About the Burrow

The Burrow – Key Stage 2 Enhanced Specialist Provision (ESP)

The Burrow is Sheringham Community Primary School's Key Stage 2 Enhanced Specialist Provision for pupils in Years 3-6 with identified Cognition and Learning needs requiring specialist support. The provision offers a nurturing, structured and supportive environment where pupils can access a highly personalised curriculum that enables them to make progress academically, socially and emotionally whilst remaining part of our mainstream school community.

The Burrow offers provision for up to eight pupils with higher staffing ratios and access to targeted specialist support. Pupils are supported through a range of evidence-informed therapeutic and educational approaches including, but not limited to, Attention Autism, Sensory Circuits, Read Write Inc. (RWI), Colourful Semantics approaches, Number Stacks, Shared Reading, memory development activities and fine motor/handwriting activities.

The provision consists of two interconnected classrooms; one provides a structured formal teaching environment whilst the second provides a calm environment to support pupils' emotional and sensory regulation. This flexible space allows pupils to access personalised regulation strategies and sensory resources, alongside carefully planned activities that help them regulate, re-engage and successfully return to learning.

The Burrow provides an environment where pupils can access appropriately adapted teaching, specialist interventions and carefully scaffolded learning opportunities whilst developing the confidence and skills needed to engage successfully within the wider mainstream curriculum.

Aims

The Burrow aims to:

- Provide a calm, structured and predictable learning environment where routines, visual supports and personalised strategies enable pupils to engage confidently in learning.
- Deliver specialist teaching which addresses identified Cognition and Learning needs through highly adapted lessons and targeted interventions.
- Support pupils to make sustained progress towards their individual learning targets, EHCP outcomes and recommendations identified within specialist reports.
- Develop pupils' English, Maths, communication and independence skills to enable them to access an increasingly broad curriculum.
- Build pupils' confidence, resilience and self-esteem by celebrating success and recognising individual strengths.
- Support the development of executive functioning skills including attention, memory, organisation, problem solving and independent learning.
- Develop communication, social interaction and emotional regulation skills through structured teaching opportunities and therapeutic approaches.
- Provide families with appropriate advice, strategies and support to help reinforce learning and independence at home.
- Work collaboratively with parents, external professionals and school staff to ensure a consistent, holistic approach to each pupil's education.

- Maintain meaningful inclusion within mainstream school life through carefully planned integration and personalised support.

Profile of Children

The Burrow primarily specialises in supporting pupils with cognition and learning needs that present a significant barrier to learning and have resulted in less than expected progress, as defined in the SEND Code of Practice (2015, p. 95). While some children's needs can be met in the classroom others experience significant difficulties in accessing the curriculum that is being delivered for their age range.

Pupils attending The Burrow may also present with associated needs, including speech, language and communication difficulties, Autism Spectrum Disorder (ASD), sensory processing differences, social, emotional and mental health (SEMH) needs, or specific learning difficulties. Provision is designed to recognise the interaction between these needs and pupils' learning profiles.

Pupils may or may not have an Education, Health and Care Plan (EHCP), although many will either have an EHCP or be undergoing statutory assessment. All pupils will have evidence from external professionals identifying the need for specialist provision and bespoke adaptations in order to access learning successfully.

Typically, pupils admitted to The Burrow demonstrate a need for:

- Specialist teaching delivered daily within a small group environment.
- A highly individualised curriculum with personalised learning targets.
- Intensive intervention to develop English, Maths and communication skills.
- Explicit teaching of learning behaviours and independent working skills.
- Structured routines with visual supports and consistent expectations.
- Frequent opportunities to revisit, practise and consolidate learning.
- Therapeutic approaches which support attention, regulation and engagement.
- Adapted resources and teaching methods that reduce cognitive demand whilst maintaining high expectations.
- Support to develop social communication, resilience, emotional regulation and positive relationships.
- Carefully scaffolded opportunities to transfer learning into mainstream classrooms.

Each pupil is considered individually. Placement decisions are made with careful consideration of the child's identified needs, recommendations from professionals, the existing cohort within The Burrow and the availability of places.

Admissions / 'Entry Criteria'

Pupils admitted to The Burrow:

Must:

- Be a pupil at Sheringham Community Primary School.
- Be working well below age-related expectations across all core curriculum subjects, as evidenced by formative and summative assessments (YARC reading assessments, Pixl data).
- Be able to follow basic toileting routines appropriate for their age.

Should:

- May or may not hold an Education, Health and Care Plan (EHCP), although many are likely to be undergoing, or require, statutory assessment.
- May have previously attended a Specialist Resource Base (SRB) or enhanced provision for Cognition and Learning and/or Communication and Interaction, where appropriate.
- Have outcomes within specialist reports or an EHCP which identify the need for bespoke adaptations in order to access the mainstream curriculum.
- Have specialist reports completed by relevant external professionals.
- Have assessed additional needs relating primarily to Cognition and Learning, whilst potentially presenting with associated speech, language and communication needs, Autism Spectrum Disorder, sensory processing differences, physical or medical needs or specific learning difficulties.
- Have observations completed to determine whether placement within The Burrow is appropriate for both the individual pupil and the existing cohort.

Following consideration of all available evidence, the SENCO and Headteacher retain final responsibility for decisions regarding admission to The Burrow.

Curriculum Intent

The Burrow provides a broad, balanced and ambitious curriculum which is personalised to meet each pupil's individual stage of development whilst maintaining high aspirations for achievement and independence.

Pupils spend each morning within The Burrow receiving specialist teaching in English and Maths through highly adapted lessons that incorporate individual targets, including Colourful Semantics and Number Stacks.

Daily provision includes therapeutic approaches such as Sensory Circuits and the Zones of Regulation to promote self-regulation, readiness to learn and sustained engagement for all pupils. Some pupils may also access targeted approaches, including Attention Autism, where these are appropriate to meet their individual needs. Specialist interventions may include:

- Read Write Inc. (RWI)
- Shared Reading
- Colourful Semantics
- Number Stacks programmes
- Fine motor and handwriting interventions
- Memory development activities
- Multi-sensory approaches to spellings, with a focus on high frequency words.

Teaching combines structured adult-led learning with carefully planned continuous provision activities, enabling them to apply, practise and consolidate their skills through accessible resources and meaningful practical experiences.

During the afternoons, pupils return to their mainstream classes where they access the wider curriculum with appropriate levels of adult support, adapted learning tasks and reasonable adjustments. This model promotes inclusion, belonging and the opportunity to generalise skills learned within The Burrow into the wider school environment.

The Burrow also delivers targeted interventions during the afternoon for pupils from both the Enhanced Specialist Provision and the wider school community where specialist support is identified.

We aim to ensure every pupil develops:

- Functional literacy and numeracy skills.
- Effective communication and language.
- Independence and confidence as learners.
- Positive social relationships.
- Emotional regulation strategies.
- Resilience and perseverance.
- A love of reading and learning.
- Skills which enable successful participation within school and beyond.

Exit Criteria

As a provision designed to support pupils with significant cognition and learning needs, transition from The Burrow will always be considered on an individual basis. Decisions will be informed through assessment data, professional judgement, observations and collaborative discussions with families and external agencies.

The following factors may indicate that a pupil is ready to access learning more successfully within their mainstream classroom:

Sustained progress in attainment: The pupil demonstrates sustained progress in English and Maths, enabling them to access an increasing proportion of the mainstream curriculum with reasonable classroom adaptations.

Achievement of Individual Targets: The pupil consistently achieves or exceeds outcomes identified within their EHCP, SEN Support Plan or specialist reports and demonstrates readiness for reduced specialist intervention.

Increased Independence: The pupil is able to work with increasing independence, follow classroom routines, organise themselves for learning and seek appropriate support when required.

Improved Communication: The pupil communicates effectively with adults and peers, understanding and expressing ideas appropriately within classroom activities.

Positive Social Interaction: The pupil demonstrates improved cooperation, turn-taking, collaborative working and positive peer relationships within both specialist and mainstream environments.

Emotional Regulation: The pupil increasingly manages emotions, transitions and changes in routine with reduced adult support and can successfully access learning for sustained periods.

Improved Attention and Learning Behaviours: The pupil demonstrates improved concentration, listening skills, memory and engagement, allowing them to participate successfully within larger class teaching.

Adaptation to Mainstream Environment: The pupil manages the sensory, organisational and social demands of a mainstream classroom with reduced specialist support.

Reduced Requirement for Specialist Intervention: The frequency and intensity of specialist teaching and intervention required has reduced significantly and progress can be maintained through quality first teaching with reasonable adaptations.

Professional Recommendations: External professionals, including Educational Psychologists, Speech and Language Therapists and other specialists, support the view that the pupil can successfully access a predominantly mainstream education.

Collaborative Agreement

Parents/carers, school staff, external professionals and, where appropriate, the pupil, agree that transition from The Burrow is in the child's best interests.

Exit decisions will always consider the whole child rather than any single criterion. Regular review meetings ensure that transitions are carefully planned, gradual and responsive to pupils' ongoing needs.

A pupil may also leave The Burrow when they are offered a place within a specialist school or alternative specialist provision that more appropriately meets their long-term educational needs.