BURBAGE PRIMARY SCHOOL

Special Educational Needs and Disability (SEND) Information Report

2026-2027 | Updated November 2026

School	SENDCo	SEND governor	Review
Burbage Primary School, Embark Federation	Helen Thompson senco@burbage.derbyshire.sch.uk	Janet McMurdo	At least annually and when information changes

At Burbage Primary School, need is not a barrier to success. Every child should belong, participate and achieve.

Find information quickly
1. About SEND and Burbage's current context
2. Identification, APDR and Individual Support Plans
3. Teaching, curriculum and the graduated provision offer
4. Progress, wellbeing, participation and specialist services
5. Accessibility, transitions, funding and evaluation
6. Contacts, complaints and related policies

About this report

This report explains Burbage Primary School's local offer for pupils with special educational needs and disabilities. It describes how the school identifies needs, provides and reviews support, involves pupils and families, works with specialist services and evaluates impact. It should be read alongside the school's SEND Policy, Accessibility Policy, Equality information and objectives, Behaviour Policy, Attendance Policy and Complaints Policy.

The report is published in accordance with section 69 of the Children and Families Act 2014, regulation 8 and schedule 1 of the Special Educational Needs and Disability Regulations 2014, and the SEND Code of Practice: 0 to 25 years. A paper copy is available free of charge on request.

Key terms

Term	Meaning
SEND	Special educational needs and/or disability.
SENDCo	Special educational needs and disabilities coordinator: the qualified teacher who coordinates SEND provision.
APDR	Assess, Plan, Do, Review: the graduated cycle used to understand need, plan support, implement it and review impact.
ISP	Individual Support Plan: the school record of a pupil's strengths, needs, outcomes, strategies and provision.
EHC plan / EHCNA	Education, Health and Care plan / Education, Health and Care needs assessment.
IMF / IPF	Inclusive Mainstream Fund / Inclusion Partnership Funding.
NDP	Neurodevelopmental Pathway.
SEMH	Social, emotional and mental health needs.

What does SEND mean?

The SEND Code of Practice states that a child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they have significantly greater difficulty in learning than most others of the same age, or a disability that prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools.

Children learn and develop at different rates. Lower attainment or a short-term need does not automatically mean that a child has SEND. Teachers first consider the quality of teaching, attendance, language, health, wellbeing, life events and other factors. Support is not delayed while a diagnosis is awaited.

Our current SEND context

The following information is drawn from the school's SEND on a Page, updated November 2026. Figures change during the year as pupils join or leave and needs are identified or reviewed.

Measure	Burbage position
Pupils on roll	346
Pupils on the SEN register	46 pupils: 13.3% of the school roll
EHC plans	11 pupils: 3.2% of the roll
SEN Support	35 pupils: 10.2% of the roll
Monitoring list	67 pupils
EHC needs assessments under way	3
Neurodivergent pupils	42 pupils: 18 diagnosed and 24 on the Neurodevelopmental Pathway
Primary areas of need	Cognition and learning 57%; SEMH 22%; communication and interaction 17%; sensory/physical 4%

Attendance in 2025-26 was 96.1% overall and 91.9% for pupils with SEND. Attendance for pupils with EHC plans was 89.2%, and persistent absence among pupils with SEND was 24.1%. There have been no suspensions or permanent exclusions in 2026-27 to date. KS2 outcomes for pupils with SEND in 2025-26 were 31% in reading, 31% in writing and 50% in mathematics. These data inform priorities for attendance, inclusive teaching, SEMH, reading and writing, mathematics learning difficulties and intervention quality.

Key SEND personnel and responsibilities

Helen Thompson, SENDCo

The SENDCo oversees the day-to-day operation of the SEND Policy and coordinates provision. The SENDCo works with pupils, families, teachers, teaching assistants, senior leaders, the governing body and external professionals. The SENDCo is the main contact for SEND-related questions and can be contacted at senco@burbage.derbyshire.sch.uk.

- Advises staff on high-quality inclusive teaching and reasonable adjustments.
- Coordinates identification, the SEN register, Individual Support Plans and the APDR cycle.
- Supports teachers to assess need, plan outcomes and evaluate provision.
- Liaises with early years settings, receiving schools and external services.
- Works with the headteacher and governors on resources, statutory duties, accessibility and strategic improvement.
- Keeps families informed and supports requests for specialist assessment or an EHC needs assessment where appropriate.

Janet McMurdo, SEND governor

The SEND governor provides strategic oversight on behalf of the governing body. The governor meets leaders, considers data and pupil/family voice, monitors implementation and funding, and challenges the school about access, progress, attendance, participation and compliance. Operational decisions about individual pupils remain the responsibility of school leaders and staff.

How we identify and assess SEND

How does the school know if a pupil may need extra help?

Teachers monitor attainment, progress, communication, participation, independence, attendance, behaviour, emotional wellbeing, physical and sensory access, and response to teaching. Concerns may be raised by the pupil, family, teacher, SENDCo, health or social-care professional, or information received at transition.

- Starting-point and transition information, including early years information and professional reports.
- Day-to-day assessment, written work, observation, questioning, discussion and pupil voice.
- Phonics, reading, writing and mathematics assessments, including tools used where appropriate such as WellComm, Salford, NFER, Sandwell, White Rose, Formative Footprints and small-step trackers.
- SEMH and participation tools where appropriate, including Boxall, SDQ and neurodiversity progression information.
- Attendance, punctuality, behaviour and safeguarding information.
- Medical information and advice from Speech and Language Therapy, Educational Psychology, ISAS, Occupational Therapy, Physiotherapy and sensory/physical support services.
- The pupil's response to evidence-informed classroom strategies and time-limited intervention.

Assessment tools support professional judgement; they do not provide a diagnosis. The SENDCo and teachers consider patterns across settings and over time and discuss concerns with the pupil and family.

What should I do if I think my child may have SEND?

Speak first to the class teacher, who knows the curriculum and your child's day-to-day learning. You may also contact Helen Thompson, SENDCo, at senco@burbage.derbyshire.sch.uk. The school will listen to your concerns, gather evidence, agree immediate actions and explain when progress will be reviewed.

Our graduated approach: Assess, Plan, Do, Review

Every teacher is responsible and accountable for the progress and development of pupils in the class, including where a pupil receives support from a teaching assistant or specialist. Support starts with high-quality inclusive teaching and builds only where evidence shows that more is needed.

Level	What this means at Burbage
Universal: all pupils	Ambitious curriculum and inclusive teaching. Explicit instruction, modelling, checks for understanding, feedback, temporary scaffolding, metacognition, positive relationships, calm routines, visual supports, accessible resources and purposeful use of technology.

Level	What this means at Burbage
Targeted	Time-limited, evidence-informed small-group or individual support linked to classroom learning. Entry information, intended outcomes, planned dosage, delivery and review evidence are recorded.
Targeted Plus	More specialist advice or funding is brought in where school-based assessment shows that additional expertise is needed. Strategies remain part of everyday classroom provision.
Specialist	For a small number of pupils with complex needs, multi-agency planning, an EHC needs assessment or an EHC plan may be required.

Individual Support Plans

Pupils on the SEN register have an Individual Support Plan that records strengths, needs, pupil and family views, outcomes, teaching strategies, reasonable adjustments and additional provision. Plans are reviewed with families and pupils at least three times each year. Reviews consider progress towards outcomes, what is helping, what is not working, and whether support should continue, change, increase or reduce as independence develops.

How teaching and the curriculum are adapted

Burbage uses a two-part model: strong universal teaching alongside task-specific adaptations and additional support. Adaptations retain the same curriculum ambition wherever possible and are selected because they remove an identified barrier, not simply because a pupil has a label or diagnosis.

Area of need	Examples from Burbage's whole-school provision map
Cognition and learning	Visual timetables; accessible fonts and backgrounds; phoneme, grapheme and word banks; STEM sentences; concrete maths equipment; adapted planning; pre-teaching and post-teaching; Precision Teaching; additional phonics and reading; Code X; Nessy; SNIP; handwriting and maths groups; small-step tracking; assistive technology such as dictate/talk-to-text.
Communication and interaction	Clear language; visual timetables; now/next boards; Widgit and picture cues; talk partners; pre-taught vocabulary; Social Stories; Lego Therapy; WellComm; Talk Boost; SALT programmes; Talking Mats and talking tins; communication technology and specialist hearing/visual support.
SEMH	Predictable routines; meet and greet; soft starts; trusted adults; daily check-ins; Zones of Regulation; quiet/calm areas; sensory breaks; Positive Play; Jungle nurture; Circle of Friends; Lego Therapy; outdoor learning; anxiety and bereavement support; family support and enhanced transition.
Sensory and physical	Movement and sensory breaks; sensory toolkits and spaces; ear defenders; resistance bands; wobble cushions; pencil grips; adapted seating, furniture, uniform or resources; enlarged materials; radio aids; touch typing; physiotherapy/occupational therapy programmes; specialist VI, HI and physical-impairment advice.

Teaching assistants supplement rather than replace teacher instruction. Teachers plan with support staff, connect intervention learning to classroom learning and reduce prompts when pupils can work more independently.

Progress, outcomes and family partnership

How will I know how my child is doing?

Families receive the usual parents' evenings and annual report. Families of pupils on the SEN register also review the Individual Support Plan with the teacher at least three times each year. Reviews use assessment, work, observation, attendance, participation and pupil voice to evaluate progress towards agreed outcomes. Families may contact the teacher or SENDCo at any point rather than waiting for a formal meeting.

How will the school help me support learning at home?

Teachers and the SENDCo will explain current outcomes and useful strategies, share appropriate resources and agree manageable home activities where these add value. The school can signpost families to the Derbyshire Local Offer and relevant health, social-care or voluntary services. Home activities will be proportionate and will not replace the provision the school is responsible for delivering.

How are pupils involved?

Pupils contribute to identifying strengths, barriers, strategies and outcomes. Staff use age-appropriate pupil voice, observation, communication supports and person-centred approaches. Pupils are helped to explain what supports learning and regulation and to develop increasing self-advocacy and independence.

Wellbeing, attendance, behaviour and participation

The school aims for pupils with SEND to feel safe, known and included and to participate fully in school life. Behaviour is considered in context and may communicate an unmet need. Staff use relational and preventative approaches, reasonable adjustments, clear routines and personalised planning. Support may include nurture, Positive Play, Jungle, Zones of Regulation, calm or sensory spaces, daily check-ins, family support, outdoor learning and enhanced transition.

SEND attendance is reviewed closely. Where attendance falls, the school works with the pupil and family to identify barriers and agree a personalised plan. The school considers anxiety, health, sensory experience, transition, transport and relationships rather than treating absence as a single issue. Reintegration following absence or dysregulation is planned carefully.

Bullying, discrimination and child-on-child abuse are not accepted. Pupils are taught how to seek help, staff listen to concerns, and safeguarding or behaviour procedures are followed. Additional pastoral support and communication arrangements are made where a pupil's SEND creates a barrier to reporting concerns.

How will my child be included outside the classroom?

All pupils are entitled to take part in trips, residentials, clubs, OPAL play, sport, music, performances and pupil leadership. Staff assess barriers, plan reasonable adjustments and consult families, pupils and providers where needed. Participation information is reviewed so that practical, sensory, communication, physical or financial barriers can be addressed.

Specialist services and staff expertise

The school seeks specialist advice when school-based assessment and support indicate that further expertise is needed. Families are informed and involved before a referral, except where safeguarding duties require a different response. Advice is translated into daily teaching, support plans and review measures.

- Derbyshire Inclusion Support Advisory Service and the school's Inclusion Support Advisory Teacher (ISAT).
- Educational Psychology.
- Speech and Language Therapy (SALT).
- Occupational Therapy and Physiotherapy.
- Support services for hearing impairment, visual impairment and physical impairment.
- Child and Adolescent Mental Health Services (CAMHS), paediatric services and the school nursing service.
- Social care, Early Help/Family Help, Virtual School and relevant voluntary or community services.

Staff training

Burbage provides continuing professional development through weekly or planned staff training, coaching, provision-mapping and SEND review meetings, Embark Federation training and external specialists. Current provision includes inclusive teaching and adaptive practice, behaviour as communication, anxiety, relational practice for neurodivergent pupils, sensory and regulation support, and training for specific approaches such as Code X, Precision Teaching, Positive Play, Lego Therapy, nurture and Nessy. Helen Thompson holds the National Award for SEN Coordination and is a Neurodiversity Advocate. Training priorities are reviewed against pupil need, monitoring and staff confidence.

Accessibility and transitions

How accessible is the school?

The school makes reasonable adjustments and reviews physical, sensory, communication and curriculum access. The site includes wheelchair access, ramps where needed, disabled parking and accessible toilet facilities. Individual arrangements may include environmental changes, adapted furniture or resources, radio aids, enlarged materials, assistive technology, sensory tools and alternative routines. Families should contact the school about individual access requirements. The Accessibility Policy and plan provide further detail.

How will starting school and moving on be supported?

The EYFS team liaises with families, local early years providers and professionals before entry. Information about strengths, needs, successful strategies and required adjustments is transferred securely. Within school, pupils meet new staff and visit new spaces; enhanced visits, visual information, social stories or phased arrangements are provided where appropriate. For secondary transfer, Burbage liaises with receiving SEND staff and arranges additional visits and transition activity when needed.

How are resources allocated and decisions about support made?

The headteacher, SENDCo and senior leaders allocate staffing, specialist advice, equipment, training and intervention according to assessed need, statutory duties, evidence of impact and available funding. The school's 2026-27 context includes a £170,729.01 notional SEN budget, £14,486 Inclusive Mainstream Fund and £143,508.13 top-up funding for pupils with EHC plans and IPF. Funding is considered across the whole graduated offer; an individual funding amount does not automatically determine a fixed number of adult-support hours unless specified in an EHC plan.

How we evaluate the effectiveness of SEND provision

- Progress towards individual outcomes and curriculum learning.
- Attendance, punctuality, engagement, behaviour, wellbeing, participation and independence.
- Intervention entry and exit information, planned dosage, delivery and fidelity.
- Learning walks, work scrutiny, planning review and pupil/family voice.
- Implementation of specialist advice and statutory EHC plan provision.
- Participation in clubs, trips, play and leadership.
- Expenditure, staffing and the impact of the Inclusive Mainstream Fund and wider SEND resources.

The SENDCo and senior leaders review provision through the APDR and pupil-progress cycles. The governing body receives termly information and challenge. The SEND Information Report is reviewed at least annually and updated sooner when information changes.

Contact, support and complaints

Purpose	Contact or route
First concern about learning, wellbeing or provision	Your child's class teacher.
SEND advice or coordination	Helen Thompson, SENDCo: senco@burbage.derbyshire.sch.uk
School leadership	Anthony Tierney, Headteacher, through the school office.
SEND governance	Janet McMurdo, SEND governor, through the school office.
General school contact	Burbage Primary School, Cavendish Avenue, Buxton, Derbyshire SK17 9AE; 01298 22278; enquiries@burbage.derbyshire.sch.uk
Derbyshire support and services	Derbyshire SEND Local Offer: http://www.derbyshiresendlocaloffer.org/

If you are not satisfied with SEND provision

Raise the concern promptly with the class teacher. If it is not resolved, contact the SENDCo. The next stage is the headteacher, followed by the formal stages in the school's Complaints Policy. Complaints about an EHC needs assessment, EHC plan or local-authority decision follow separate local-authority and SEND Tribunal routes; the Derbyshire Local Offer explains available advice and disagreement-resolution support. Complaints about disability discrimination may be made to the First-tier Tribunal (Special Educational Needs and Disability).

School policies: View Burbage Primary School policies

Derbyshire SEND Local Offer: View local SEND information, services and support

Accessibility Policy: Read the school Accessibility Policy

Related school documents

- SEND Policy 2026
- Accessibility Policy and accessibility plan
- Equality, Diversity and Inclusion Policy
- Attendance Policy
- Behaviour Policy
- Anti-Bullying Policy
- Supporting Pupils with Medical Conditions Policy
- Complaints Policy / Parent Dispute Policy
- Burbage Inclusion Strategy 2026-27
- Whole-school provision map and SEND on a Page 2026-27