



Burnside College

**SEND Information Report and SEND Policy
2026**

Reviewed by HP - June 2026
Adopted by Governors - July 2026

Burnside College is a fully inclusive school which endeavours to ensure that **all** students achieve their potential. All staff at Burnside College are teachers of special educational needs and we are committed to equality of opportunity and providing full access for all students to a broad and balanced curriculum.

1.1 North Tyneside Local Offer:

Local Authorities and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEND) aged 0-25. This is called the Local Offer.

It is an important resource for parents in understanding the range of services and provision in the local area. North Tyneside's local offer outlines the provision for children in the authority with additional needs. It can be found using this [link](#).

1.2 Aims of the Local Offer at Burnside College

- Ensure that the necessary special educational provision is made for any student who has special educational needs and/or disabilities so that they are able to make expected progress in line with similar peers
- Teachers are able to identify and provide quality first teaching for those students who have special education needs/an or disabilities to allow them to access the curriculum using high quality differentiation strategies and resources independently
- Work closely and consult with parents/carers, students and external agencies to ensure that appropriate special educational provision is in place

The school follows the DfE SEND Code of Practice 0-25 Years (2015) when carrying out its duties towards all students with special educational needs and/or disabilities.

We consult with students and their families on our local offer through meetings with parents at their SEND review, parents' evenings, information evenings and informal meetings prompted by feedback raised through external professionals, parents or teachers.

1.3 Definition of Special Educational Needs and/or Disabilities

A student has special educational needs if they have a learning difficulty or disability which calls for **special educational provision** to be made. A child of compulsory school age is considered to have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, point of development and/or same prior attainment

- Have a disability defined as 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities' (Equality Act 2010) which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 providers

Special education provision is educational provision which **is additional to, or otherwise different from**, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools in the area (Education Act 1996).

1.4: Areas of special educational needs

The main areas of special educational needs identified in the DFE Code of Practice (2015) that are provided for at Burnside College are:

Cognition and Learning: Including: Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD) such as Dyslexia, Dyscalculia, Developmental Coordination Disorder, Apraxia, Cerebral Palsy

Communication and Interaction: Including Speech and Language and Communication Needs (SLCN), Developmental Language Delay (DLD), Autism Spectrum Condition (ASD)

Social Emotional and Mental Health: Including diagnosed mental health difficulties (anxiety, depression, self-harming, substance misuse, eating disorders), Attachment Disorder or Trauma

Sensory and/or Physical Impairment: Including Vision Impairment (VI); Hearing Impairment (HI); Multi-Sensory Impairment (MSI); Physical Disability (PD)

Other: Attention Deficit Hyperactivity Disorder (ADHD)

ADHD can impact cognition and learning, and sometimes communication and interaction. The characteristics of inattention, hyperactivity, and impulsivity are also related to social, emotional, and behavioral regulation, which aligns with the SEMH category.

It's important to remember that a child's needs are assessed individually, and while ADHD is often placed in the SEMH category, the specific support provided will always be tailored to their unique presentation and challenges.

All teaching and non teaching staff receive regular training and professional development opportunities throughout the year and on entry to the school.

2.1 Identification of Special Educational Needs

When deciding if a student has special educational needs, leaders will gather and review a range of evidence over time from all stakeholders including:

- Observations of learning and information from class teachers, SENCO and other pastoral staff
- Information shared on entry to Burnside from either primary school or a student's previous school.
- Data collections and academic reports throughout the year
- Baseline assessments including CAT 4 tests, reading, writing and maths assessments
- Information received from parents/carers
- Information or advice received from external agencies

Students may be identified as having Special Educational Needs and placed on the school SEND register as SEN K when they are:

- Continuing to work significantly below expected progress in line with their peers with similar prior attainment despite appropriate differentiation, resources and strategies being put in place in the classroom through quality first teaching
- Experiences one or more specific learning difficulties that is preventing access to the curriculum and resulting in significantly below expected progress in line with their peers with similar prior attainment
- Identified as having a special educational need that impacts upon learning by an external agency such as CAMHS, Educational Psychologist, Speech and Language Team, Dyslexia Team or another professional service provider

2.2 Graduated Response

Students who are identified as having special educational needs will have their needs met through a tiered system of support as follows with a cycle of assess, plan, do and review:

2.3 Level 1: Quality First Teaching

- Quality first teaching in the classroom that is highly differentiated for students with special educational needs to enable them to access the curriculum
- Classroom teachers have access to a wide range of differentiation strategies/resources to use in the classroom to meet the individual needs of a student including in class scaffolding of tasks, visual aids and use of keywords
- Differentiated behaviour for learning in the classroom that uses verbal prompts to restore positive behaviours as needed

Students in Level 1 will not be placed on the SEND register, but expected progress will be monitored and reviewed by the class teacher, school leaders and SENCO over a 6 week monitoring phase. A student in Level 1 will be identified on ClassCharts.

Students who have a diagnosis of ADHD who are monitored by CAMHs will receive Level 1 support in the classroom unless an additional special educational need is identified. If a student has received a private diagnosis, the school will then support parents in completing a referral to CAMHs.

2.4 Level 2: Additional Special Educational Provision

The student has needs above those which can be met with quality first teaching and need **additional and time limited special educational provision** as they:

- Continue to work significantly below expected progress in line with their peers with similar prior attainment, despite appropriate differentiation, resources and strategies being put in place in the classroom
- Experiences one or more specific learning difficulties that is preventing access to the curriculum and resulting in significantly below expected progress in line with their peers with similar prior attainment
- Has social, emotional or mental health difficulties (SEMH) which substantially and adversely impacts on their learning and wellbeing that is above that of peers at the same stage of development
- Has sensory or physical needs that requires additional specialist equipment or regular advice or visits to a specialist service providing direct intervention to the student or additional advice to staff by a specialist service
- Has an ongoing communication or interaction difficulty that significantly affects the development of social relationships and causes substantial barriers to learning.

The **additional and time limited** special educational provision led by SENCO/Higher Level Teaching Assistants and Learning Support Assistants may include small group and/or targeted support as follows:

- Learning Support Assistant support in identified lessons for a group of students. This is unlikely to be 1:1 support in lessons
- Check in sessions with identified Key Person from the Learning Support Team to ensure readiness to learn at the start of the day
- Accessing live lessons in another provision across school to receive additional support (this will not be in place of any core lessons of Maths, English or Science and no more than 25% of the curriculum allocated time across the week) and will depend on student needs
- ATLAS Pass for students with ASD to use the sensory pod and access ATLAS at social times

- Maths intervention sessions
- Lexia intervention sessions to support reading and comprehension
- Reciprocal reading programme
- Peer reading programme
- Language and regulate group
- Language and communication group
- Homework Club
- Library Club at social times
- Dyslexia intervention sessions
- Moorbridge Outreach Team
- Kalmer Counselling and other bespoke therapeutic SEMH interventions
- External agency support from the Language and Communication Team, Educational Psychologist, Secondary Support Team, Dyslexia Referral Team, Child and Adolescent Mental Health Service, Occupational Therapy, HIVE, Sensory Support Service and the Visual and Hearing Impairment Team in North Tyneside
- An Early Help Assessment (EHA) may be opened to have a team around the family of professionals to support a student and their family
- Additional parent and carer support sessions offered in school as needed
- As part of transition, parents and carers of SEND students will be invited to an additional transition event to meet the SENCO and members of the Learning Support Team.

When the school makes a referral to external support services, this is always in consultation with the parent/carer.

A student will be placed on the school SEND Register as SEN K and a Learning Passport (SEND Support Plan) is produced and shared with staff that explains the additional special educational provision in place, clear targets for the student and further advice and differentiation strategies above those used in Level 1 to use in the classroom. A key person from the Learning Support Team will be named that will monitor and support the student and review the Learning Passport with them.

A student's expected progress and attendance would then continue to be reviewed by the class teacher, school leaders and the SENCO at the data collection points throughout the year. The SENCO is available to make an appointment at every Parents Evening and review meetings with parents will be held throughout the year.

If a student is then making expected progress then they would return to Level 1 support after a review meeting is held with students and removed from the SEND register. It is the responsibility of the SENCO to ensure the SEND register is regularly reviewed.

Additionally, if a student is not attending school to access support then they may be removed from the SEND Register and parents will be informed by letter.

2.5 Level 3: Additional specialised special educational provision

This specialised special educational provision is for a small percentage of students who require a **high level of additional support/specialised provision** in order to meet their needs.

The help given by the school through Level 2 special educational needs provision may not be enough to enable the student to make expected progress in line with their peers. A referral may be made to access the services of an educational psychologist.

The school in consultation with parents/carers and the external agencies already involved, may consider whether to ask the Local Authority to initiate a consideration for an Education, Health and Care Plan (EHCP) because:

- The graduated response, including the assess, plan, do, review cycle will have demonstrated considerable cause for concern validated by professional assessments of need.

When the Local Authority receives an application for an EHCNA (Education Health Care Needs Assessment) it must decide within the time frame specified in the DFE SEND Code of Practice 0-25 years (2015) whether or not to carry out such an assessment.

That decision will include whether the Level 2 additional special educational provision required to meet the needs of the student can be reasonably provided from within the school's resources or whether it may be necessary for the Local Authority to make additional special educational provision in accordance with an Education Health Care Plan.

An EHCNA (Educational Health Care Needs Assessment) will not always lead to an Educational Health Care Plan. In this case the school will continue to support the student as appropriate through Level 2 Additional Special Educational Provision. If a student has an Education Health Care Plan then they will be placed on the school SEND register as SEN E.

The school recognises that in addition to the educational setting, parents/carers or students aged over 16 but under the age of 25, have a right to ask the Local Authority to conduct an EHCNA (Education Health Care Needs Assessment) and will support by facilitating assessments as appropriate and providing requested information to the Local Authority. Further information can be found [here](#).

2.6 Monitoring an Education, Health and Care Plan.

Education, Health and Care Plans are reviewed regularly (a minimum of every 12 months) with the student and parents/carers. The SENCO or Higher Level Teaching Assistant will lead the reviews and will present information on behalf of the school about the student's progress from the class teacher, curriculum leader and pastoral staff. All supporting outside agencies will be invited. The focus will be on what is going well for the student and agreed outcomes for the student.

Following a review meeting, the SENCO will send a report summarising the meeting to the Local Authority and participating agencies. The format of the reviews are always student centred. This will include planning for adulthood and the inclusion of Connexions to support students with Post 16 careers advice and any transition support as needed.

3.1 Additionally Resourced Provision (ARP)

This is a provision that offers bespoke support for students where it is deemed that their education should be in a mainstream school but it is recognised that they may need significant additional modifications to their curriculum and will need access to specialised support to develop their independence and learning skills. These students are identified on entry to the school in consultation with the North Tyneside SEND Team and the SENCO.

All of our ARP students access the same curriculum as their peers but this may be more heavily supported to meet their needs and pace of learning. Our ARP is not a separate facility that enables full time small group provision. **Therefore we do not offer a reduced timetable unless there is professional advice to suggest we do so.**

Additional support offered through the ARP is tailored to meet each student's needs as follows:

- Greater access to support from a Higher Level Teaching Assistant
- More designated small group or 1:1 support for a proportion of their timetable (no more than 50% of the curriculum across the week)
- More regular partnership and work with outside agencies
- Support, as required, in the development of social skills
- Mentoring/ resilience workshops
- Support during social times and in accessing extra-curricular activities
- Priority in therapeutic work
- Enhanced transition to and from Burnside into Post 16 education
- Purchase of additional resources that improve access to learning in lessons
- Access to counselling services
- Specialist support

4.1 Concerns about special educational provision

Any parent who is unhappy with the SEND provision in school should first discuss their concerns with their child's Progress Leader and SENCO.

The Governing body is responsible for ensuring that a complaint has been dealt with through the College's specified complaint procedure as found in the complaints policy on the school website.

Parents can contact the Special Educational Needs and Disabilities Information Advice and support Service (SENDIASS) for impartial information, advice and support in relation to their child's special educational need and / or disability on tel. 0191 643 8317 or 0191 643 8313.

For further information, you can visit their website: www.sendiassnorthtyneside.org.uk

Glossary

ARP: Additionally Resourced Provision

DFE: Department for Education
SEN: Special educational needs

EHENA: Educational Health Care Needs Assessment

EHCP: Education, Health and Care Plan

HLTA: Higher Level Teaching Assistant

LSA: Learning Support Assistant

SEND: Special educational needs and disabilities

SENCO: Special Educational Needs Coordinator