt necessary
- Pupil and parent voice
- Monitoring by the Inclusion Lead/SENDCo
- Holding termly meetings to review progress of targets on SAPs/GAPS
- Holding an annual review for all children with an EHCP.

What resources and equipment will be made available for my child with SEND?

In addition to our investment in intervention support, we support individual needs through our SEND budget. We will take advice from specialist agencies and professionals, including Educational Psychologist, the Cognition and Learning Team, Speech and Language and Occupational Therapists. If additional resources are required these may be purchased to support your child – for example; wobble cushions, 'Theraputty', writing slopes, dyslexia dictionaries, ergonomic pencils etc.

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

We offer an integrated and supportive environment for all pupils across all areas of our curriculum and learning enrichment opportunities.

We strive to promote all pupils' understanding of diversity, ensuring that all differences are understood, nurtured and celebrated. (See our Equalities Policy).

We actively promote for all pupils to have appropriate strategies to support both their emotional and learning behaviours and develop a positive attitude towards mental health and personal wellbeing.

All of our extra-curricular activities and federation 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 our year 6 residential trip.

All pupils are encouraged to take part in all enrichment activities e.g. sports day, federation productions, workshops etc.

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 they can be included.

What support is available for me and my family?

If you have questions about SEND, or are struggling as a family with the impact of the additional needs in the home environment, please get in touch to let us know. We want to support you, your child and your family. At BCF, we pride ourselves in working with the whole family. Our Inclusion Lead/SENDCo and our Pastoral Lead will help and support you and direct to a range of support that is available dependent on your individual and current needs.

How does the federation assess the overall effectiveness of its SEND provision and how can parents/carers and young people take part in this evaluation?

The Inclusion Lead reports on all matters SEND (for example outcomes data, impact of interventions, information on new curriculum adaptations etc) to the federation governors throughout the year, using our internal monitoring procedures.

We also track our effectiveness through the OFSTED Questionnaire which is available to parents/carers via the Ofsted Parent View site.