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THE BISHOP FRASER TRUST
A CHURCH OF ENGLAND MULTI ACADEMY TRUST

SEND Information Report

LET YOUR LIGHT SHINE
LUCEAT LUX VESTRA

BURY CE HIGH SCHOOL

"In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven." Matthew 5:16

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Policy development

Policy created on: Sept 20256	Created by: J Edge/K Giermanuk
Member of staff responsible for the Policy	Mrs J Edge
Links to other policies	SEND Policy
Committee responsible for policy review:	Governors IEB
Draft policy submitted for approval on:	23.9.26
Approved by:	Governors IEB
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Version control

Date:	Version:	Updates/changes:
September 2025	3	Section 8 – amended interventions Section 4 – amended 'Inclusion Register' to 'SEND Register'

Dear parents and carers,

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

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website Bury CE High School - Home.

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

1. What types of SEN does the school provide for?

There are 143 students on the SEND register. This is 18.4% of the school population.

There are currently 22 students on roll with an EHCP. This is 2.8% of the school population and is below the national percentage of 3.1%.

There are 121 students currently of SEND support. This is 15.55% of the school population and is above the national average of 13.4%.

Our school provides for pupils with the following needs:

Area of need	Condition
Communication and interaction	Autism spectrum condition (ASC) also known as Autistic spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
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

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

Our special educational needs coordinator, or SENDCo
Our SENDCo is Jodine Edge – jodine.edge@bury.tbft.uk.

Mrs Edge is a qualified teacher with 20 years' experience. She has attained the National Award in Special Educational Needs Co-ordination. She has held various roles in different schools, including Head of Year and Head of Department. She also holds the National Professional Qualification for Senior Leadership.

SEND Governor

Our SEND Governor is Rebecca Rawsthorne.

The role of the SEND Governor is to champion the special educational needs of the students, to seek evidence that the policies are achieving the required results and that learners with special needs are achieving levels of progress that all learners strive for.

Subject teachers

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

Teaching staff are regularly updated on SEND news and research via briefings and training sessions.

All staff undertake an annual reminder on the importance of SEND and their responsibility in high expectations and individual support. Teachers at Bury Church of England are committed to the belief that every teacher is a teacher of SEND.

The SENDCo offers bespoke support for classroom teachers on the main additional needs in the Academy and then subsequently individual support strategies for students. This ensures quality teaching for all students.

Staff have also received training from Bury Vision and Hearing Impairment/Deaf Education Service and Bury Educational Psychology service.

Teaching Assistants (TAs)

We have a team of 10 teaching assistants (Tas), including 3 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have one teaching assistant and one Literacy Mentor who are trained to deliver interventions such as Lexonik Leap and Lexonik Advanced, in addition to some bespoke interventions dependent on the student's individual needs.

In the last academic year, TAs have completed National College training on the role of a Learning Support Assistant. They have also been trained in the delivery of Lego Therapy, Zones of Regulation, and other interventions.

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 SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Outreach Service
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services

3. What should I do if I think my child has SEN?

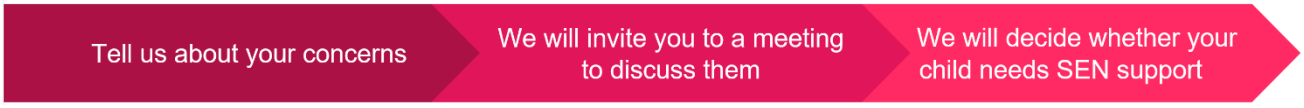
A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

• A significantly greater difficulty in learning than the majority of others of the same age, or

• A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

If you think your child has a special educational need, your first point of contact is your child's teacher. You can contact your child's teacher via the main school office number 0161 797 6236 or via email offman@bury.tbft.uk.



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

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

You can also contact the SENDCO directly.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

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

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

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

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

There are a range of methods on how potential additional needs are investigated and identified.

Classroom teachers and Pastoral staff can submit referral requests to the SENDCo who will consider the student's needs on an individual basis, with follow up actions being planned.

Follow up observations, screening and collaboration between teachers and parents/carers are likely to occur to identify further needs. Parents/carers may identify certain types of behaviour at home as such we welcome contact from parents/carers to discuss needs further. The SENDCo will always listen to parent/carer concerns.

As part of the investigation process into whether a student has additional needs, the school will review a range of data to gain a holistic understanding of the student, this includes, but is not limited to academic progress, attendance, behavioural incidents and social interactions along with potential screening through a range of screeners available.

We will work with external services such as the SEND Support Service or Educational Psychologist where specialist support is required.

If students have previously been identified with additional needs, this information will be shared with the SENDCo during transition meetings prior to students starting with us in September, by primary school staff. Individual SEND folders will also be passed onto the SEND department.

As an educational setting, we cannot diagnose neurological conditions, physical medical needs or mental health issues. In these cases, if there is enough evidence and it is deemed appropriate that the young person meets the referral criteria, the SENDCo will complete external referrals for further specialist investigations. This may include CAMHs, Speech and Language services or Early Help.

We follow the statutory guidance and definition from the DfE Code of Practice on whether a student is identified as SEND. **Based on this, if a student has lower than expected progress, this will not automatically identify them as SEND.**

As part of the identification process, strong communication to classroom teachers is crucial. The SEND team share all key findings whether from internal or specialist external reports to students' classroom teachers via students' electronic records, the SEND Register and email communication.

SEND Waves of Intervention Model using a Graduated Response

Wave 1 High Quality First Teaching which is inclusive and takes into account the learning of all students in the classroom. Classrooms will be inclusive learning environment and work will be scaffolded and adapted appropriately to ensure the progress of students.

Wave 2 Where teachers have demonstrated that the needs students require further intervention than Quality First Teaching, students can be referred for small group and time-limited interventions. Students may also have access to discreet provisions to support their

identified SEN, including provision, such as access to the SEND base, keyworker support or social and emotional coaching.

Wave 3 Additional high quality bespoke interventions. This is targeted provision for a small number of students to meet specific needs and may involve support from external agencies.

5. How will the school measure my child's progress?

Regular monitoring of the quality of provision for all students, including those with SEND, follows the school's assessment and monitoring calendar.

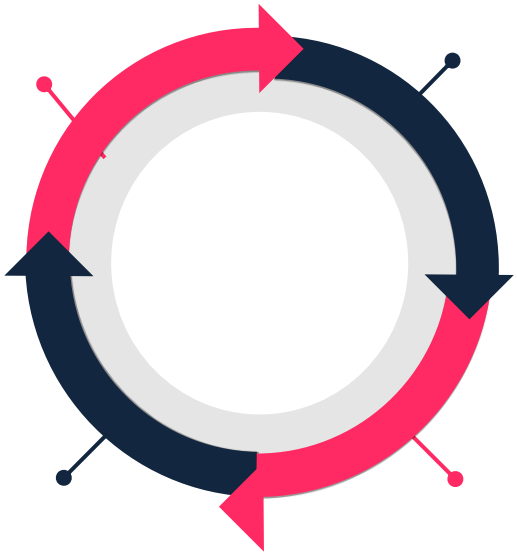
In addition, the cycle of Assess, Plan, Do and Review ensures that students with SEND have their individual provision reviewed regularly, at least termly. As part of this graduated approach, parent/carer and student voice are integral to the review.

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

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

Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.



Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENDCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

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

We will track your child's progress towards the outcomes we set over time.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support.

At this point it may be appropriate for your child to move from SEN support to monitoring as their need has been met and they no longer need something "different from or additional to" that which is ordinarily available.

For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

We will provide progress reports on your child's progress twice a year, in addition you will be invited to a parent/carers evening to meet with your child's teachers and discuss progress.

Bury Church of England welcomes input from students and families and we adopt a person-centred approach.

We are proud of the strong positive relationships we develop with parents/carers and students, through being approachable and clear with our communication. We encourage any suitable communication method that parents/carers prefer, whether this is email, telephone call or face to face meetings. The level of this contact may vary, dependent on the individual need of the student and their parent/carer. Students and parents will always be included in decisions on assessment and provision.

Formal Annual Reviews/Child Centered Reviews are held for all students who have a statement/an education, health and care plan along with termly review meetings; these provide parents/carers with the opportunity to express their views on their child's progress and provision.

If you have concerns that arise between these meetings, please contact your child's class teacher. You can do this via the main school telephone number: 0161797 6236 or via email offman@bury.tbft.uk.

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

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 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 etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

Students are invited to attend annual reviews, parent/carer evening and additional review meetings to discuss their progress and provision with key members of staff and their parents or carers.

Some students with SEN are allocated a key worker. The key worker will meet with students regularly to discuss progress and are available for students to use as a first port of call when required.

8. How will the school adapt its teaching for my child?

Disability, equality and accessibility policy

The Equality and Accessibility Policy includes information about our offer for increasing the extent to which some of our students can participate in the curriculum.

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will scaffold (or adapt) how we teach to suit the way the pupil works best. There is no '1 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:

- Scaffolding 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.
- Scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils in the classroom or small groups or 1:1
- Working with external agencies where appropriate
- Providing a broad and balanced curriculum

Should pupils require more targeted support they will be provided with a bespoke One Page Profile, reviewed with parents, pupils and any relevant agencies throughout the academic year. This ensures consistency in the classrooms for our students and gives staff a clear understanding of pupils' potential struggles. It highlights barriers to learning and gives Top Tips to support individual pupils in the classroom (best practice).

We may also provide the following interventions:

- Lexonik Leap
- Lexonik Advanced
- Resilience
- Reading interventions
- Bespoke Literacy interventions
- Numeracy interventions
- Social skills interventions
- Lego Therapy
- Zones of Regulation
- Social stories
- Anger Gremlins

We work with the following agencies to provide support for pupils with SEN:

- CAHMS
- SEND Support Service
- Educational Psychologists
- Hearing and Visual Impaired Service
- School Nurse
- Connexions - careers advice
- Local Colleges and Universities
- Bury Information and Advisory Service

Bury Church of England High School is a mainstream secondary school. Our SEND team work within the SEND base with ICT facilities. The SEND base is used for small group/one to one work. There are also 3 intervention rooms and a sensory room. There is also a garden attached to the base. Accessible toilets and changing rooms are available.

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

Bury SEND Local Offer - Bury Council

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

Student voice and parent/carer contribution is important to us in reviewing our provision. Narrowing the gap between SEND and Non-SEND students remains a high priority as we strive to ensure those with SEND achieve within their GCSEs, demonstrating no limits and high ambitions. In order to achieve this, our culture of high expectations is embedded from year 7 and throughout KS3 to KS4.

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

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after every half term
- Using pupil questionnaires and Pupil Voice
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Classroom observations/Learning Walks
- Scrutiny of SEND students work
- Holding an annual review for students with an EHCP

10. How will the school resources be secured for my child?

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

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

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

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

Where the value of a learner's additional needs are greater than £6,000, then the learner is classified as having "High Needs" and an application for funding from the High Needs Block will be made to the Local Authority, following the procedure set out in the High Needs Funding Documents.

Where a learner has needs within the realm of Sensory Difficulties i.e. visual and/or hearing impairment, the Sensory Needs team in consultation with the SENDCO will provide an appropriate and agreed level of support including the provision and monitoring of specialist equipment.

11. How will the school make sure my child is included in activities alongside pupils who

don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. All pupils are encouraged to go on our school trips, including any residential trips. All pupils are encouraged to take part in any other school activities such as sports days, rewards activities or charity events.

We aim to limit any barriers that would limit students being able to attend and participate in such events. We would support creating reasonable adjustments and provision for students to participate in events, whether this is through keyworker support, further risk assessments, flexibility or further training.

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

This report is in line with the statutory requirements of the 1996 Education Act. It should be read in conjunction with the Academy's Equalities Policy and the Equality Act statement.

The policy has been written with reference to the SEND Code of Practice 2014 (updated 2015) and Part 3 of the Children and Families Act 2014. Please refer to our admissions policy.

Students with additional needs will apply to Bury Church of England High School via the usual admissions process as outlined in the admissions policy.

Students with an Education, Health and Care Plan (EHCP) that name Bury Church of England High School will apply during their Annual Review process in Year 6 which will be supported by the Local Authority SEND team. Students with an EHCP will be given priority over other admissions. For further advice on primary to secondary transfer for students with an EHCP, please contact the Special Educational Needs section of the Local Education Authority of the area you live in.

In line with the Equality Act 2010, we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will endeavour to provide effective educational provision for all students.

Where a Local Authority proposes to name Bury Church of England high School in an EHCP in accordance with Section 324 of the Education Act 1996, the school will make a written consultation response outlining whether a student's needs can be met. Based on the consultation response from the school, the Local Authority will then determine whether Bury Church of England High School is able to provide appropriate provision to meet the needs of the student.

When a student is allocated a place at Bury Church of England, the SENDCO will make contact with the feeder primary school, or previous placement and arrange visits and/or meetings with teachers and parents to discuss appropriate provision.

13. How does the school support pupils with disabilities?

We support all pupils and staff with disabilities following the legislative requirements so that our building is physically accessible to students and staff who have additional physical needs.

Bury Church of England High School makes all reasonable adjustments to ensure that all pupils can participate fully in education. We use a range of resources in order to enable all children to access a broad and balanced curriculum including:

- Adaptive teaching strategies and assistive technology
- Accessible written materials such as handouts, timetables and school information
- A clearly structured and inclusive curriculum
- Teaching assistants and additional support staff
- Specialist equipment and ICT resources
- Adjustments to the physical environment where needed
- Equipment recommended by specialists such as Occupational Therapists
- Support and advice from external agencies
- Regular communication with parents and carers

14. How will the school support my child's mental health and social development?

In line with national trends, Bury Church of England High School is seeing an increasing need for SEMH provision due to a range of factors, including overstretched NHS services.

As per other interventions, the school operates a waved approach to wellbeing support, which starts off with increased pastoral support leading up to intervention with our Wellbeing Mentor or referral to CAMHs.

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

- Students with SEN are encouraged to be part of the school council and student voice.
- Students with SEN are also encouraged to be part of all parts of the curriculum to promote Social, Emotional and Mental Health, e.g. teamwork/building friendships.
- Each Year group has a dedicated Pastoral Team.
- Wellbeing Officer in school.
- Students with SEN have access to the SEND department at social times.
- We have a 'zero tolerance' approach to bullying.

15. What support will be available for my child as they transition between settings, or in preparing for adulthood?

Transition is carefully planned at Bury Church of England High School both on entry and exit.

The SENDCO works with our Pastoral Team throughout these important time periods.

With regards to entry into Bury Church of England High School, there are transition events for both parents/carers and students to become familiar with the school.

We also offer enhanced transition for those students whom primary schools deem to require an additional visit.

At the end of year 11, students with SEND will be supported with their transition through meetings with SEN teams at their post 16 provider to share crucial information on their needs, current provision and exam arrangements.

Students will have a personal meetings arranged with a careers advisor. This will support applications for college, liaise with parents/carers about open days, support with travel training and the transition to a Post 16 placement. We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents/carers and pupils which information will be shared as part of this.

To support students with the next stage of their education, preparing for adulthood outcomes and targets are considered for most students with SEND over their time with us, including building resilience, self-regulation and independent learning.

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

Mr Jackson (Designated teacher for LAC and previously LAC) will work with Mrs Edge, our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

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

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should follow the school's complaints policy.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal.

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

18. What support is available for me and my family?

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

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

Bury SEND Local Offer - Bury Council

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

http://www.barnardos.org.uk/burysendiass.htm

Should you have any concerns about your child in relation to SEN or about the provision they are receiving, please contact the SENDCo directly on 0161 797 6236 or jodine.edge@bury.tbft.uk

19. Glossary

- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCo** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

EQUALITY IMPACT ASSESSMENT (EIA)

Name of person completing the EIA:	Mrs J Edge
Role of person completing the EIA:	SENDCo
Date EIA completed:	01 October 2025

Policy or Process Information	
Name of policy or process:	SEND Information Report
Purpose and intended aim of the policy or process (use policy or trip/event name)	Review of policy to ensure it's compliant with legislation and includes relevant information.
Name of person responsible for the ratification of policy or process and its review:	Governors IEB

Protected Characteristic	Negative Impact Identified	Explanation Of Impact Analysis and Any Concessions Made
Age:	x	Policy relevant to pupils of all ages
Disability:	x	We are committed to serving our faith and school community and recognise the multi-cultural, multi faith and changing nature of society. There will be no discrimination against any individual or group regardless of faith, disability, ethnicity, gender, sexuality, political or financial status. All pupils will be provided with equal opportunities.
Sex:	x	
Gender reassignment: S.7 Equality Act 2010. Where a person is proposing, is undergoing or has undergone, a process (or part of) for the purpose of reassigning the person's sex. No longer a requirement to be under medical supervision.	x	
Ethnicity:	x	
Religion or belief:	x	
Sexual orientation:	x	
Socio economic status	x	
Marriage or civil partnership:		
Pregnancy and maternity:		
Carers/caring responsibilities		
Other factors to be considered, e.g contract type, grade		

Date EIA recommended to responsible body with proposed policy or plans (e.g. EV lead, HT, LGB) Please note : ratification will occur at the same time a trip is approved or policy is adopted.	01 Oct 2025