# SEND Information Report 2026-2027

## Introduction

At Burton Borough School, we take pride in fostering an inclusive learning environment where we are ambitious for every student, ensuring that every student is supported to reach their full potential. All learners are entitled to a curriculum that is both relevant and engaging, without restriction because of age, gender, creed, race, disability, special educational need, or vulnerability. This entitlement is upheld by appropriately trained professionals who are committed to inclusive practice and capable of fostering an environment that promotes both wellbeing and development. We understand that students are unique and are proud of our diverse and caring community. Some of our students may require extra support, and we are dedicated to delivering tailored assistance that is timely, effective, and compassionate.

Equality of opportunity, rigorous and well-designed assessment, meaningful family engagement, and an ambitious and adaptive curriculum delivery framework are fundamental to successful education for all. We are committed to ensuring that every learner receives the additional support required, free from stigma or discrimination. All students are valued equally, and high standards of conduct and moral integrity are expected of everyone.

We are proud to have a wide team of highly experienced individuals who work tirelessly to support our most vulnerable students to make progress, both academically and in their preparation for adulthood. The drive for success and happiness of all our students is woven through all aspects of our culture and ethos. The SEND team work closely with the wider school student support teams, including the Assistant Principal (Behaviour and Culture) and the Head of Years; the Attendance and Safeguarding team which includes the Vice Principal (Attendance and Safeguarding), designated safeguarding leads, the Attendance Officer and the Family Liaison Officer – along with our wider support via the LCT trust.

## Key Contacts:

Communication is key for us to provide the best possible support for our young people. We have a dedicated communication route that can be accessed via our website in our 'contact us' section or via this link:

Special educational needs and disabilities (SEND) - Burton Borough Secondary - A Learning Community Trust Academy

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| What types of SEND do we provide for? | At Burton Borough School we work with a wide range of needs and disabilities across all the four broad areas of Special Educational Needs and Disabilities: Communication and Interaction (C&I), Cognition and Learning (C&L), Sensory/Physical (S/P) and Social Emotional Mental Health (SEMH). These areas are highly diverse and our students may have needs that span multiple areas of SEND. Some examples of needs we are privileged to support and celebrate are young people with Autism Spectrum Conditions (ASC), Speech, Language and Communication Needs (SLCN), Moderate and Severe Learning Difficulties (MLD / SLD), Specific Learning Difficulties (SpLD) such as dyslexia, Social, Emotional and Mental Health Needs (SEMH), including ADHD, ADD and |

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| | Attachment Disorder, as well as Hearing Impairment (HI), Vision Impairment (VI) and Physical Disabilities (PD). |
| 2026-2027: | As we enter the 2026-2027 academic year our student cohort at Burton Borough school has approximately 24% of our pupils registered as having additional needs. This figure comprises of approximately 22% of our pupils are SEND support (K) students, with an additional 2.6% who are supported by Educational Health Care Plan (EHCP) issued by our various partner local authorities. We are currently sitting above both the national, and Telford and Wrekin averages number of students with SEND within our school community. During our last year we have continued to see SEMH remains one of our larger areas of need for this academic year, accounting for approximately 20% of our register, growing in line with national trends. |
| How do we identify and assess pupils with SEND? | There are a range of ways in which a student may be identified as having additional needs. For many students, this begins during transition to the academy from Key Stage 2 through our close work with primary school colleagues and liaison with families. For students with Education, Health and Care Plans (EHCPs), we work closely with professionals from the Local Authority SEND team, who share key information prior to enrolment. We have a strong transition programme for our Year 6 students and recognise the responsibility of educating the young people within our local communities.<br><br>For some students, needs may emerge or change during their time at Burton Borough School. Identification may arise through teacher or pastoral observations, academic assessment, or concerns raised by families or the students themselves. Where concerns are identified, the SEND team undertakes further assessment and may engage additional professionals to provide more specialist advice, assessment or diagnosis where appropriate. Over the last year, we have further strengthened our partnerships with local specialist services, including increased collaboration with the Learning Support Advisory Team (LSAT) and Educational Psychology (EP) Service, supporting earlier and more accurate identification of need.<br><br>We recognise that families often have the deepest understanding of their young person and, as such, referrals and support planning are undertaken collaboratively with families and, where appropriate, the students themselves. Our ethos is to respond to a student's identified needs and provide support accordingly, irrespective of whether a formal diagnosis has been obtained. A diagnosis is therefore not required for a student to receive additional or different provision. |
| 2026 – 2027: | This year, we have a particular focus on strengthening our partnerships with all stakeholders who support our students, both during their time at Burton Borough School and as they prepare for adulthood and their place in the wider community. As part of this commitment, we continue to refine our transition processes, with a particular emphasis on improving information sharing and ensuring that students and families feel well informed and supported before joining the Burton Borough School family.<br><br>To support this work, we have appointed a dedicated member of the Inclusion Team to lead and coordinate SEND transition arrangements. Our approach places students, families and feeder primary |

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| | schools at its centre. During the last academic year, we worked closely with the Local Authority, feeder schools and colleagues across our Trust to support several high-need Year 6 students as they prepared to join us in September 2026.<br><br>Our enhanced transition offer includes an additional transition morning prior to the academy's whole-cohort transition days. This provides students with an opportunity to experience lessons, routines and movement around the school site in a smaller and more supportive environment. It also enables staff to gain a deeper understanding of students' needs and ensure appropriate provision is in place well in advance of their start date. Information gathered through this process is incorporated into SEND training delivered during our July Professional Development Day, helping staff to prepare effectively for the needs of each new cohort. Looking ahead, we are committed to further strengthening this approach by increasing the time spent working directly with students and staff within our feeder primary schools.<br>We have also standardised the process for raising SEND concerns to ensure timely and effective triage and intervention. The SEND team has increased its presence at parents' evenings, and our SEND communication form enables families to share concerns directly with the team. We recognise the importance of strong relationships between home and school and therefore continue to develop the role of keyworkers. Keyworkers provide consistent support for students, act as an additional point of contact for families, and work alongside teaching staff to strengthen provision across the academy. To further improve accessibility for families, bookable appointments with members of the Inclusion Team will be available at parents' evenings for all students on the SEND register. |

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| What is our approach to teaching pupils with SEND? | Promoting equality, inclusion and high aspirations for all students is at the heart of Burton Borough School. We have invested significantly in developing staff expertise in adaptive teaching, ensuring that high-quality classroom practice meets the needs of all learners.<br><br>While some students require provision that is additional to, or different from, that offered to their peers, all provision is designed to minimise disruption to a student's entitlement to a broad and balanced curriculum and their right to participate fully in academy life. Teachers remain responsible and accountable for the progress and achievement of every pupil in their class, including those with SEND.<br><br>Our approach is underpinned by the Learning Community Trust (LCT) Learning Framework, which promotes high-quality, high-impact teaching. Central to this approach is the belief that the most effective learning occurs when students are fully included in lessons alongside their peers and are taught by subject-specialist teachers.<br><br>To support this inclusive approach, all students identified with SEND have a personalised Pupil Passport. These are co-produced with keyworkers, families and, crucially, the students themselves. Pupil Passports celebrate strengths, identify potential barriers to learning and outline the strategies |

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| | and reasonable adjustments required to support progress. They also promote pupil voice and encourage students to develop an understanding of their own learning profile and support needs.<br><br>Teaching staff use this information alongside assessment data and professional knowledge to develop effective classroom strategies, adaptive teaching approaches and seating plans that enable all students to access learning successfully. This universal provision forms our Wave 1 offer and is available to all students.<br><br>Where progress continues to be limited despite high-quality Wave 1 provision, a graduated approach is adopted. For some students, additional targeted support may be required through our Wave 2 provision. These interventions are overseen by the SENCo and, where appropriate, informed by the advice of external agencies. Interventions are carefully selected, time-limited and designed with clear entry and exit criteria. Their impact is reviewed regularly to ensure they continue to meet the identified needs of the student and contribute positively to their progress and inclusion. Where a student's needs remain significant despite Wave 1 and Wave 2 support, more personalised and specialist Wave 3 provision may be considered as part of the Assess, Plan, Do, Review cycle. |
| 2026-2027: | In line with developments arising from the SEND and Alternative Provision Improvement Plan, we have worked closely with the Local Authority as it has developed and implemented its Ordinarily Available Inclusive Provision (OAIP) guidance. This aligns well with our ongoing work around Pupil Passports, seating plans and adaptive teaching, and supports our commitment to ensuring high-quality inclusive practice is evident in every classroom. During the coming year, we will continue to embed these principles within our daily practice, staff development programme and wider community engagement activities.<br><br>Updates arising from the creation and review of Pupil Passports are shared with staff through our weekly pastoral briefing process. Passports are reviewed at least termly, with families and students encouraged to contribute to ensure they remain accurate, meaningful and reflective of current needs. This year, we aim to increase the number of face-to-face review opportunities available to families to further strengthen collaboration and shared decision-making.<br><br>We are also continuing to develop our Wave 2 intervention offer to ensure it meets the changing needs of students who require support beyond high-quality classroom provision. As part of this work, we will continue to utilise the Local Authority's Experts at Hand offer to support staff development and ensure our practice reflects current evidence and guidance. Our intervention offer includes provision across the areas of Social, Emotional and Mental Health (SEMH), Communication and Interaction, Cognition and Learning, and Speech and Language development. We also work closely with a range of external professionals, including Occupational Therapy and Speech and Language Therapy services, to provide specialist advice and support where required.<br><br>A key priority for this academic year is the further development of our provision mapping and impact-monitoring systems. By fully integrating our monitoring processes within our provision mapping platform, |

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| | we will be able to strengthen our evaluation of interventions, identify effective practice more quickly and ensure that support continues to have a positive impact on student outcomes. |

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| How do we adapt the learning environment? | We are a close community at Burton Borough School, and it is essential that all our students benefit from high-quality teaching alongside regular, varied assessment. The Learning Community Trust (LCT) Learning Framework supports all students, including our most vulnerable learners, by enabling teachers to develop a deep understanding of their students and use this knowledge to establish clear routines, build schema, set ambitious goals and provide scaffolded learning. We firmly believe that vulnerable learners thrive when they receive high-quality, subject-specific teaching alongside their peers. For this reason, we dedicate significant time to planning effective learning experiences, shaping appropriate provision and building positive relationships with students, families and external professionals.<br><br>When a student requires additional or different support to make progress and flourish in their learning, we focus on meeting their needs equitably and, wherever possible, within the academy's core offer. This is often achieved through a combination of reasonable adjustments and adaptations to teaching approaches, which are embedded within our LCT Teaching and Learning Framework and reflected within individual Pupil Passports. This ensures consistency of practice across the academy and enables staff to respond effectively to individual need.<br>Such adaptations may include:<br>• Adjusting resources and staffing to meet individual needs.<br>• Using recommended aids such as assistive technology, coloured overlays, visual timetables or larger-print materials.<br>• Scaffolding learning to ensure all students can access the curriculum through grouping arrangements, targeted support, adapted resources or modified learning activities.<br>• Applying adaptive teaching strategies such as extended processing time, pre-teaching key vocabulary and increased live modelling.<br>• Modifying the physical environment to meet a student's sensory, physical or medical needs.<br>• Ensuring our Accessibility Plan remains available and regularly reviewed through the school website.<br><br>Over the last year, members of the SEND leadership team have successfully completed the Ambition Institute's Adaptive Teaching: Train the Trainer programme and have worked alongside senior leaders to further embed evidence-informed practice across the academy. As a result, adaptive approaches such as the consistent use of think-pair-share activities, mini-whiteboards for assessment for learning, clear sharing of learning objectives and success criteria, and strategic |

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| | seating plans have become established features of classroom practice. These approaches support all learners while helping to remove barriers for students with SEND.<br><br>To further strengthen our inclusive practice, we worked closely with the Learning Support Advisory Team (LSAT), who completed a whole-school audit focusing on the provision for Electively Home Educated (EHE) students and the support of neurodiverse learners. The audit was highly complimentary of both the academy environment and classroom practice, recognising the positive culture of inclusion, the use of adaptive teaching strategies and the strong understanding of individual student need demonstrated by staff. The recommendations from this review continue to inform our ongoing development and quality assurance processes.<br><br>We have also strengthened our provision for students with social, emotional and mental health needs through our continued partnership with Mental Health Support Team trainees. This collaboration has increased the support available to students and families by providing enhanced opportunities for early identification, triage and intervention. In addition, it has further developed staff understanding of mental health needs, contributing to a more supportive and inclusive learning environment across the academy.<br><br>We maintain strong and effective partnerships with a range of external professionals who provide expert advice and practical guidance on adapting both the learning environment and our teaching practice. These professionals include Occupational Therapists, Speech and Language Therapists, Educational Psychologists, NHS services and colleagues from the wider Local Authority support services. |
| 2026-2027: | A key focus for the current academic year is the continued development of our physical environment to ensure it reflects our inclusive values and meets the evolving needs of our students. We have invested significantly in additional inclusion spaces through the opening of *The Pod*, located within the heart of the main school building. This dedicated provision enables students to access personalised support, intervention and regulation strategies whilst remaining connected to the wider school community and curriculum.<br><br>We have also revitalised our outdoor spaces through the creation of our Inclusion Garden. This welcoming environment supports wellbeing, reflection and supported learning opportunities, whilst complementing our growing curriculum offer, including the key stage 4 Life and Living Skills pathway. In addition, we are proud to have opened our new 3G football pitch, providing enhanced opportunities for physical activity, recreation and inclusive participation in sport, further supporting students' physical and mental wellbeing. Alongside these developments, we continue to review and enhance support during unstructured times of the school day. We recognise that these periods can present additional challenges for some young people and are therefore committed to expanding our breakfast club and homework club provision, alongside |

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| | developing our lunchtime offer and inclusive social spaces. Through these improvements, we aim to ensure that all students feel safe, supported and able to thrive throughout every aspect of school life. |
| How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND? | At Burton Borough School, we are committed to ensuring that students with SEND are afforded the same opportunities as their peers and can participate fully in all aspects of school life. We make reasonable adjustments where necessary to remove barriers and support meaningful participation in both curricular and extra-curricular activities.<br><br>All extra-curricular activities, educational visits and enrichment opportunities are accessible to students with SEND, including clubs held before and after school. Where additional support is required, adaptations, risk assessments and support plans are developed in collaboration with families and relevant professionals.<br><br>All students are members of one of our three Houses and are encouraged to participate in the wide range of competitions, celebrations and showcases offered throughout the year. Students with SEND are also represented through the Student Council and other leadership opportunities.<br><br>All students in Years 7-10 participate in our Platinum Pathways programme, which supports them to develop skills, pursue interests and contribute to the wider community. The pathway delivered in partnership with Newport Hub has been particularly successful for many of our students with SEND, helping to build confidence, independence and a sense of belonging.<br><br>Our students with SEND engage enthusiastically in a wide range of activities and achieve success across many areas of school life. During the last academic year, students enjoyed success in sporting competitions, drama, dance and singing, with *The Addams Family Musical* proving a particular highlight, both on stage and behind the scenes. Many students have also made valuable contributions to the wider school community through Platinum Pathways and leadership opportunities.<br><br>Students with SEND regularly participate in educational visits and residential experiences, including international trips, ski visits, Duke of Edinburgh expeditions and sporting events. These opportunities help to develop confidence, resilience, independence and positive relationships with peers.<br><br>The ethos of our academy ensures that students with additional needs are fully integrated into the life of the school and recognised as valued members of the Burton Borough community. Alongside our broad extra-curricular programme, students access initiatives such as our breakfast club, homework club and inclusive lunchtime provision, providing further opportunities to develop friendships, access support and engage with school life beyond the classroom. Through this inclusive approach, we aim to ensure that all students feel a strong sense of belonging and engage, achieve and thrive alongside their peers. |

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| 2026 – 2027: | This year, we are looking to build further on the strong levels of engagement already demonstrated by our students with SEND. We are particularly proud that students with additional needs are now extremely well represented within our student leadership structures, ensuring that their voices help to shape decision-making and contribute to the ongoing development of the academy.<br><br>We are also seeking to expand our wider enrichment offer, not only for students but for their families and the wider community. Building on the success of our SEND Afternoon Teas, we are strengthening partnerships with local support networks and community groups, including PODS and the Autism Hub. By welcoming these organisations into school, we aim to provide families with increased opportunities to access information, share experiences and develop supportive connections with both school staff and other families. Alongside this, we are developing a more robust collaborative monitoring system to track student engagement across the wider life of the academy, including educational visits, extra-curricular clubs, leadership opportunities, visiting speakers and enrichment activities. This will enable us to better understand participation patterns, celebrate successes and identify opportunities to further increase inclusion and engagement for all learners.<br><br>Through these developments, we hope to further strengthen our inclusive school community, ensuring that students with SEND and their families feel represented, supported and actively involved in all aspects of school life. |

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| How do we consult pupils and parents of pupils with SEND and involve them in their child's education? | At Burton Borough School, we firmly believe that strong partnerships between home and school are essential in securing the best outcomes for our students. We recognise that families have a unique understanding of their child and place collaboration at the heart of our SEND provision. Effective transition remains a key priority, and we work closely with primary colleagues, families and young people to ensure students feel supported throughout their educational journey.<br>When concerns are raised regarding a student's progress or potential special educational needs, we hold early discussions with both the student and their parents or carers. These conversations help to develop a shared understanding of strengths, needs and aspirations, whilst ensuring family views are valued and reflected in planning, support and agreed outcomes.<br>Communication between school, families and students is central to meeting the needs of our young people. Every student on our SEND register is allocated a dedicated Key Worker from the SEND team, providing families with a consistent point of contact who can offer support, coordinate provision and gather feedback. Key Workers also play a central role in the co-production and review of Pupil Passports, ensuring that student and family voice remains at the heart of decision-making.<br>Over the last year, we have increased opportunities for face-to-face engagement with families through a greater SEND team presence at parents' evenings, SEND Afternoon Teas and review meetings. These events provide opportunities for families to build relationships with staff, connect |

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| | with other parents and access advice and support. We have also strengthened links with external agencies, including hosting events such as our "Afternoon Tea with the EP", focused on supporting young people experiencing anxiety.<br>Through regular communication, co-production and meaningful engagement opportunities, we aim to ensure that families and students remain active partners in shaping the support they receive and the success they achieve. |
| 2026-2027: | This year, we are committed to further strengthening our partnership with families by creating more opportunities for meaningful collaboration, communication and co-production. Building on the success of our Key Worker model, we aim to increase face-to-face engagement with families through a wider programme of SEND Afternoon Teas, review meetings and community events. We are also developing stronger links with local support organisations, including PODS and the Autism Hub, to provide families with greater access to specialist advice, peer support and community networks. Alongside this, we are implementing a more robust system for monitoring student engagement across school life, enabling us to work proactively with families to identify and remove any barriers to participation in enrichment activities, educational visits and leadership opportunities. Through these developments, we aim to ensure that students and families remain genuine partners in decision-making and continue to play an active role in shaping both individual support and the wider development of our SEND provision. |

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| How do we assess and review pupils' progress towards their outcomes? | Timely and appropriate support is vital to the success of our most vulnerable learners. We follow the graduated approach and the four-part cycle of Assess, Plan, Do, Review (APDR) to identify needs, monitor progress and evaluate the impact of support. For some students, targets are aligned directly to the outcomes within their Education, Health and Care Plan (EHCP).<br>The SEND team draws on a wide range of information to develop a holistic understanding of each student's progress and needs. This includes teacher assessment and professional judgement, academic attainment and progress data, attendance and behaviour information, student voice, family feedback and advice from external professionals. We recognise that success is not measured solely through academic outcomes and therefore consider both quantitative data and wider social, emotional and developmental progress.<br><br>Our assessment and review processes are closely linked to our Pupil Passport system. Students receiving SEND support are reviewed regularly through academic data, classroom observations and feedback from staff, students and families. Outcomes from these reviews inform future support strategies and ensure Pupil Passports remain current and responsive to need.<br>Students accessing targeted interventions are assessed at the start and end of each programme to evaluate impact and inform next steps. For students with EHCPs, progress towards outcomes is monitored throughout the year through contributions from staff, intervention reviews, academic data and family feedback, ensuring annual reviews are informed by a broad range of evidence. |

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| | To support this process, we hold weekly Vulnerable Student Panel meetings involving colleagues from SEND, pastoral, attendance and safeguarding teams. These meetings enable the timely review of student needs, progress and support strategies, with key information shared with staff through regular pastoral briefings.<br><br>We are pleased that this robust and collaborative approach continues to have a positive impact on outcomes. Last year, Burton Borough School was the most improved secondary school in the local area for Year 11 outcomes, with particularly strong improvements seen amongst students with SEND. While we are proud of this success, we remain committed to continually refining our processes to ensure every student is supported to achieve their potential. |
| 2026-2027: | This year, we are focused on further strengthening our assessment and review processes through the enhanced use of our Provision Mapping software. As part of this work, we are looking to increase student ownership of their targets, enabling young people to play a greater role in setting, reviewing and monitoring their own outcomes. These targets will be increasingly integrated within Pupil Passports, helping to ensure that students, families and staff have a shared understanding of priorities and the support required to achieve them.<br><br>As we continue to align our Wave 2 intervention impact assessments with whole-school data systems and Pupil Passport reviews, we aim to develop a more nuanced understanding of progress. This will allow us to consider a broader range of indicators, including academic achievement, attendance, engagement, independence and wellbeing, ensuring that we can more effectively evaluate the impact of provision and respond quickly to changing needs. |

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| How do we support pupils moving between phases and in preparing for adulthood? | We understand that transition can be a significant step for both young people and their families. As such, we carefully plan and personalise transition arrangements to ensure students feel secure, supported and able to continue making progress. At key transition points, relevant information is shared with schools, colleges and other providers, with the agreement and involvement of students and families.<br><br>Our transition process begins early. We work closely with primary schools as part of the EHCP consultation process, gathering information about students' strengths, needs and successful strategies. This is supported by collaboration with primary schools, individual and group tours, SEND-focused open events and enhanced transition opportunities, including additional visits for students who require further support. We have also worked collaboratively across our Trust to strengthen information sharing between phases and ensure consistency in the transition process. Preparing students for adulthood is a key aspect of our SEND provision. We work closely with Future Focus advisers, who begin supporting students to consider their next steps from Year 9 onwards and regularly contribute to annual reviews. Families are encouraged to be part of these discussions to ensure future planning is collaborative and aspirational.<br><br>Students are supported to develop confidence, independence and employability skills through our wider curriculum, Life Skills programme, Platinum Pathways and work experience opportunities. We have developed strong links with community organisations, including Newport Hub, to provide meaningful opportunities for students to engage with the wider community and gain valuable experiences. Careers fairs, visiting speakers and personal development events further support students in understanding the pathways available to them.<br><br>For students preparing to move into post-16 education, we work closely with colleges, training providers and careers services to ensure appropriate support is in place. This may include additional visits, supported transitions and attendance at annual reviews by Future Focus advisers and post-16 providers. Through these arrangements, we aim to ensure that every student leaves Burton Borough School with the confidence, skills and support needed to succeed in the next stage of their education, employment or training. |
| 2026-2027: | This year, we are further strengthening our transition and preparation for adulthood offer. Building on our successful transition programme, we are increasing opportunities for draft Pupil Passports to be completed whilst students are still in Year 6, allowing us to gather student voice, family feedback and effective support strategies earlier in the process. To support this work, we have appointed a dedicated member of the SEND team to lead and coordinate transition arrangements, ensuring that students and families receive consistent support throughout this important stage. |

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| | We are also seeking to develop even stronger links with our feeder primary schools through increased visits, enhanced information sharing and collaborative working with primary colleagues. By investing time in understanding students' needs before they join us, we aim to ensure that support is in place from the very beginning of their Burton Borough journey.<br><br>As part of our commitment to preparing students for adulthood, we are excited to continue developing our Key Stage 4 Life and Living Skills course. This provision is designed to further promote independence, resilience and the practical skills needed for adult life, complementing our wider careers, employability and personal development programmes. Through these developments, we aim to ensure that every student experiences a smooth transition into, through and beyond Burton Borough School. |

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| How do we support pupils with SEND to improve their emotional and social development? | We recognise that emotional wellbeing and social development are fundamental to a young person's success in school and beyond. At Burton Borough School, inclusive practice sits at the heart of our SEND provision, and teachers, pastoral staff and the SEND team work closely together to monitor and support students' emotional and social wellbeing.<br><br>All students benefit from a wide range of opportunities to develop socially through tutor time, extra-curricular activities, leadership opportunities and social times. However, some students require additional support to help them thrive emotionally and socially. Concerns may be raised by staff, families or students themselves and are explored collaboratively to identify appropriate support and next steps.<br>Support is tailored to individual need and may include ELSA (Emotional Literacy Support Assistant) interventions, 1:1 mentoring, counselling, lunchtime nurture provision, cooking therapy or referrals to external specialist services. We maintain strong partnerships with Local Authority and NHS professionals to ensure students can access specialist support where required.<br><br>Mental health remains a significant priority across the academy. Through our tutor programme, assemblies and wider personal development curriculum, we actively promote positive mental health, help-seeking behaviours and the reduction of stigma surrounding mental health difficulties. We have also worked closely with our Educational Psychology service to provide workshops for families, including support around understanding and managing anxiety in young people.<br><br>Our weekly Vulnerable Student Panel, involving senior leaders from SEND, pastoral, attendance and safeguarding teams, plays a key role in monitoring wellbeing, identifying emerging concerns and coordinating timely support. In addition, our partnership with the Mental Health Nursing Team enables us to maintain strong links with specialist professionals whilst enhancing the support available to students and families within the academy. |

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| | Through this graduated and collaborative approach, we aim to ensure that every student feels safe, valued, supported and able to develop the social and emotional skills needed to thrive both in school and beyond. |
| Year 2026-2027: | This year, we are continuing to strengthen our support for students' emotional wellbeing and social development through the appointment of an additional Mental Health Lead. Their oversight of referral pathways, intervention programmes and involvement in the Vulnerable Student Panel is enhancing our ability to identify needs early and coordinate timely support.<br><br>We also recognise the vital role families play in supporting young people's wellbeing. As a result, we are continuing to develop our Early Help offer and increase opportunities for parents and carers to access advice, guidance and support. We are also exploring the creation of a parent working party focused on young people's mental health, enabling families to help shape and inform our approach to wellbeing across the academy.<br><br>Alongside this, we are seeking to strengthen student voice through Student Council representation, TEP surveys, Key Worker discussions and wider consultation activities, ensuring that students play an active role in shaping both their individual support and our wider SEND provision.<br>Finally, we are placing a significant focus on positive engagement and belonging through the development of SEND social events and wider inclusion activities. By creating additional opportunities for students to build friendships, develop confidence and feel connected to the school community, we aim to further enhance the emotional wellbeing and social development of all our young people. |

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| What expertise and training do our staff have to support pupils with SEND? | Focused staff training and ongoing professional development are essential to ensuring that the needs of all students are met inclusively and that every learner receives a high-quality educational experience. All staff have access to a range of guidance documents, student information and support strategies, which are shared through induction, weekly pastoral briefings, our coaching programme and regular SEND updates throughout the year.<br><br>Staff can access individual Pupil Passports through our Provision Mapping system, ensuring that key information, reasonable adjustments and recommended strategies are readily available. We work closely with families, students and external professionals to ensure this information remains accurate, relevant and supportive.<br><br>SEND and adaptive teaching feature regularly within our professional development calendar, with training delivered through induction programmes, professional development days and ongoing support from the SEND team. Weekly pastoral briefings also provide timely updates |

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| | and training in response to emerging needs. Recent examples have included training linked to updated JCQ access arrangements and adaptive teaching strategies.<br><br>The SEND team undertakes additional specialist training relevant to the needs of our current cohort, whilst our Higher Level Teaching Assistants and specialist support staff engage in ongoing professional learning and supervision to ensure high-quality provision. We also provide dedicated planning and preparation time for classroom-based support staff, enabling them to develop their practice and respond effectively to the needs of the students they support.<br><br>We benefit from strong partnerships with a range of external professionals, including Educational Psychologists, Occupational Therapists, Speech and Language Therapists, LSAT, BSAT and counselling services. The SENCO holds the required national qualification, is allocated dedicated leadership time to oversee provision and participates regularly in both local authority and Trust-wide SEND networks. |
| Year 2026-2027: | This year, we are continuing to strengthen the expertise and leadership of SEND across the academy. The SENDCo role is now held by the Assistant Headteacher for Inclusion, further embedding SEND within the school's strategic leadership and ensuring that inclusion remains central to whole-school improvement. As part of this role, the SENDCo also sits on the Inclusion Support Fund (ISF) panel, providing valuable opportunities to collaborate with colleagues across the local area, share best practice and further develop specialist knowledge.<br><br>A key focus for the year is the continued professional development of our support staff. We are reviewing progression opportunities for our classroom-based Teaching Assistants and strengthening the role of our Higher Level Teaching Assistants through closer collaboration with Heads of Department. This will support the development of subject-specific expertise and further enhance the quality of support available within classrooms.<br><br>We will also continue to engage fully with the Trust's professional development offer, alongside training provided through our local authority and external partners. Through these opportunities, we aim to further develop staff confidence, expertise and capacity, ensuring that our students continue to benefit from high-quality, evidence-informed SEND provision. |

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| How will we involve other organisations in meeting the needs of pupils with SEND and supporting their families? | At Burton Borough School, we recognise that the best outcomes for young people with SEND are achieved through strong partnership working. We work closely with a wide range of external agencies to ensure that students and families can access specialist advice, assessment and support when needs extend beyond the expertise available within the academy. Requests for external involvement are coordinated |

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| | through the SEND team and may include school-based observations, consultation meetings, individual assessments, attendance at annual reviews and multi-agency meetings, or written recommendations to support planning and provision.<br><br>We have developed strong working relationships with a range of services, including Educational Psychology, LSAT, BSAT, the Student Engagement Team, Health services and Local Authority SEND teams. These partnerships enable us to access specialist advice and ensure that support remains responsive to the needs of our students. We have seen particularly positive outcomes through our consultation work with Educational Psychologists, helping staff and families develop a shared understanding of need and clear next steps for support.<br><br>As part of our commitment to continuous improvement, we regularly engage with local authority networks, Trust-wide SEND colleagues and the Inclusive Schools Forum to share best practice and remain informed of local and national developments. During the last year, we also worked closely with the Learning Support Advisory Team (LSAT), who completed a whole-school audit focusing on provision for neurodiverse learners and Electively Home Educated (EHE) students. The audit recognised many strengths within our inclusive culture, learning environment and classroom practice, whilst also helping to inform our ongoing development priorities.<br><br>Where appropriate, we also work collaboratively with local authorities to request Education, Health and Care Needs Assessments and support families through the EHCP process. Alongside our attendance, safeguarding and pastoral colleagues, these strong multi-agency relationships help ensure a coordinated and holistic approach to supporting both our students and their families. |
| Year 2026-2027: | This year, we are further strengthening our partnerships with external agencies to ensure students and families can access timely and effective support. We are excited to be engaging with the Local Authority's *Experts at Hand* programme, providing additional opportunities for specialist consultation, workforce development and evidence-informed practice.<br><br>We will continue to work closely with our Educational Psychology team, extending opportunities for family engagement through workshops and consultation events. This includes plans to host a Year 6 parent workshop during the summer term to support families as they prepare for transition into Burton Borough School.<br><br>We are also increasing collaboration with other secondary schools through SENDCo review visits and professional networking opportunities, enabling us to share best practice and further develop our provision. Alongside this, we will continue to strengthen joint working between the SEND, pastoral and safeguarding teams, including our work with Virtual School colleagues, ensuring vulnerable students and families experience coordinated and holistic support. |

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| How do we secure equipment and facilities to support pupils with SEND? | Where a student requires specialist equipment, specific furniture or adaptations to the learning environment, the school works closely with external agencies, including Occupational Therapy services and the Local Authority, to ensure appropriate provision is identified, implemented and regularly reviewed. Where appropriate, we may access support through the Inclusive Schools Forum (ISF), which can provide both funding and specialist advice relating to additional adult support, assistive technology and bespoke equipment. In some cases, an Education, Health and Care Needs Assessment may also be pursued where a student's needs require sustained specialist support.<br><br>We are committed to ensuring that our environment remains accessible and inclusive for all students. Burton Borough School benefits from lift access, personalised evacuation plans where required, and regular staff training to support students with physical disabilities and additional needs. Further details can be found within our Accessibility Plan, available on the school website.<br><br>Over the last year, we have expanded the facilities available to our SEND team and the students they support, including the development of *The Pod*, a dedicated inclusion space located within the heart of the school. This enables students to access timely support, intervention and resources, including assistive technology, within a calm and supportive environment. We also work closely with primary schools, post-16 providers and external agencies to ensure that specialist equipment and support arrangements transition effectively with students as they move between educational settings. |
| Year 2026-2027: | This year, we are seeking to further enhance access to specialist equipment and assistive technology through our continued partnership with the Learning Support Advisory Team (LSAT). By making greater use of the LSAT Lending Library, we will be able to trial a range of assistive technologies and resources, allowing us to evaluate their impact within our Assess, Plan, Do, Review (APDR) processes before implementing them more widely. This will help ensure that equipment and support strategies are carefully matched to individual need and can be reviewed using evidence of their effectiveness.<br><br>Alongside this, we are developing a more targeted Wave 2 intervention offer focused on increasing students' confidence and independence in the use of assistive technology. By explicitly teaching students how to utilise the tools available to them, we aim to improve both access to learning and longer-term self-advocacy skills.<br><br>We will also continue to refine our physical environment, with recent changes to the layout of our inclusion spaces enabling quicker and easier access to specialist equipment, resources and support. Through these developments, we aim to ensure that students can access the right support, at the right time, and develop the confidence to use it effectively throughout their educational journey. |

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| How do we evaluate the effectiveness of our SEND provision? | The support we provide for our most vulnerable learners must be effective, impactful and subject to regular review. The effectiveness of our SEND provision is evaluated through a wide range of evidence and by a variety of stakeholders, including class teachers, senior leaders, the SEND team, Governors, Trust colleagues, external professionals, students and families.<br><br>We evaluate provision through regular reviews of student progress towards identified outcomes, analysis of academic and pastoral data, intervention impact assessments, lesson visits, work scrutiny, student voice activities and annual reviews for students with Education, Health and Care Plans (EHCPs). Our Pupil Passports reviews support us in monitoring the effectiveness of strategies and interventions over time.<br><br>Alongside our internal quality assurance processes, we actively seek external challenge and support. Over the last year, we have benefited from a Trust-led SEND review, Local Authority safeguarding reviews, Learning Support Advisory Team (LSAT) audits and external Pupil Premium reviews, alongside wider whole-school review processes. We have also worked closely with colleagues from local special schools, feeder primary schools and specialist services to review and strengthen our practice. These reviews have provided valuable validation of our strengths while helping to identify priorities for future development. The views of students and families are central to this process. Feedback gathered through parents' evenings, SEND events, direct conversations, learning walks and student voice activities helps us understand the lived experience of our provision and informs ongoing improvements.<br><br>This collaborative approach is reflected in the outcomes achieved by our students. Last year, Burton Borough School was the most improved secondary school in the local area for Year 11 outcomes, with particularly strong improvements seen amongst students with SEND. By combining student outcomes, stakeholder feedback, professional expertise and external review, we ensure that our SEND provision continues to evolve and meet the changing needs of our students whilst celebrating the many successes achieved across our inclusive school community. |
| 2026- 2027: | This year, we are focused on further strengthening the way we evaluate the impact of our SEND provision through the increased use of our Provision Mapping and Class Charts systems. By bringing together intervention data, academic outcomes, attendance information, Pupil Passport reviews and wellbeing indicators, we aim to develop an even more nuanced understanding of student progress and the effectiveness of our support.<br><br>We are also introducing more structured monitoring of student engagement beyond the classroom through our wider participation tracker. This will allow us to evaluate involvement in enrichment activities, educational visits, leadership opportunities, clubs and wider school events, helping us to identify patterns, celebrate success and ensure equitable access to all aspects of school life. |

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| | In response to the growing national picture around Emotionally Based School Avoidance (EBSA), we are strengthening collaboration between our SEND, pastoral and attendance teams to better understand and address barriers to attendance. Through earlier identification, shared planning and targeted intervention, we aim to ensure that students receive timely support and can maintain positive engagement with education. Together, these developments will enable us to make increasingly informed decisions about provision and continue to improve outcomes for our young people. |

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| How do we handle complaints from parents of children with SEND about provision made at the school? | Supporting our young people is why we do this job, it is our privilege and great responsibility to do the best for our student, their families, and so the wider community. We firmly believe that effective communication is essential. When families or students can do so, we encourage them to share any concerns or updates with us at the earliest opportunity. Providing a high quality education is of paramount importance, and we recognise that a strong partnership between the academy, the student, and their family is central to achieving this.<br>We actively seek to collaborate with parents and carers on a cycle by cycle basis; however, we also understand that circumstances can change more rapidly than this. We are always happy to arrange a meeting or phone call to discuss a student's provision and to consider how best to meet their needs.<br>Any complaints made to the academy will follow the standard complaints procedure, details of which are available on our website. |
| Where can the LA's Local Offer be found? | www.telfordsend.org.uk<br>T&W are our primary LA but we do also work with Staffordshire and Shropshire.<br>Staffordshire Connects \| Special Educational Needs and Disabilities Local Offer<br><br>The SEND local offer \| Shropshire Council |

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| Author: | Mrs Frances Lewandowska (Assistant Head Teacher for Inclusion and SENDCo) |
| Date Agreed: | |
| Next Review: | July 2027 |
| Approved by: | Burton Borough School Governing Body |