SEND on a Page
2026-2027

School context
Updated: November 2026
Primary school, 2 form entry

Number of children on roll: 346

Children on SEN register: 46 (13.3% of roll)
Children on monitoring list: 67
Children undergoing an EHCNA: 3

Neurodivergent children: 42 (12% of roll)
18 have a diagnosis (6 autistic, 10 ADHD, 2 both) and 24 are on the Neurodevelopmental Pathway. 12 are on the SEN register (12 are on our monitoring list).

	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Diagnosed	1	0	4	3	3	4	3	18
On NDP	0	2	5	7	4	4	3	24

Attendance, exclusions and outcomes

Attendance 2025-26	All	All SEND	EHCP	SEN Supp	PA SEND
Burbage Primary School	**96.1%**	**91.9%**	**89.2%**	**93.1%**	**24.1%**
National	95%	92%	86%	90%	23%

Suspensions / perm. excl.	EHCP	SEN Support	Other
2026-27 to date	0	0	0

KS2 outcomes for children with SEND (EXS+)

National	2023-24		2024-25		2025-26	
Reading	**53%**	*41%*	**29%**	*42%*	**31%**	*43%*
Writing	**47%**	*30%*	**21%**	*30%*	**31%**	*34%*
Maths	**40%**	*38%*	**36%**	*40%*	**50%**	*42%*

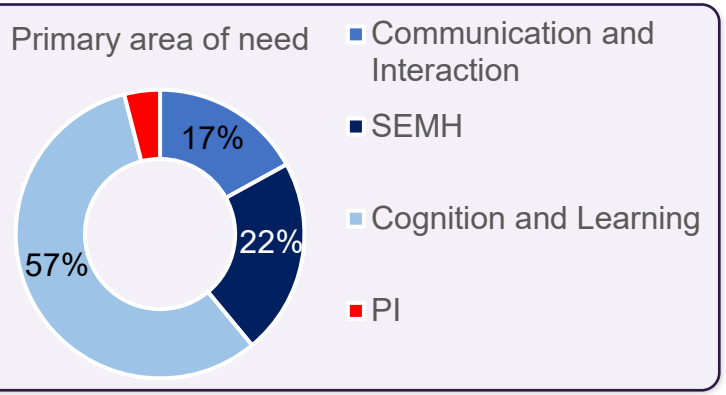
Analysis of learners' primary need (SEN register)

	Cog & L	Comm & Int		SEMH		S&Ph	
	C&L	SLCN	Autism	ADHD	Other	S&P	Total
EHCP (E)	4	0	4	1	0	2	11
SEN Supp (K)	22	1	3	5	4	0	35
Total	**26**	1	7	6	4	2	**46**
%	**57%**	**8 = 17%**		**10 = 22%**		**4%**	**100%**

SEND analysis – whole school		% of roll	National primary 2026
On roll	346		
EHCP	11	3.2%	4.1% (up from 3.5%)
SEN Support – IPF / GRIP	3	0.8%	
SEN Support – other	35	10.2%	
SEN Support total	35	10.2%	15.4% (up from 14.8%)
Total SEND	46	**13.3%**	19.4% (up from 18.2%)

Number of children with SEND by year group

Year	EHCP	SEN Support	Total on reg	% of cohort
EYFS	2	0IPF Other 0	2	4.4%
1	1	1IPF Other 0	2	3.8%
2	2	IPF 0 Other 6	8	16.3%
3	1	IPF 1 Other 10	**12**	23.1%
4	1	IPF 1 Other 9	**11**	20.8%
5	2	IPF 0 Other 3	**5**	10.4%
6	2	IPF 0 Other 4	6	12.8%
Total	**11**	**IPF 3 Other 32**	**46**	**13.3%**



Compared with 2025-26
- SEND is 13.3% of our roll (15.3% last year) – still below national (19.4% in primary).
- EHCPs have reduced from 12 to 11 (3.2% of roll, below 4.1% nationally in primary), and 3 more children have EHCNA in process. Funded SEN Support has risen from 2 to 3.
- Cognition and learning is our largest area of need (57%), rising from 48% last year.

Strengths and key priorities
How we support children with SEND and their families: inclusion at the heart of school, guided by the Embark Collective Commitment to Inclusion; access to high-quality teaching for all; parental engagement.

Our key strengths: school investment (ethos, time, budget); Whole School Provision Mapping, working collaboratively with supporting professionals, our inclusion staffing structure.

Our areas for development: Supporting SEMH needs within the school environment, effectively managing maths learning difficulties, further enhancing progress for children with additional needs.

SEND by gender	Girls EHCP	Girls SS	Boys EHCP	Boys SS
BPS	45.45%	48.57%	54.55%	51.43%
National 2026	29.3%	39.6%	70.7%	60.4%

Sources: SEN register and neurodivergent children list (Nov 2026); persistent absence (PA, below 90%) from the LA Inclusion Framework, March 2026; DfE 'Special educational needs in England' (June 2026) – state-funded primary

Burbage Primary School

EMBARK FEDERATION

SEND on a Page 2026-2027 – Our SEND Provision

Key message: *At Burbage Primary School, need is not a barrier to success. Every child is understood as an individual, barriers are removed through Enabling Access and support builds layer by layer – always starting with high-quality inclusive teaching, guided by the Embark Collective Commitment to Inclusion.*

Enabling access to inclusive teaching

- In line with the SEND Code of Practice, every teacher is a teacher of pupils with SEND and retains responsibility and accountability for their progress and outcomes.
- Pupils with SEND have the greatest need for high-quality teaching, so teaching is regularly reviewed to ensure our universal offer is inclusive – adjusting, adapting and assessing for every pupil.
- Toolkits: EEF, Whole School SEND Teacher Handbook
- Individual pen portraits for all children on the SEN record.
- Use of assistive technology

Whole School Provision Mapping

- Four SEND staff meetings a year (APDR): Individual support plan targets set three times per year
- Input from SLT, SENDCo, class teachers, teaching assistants, outside agencies and our SEND Governor.

Inclusion staffing structure

- SENDCo
- Headteacher, Deputy Head, Key Stage leaders and class teachers.
- 12 TAs – in class, small group, interventions and 1:1 support
- School therapy dog (head of happiness).

Our graduated approach

Universal – all children

- High quality inclusive teaching for every child.
- EEF universal approaches: explicit instruction, scaffolding, feedback, metacognition
- Early identification through tracking, observation and discussion

Targeted and Targeted Plus

- Time-limited, evidence-based interventions
- If SEN is confirmed: SEN register and an Individual Support Plan agreed
- Targeted Plus: specialist advice brought in; Inclusion Panel funding; T&S

Specialist – very few children

- The most complex needs that Targeted Plus cannot meet; multi-agency involvement
- EHC needs assessment or EHCP

Staff CPD 2026-27

- Weekly CPD; Embark INSET – Inclusion (Oct 2026) planned ISAS: Understanding behaviour (Nov 26), CAMHS: Managing Anxiety (Nov 26)
- ISAS county-wide CPD: Relational Practice to support ND
- East Midlands RISE Universal SEND Offer online (DfE funded).
- SENDCo: Inclusion Base Network, ISS Supporting ND wellbeing, SENDCo development days

SEND funding 2026-27

Notional SEN budget **£170,729.01** · Inclusive Mainstream Fund **£14,486**

£143,508.13 Top Up Funding (TUF): EHCP + IPF

£133,348.78
EHCP x 11

£10,159.35
IPF x 3

Last year: 12 EHCPs, £102,400 IPF x2 £11,607
Total Top Up Funding £ £114007

Communication and Interaction

Visual timetables, cues and word mats; Blank-level questioning; Social Stories; Lego Therapy; SaLT programmes in school; ND Advocates, Welcomm, use of assistive technology.

Cognition and Learning

Nessy reading and spelling, 1stClass@Number; access to assistive technology, Doodle Spell individual accounts, Ness dyslexia screener,

SEMH

Predictable routines with visual cues; daily meet and greet; soft starts, Zones of Regulation; Nurture group provision, Outdoor learning intervention (KS2), school therapy dog, calm club lunchtime provision.

Sensory / Physical

Sensory and movement breaks; Sensory Circuits; sensory tents / rooms; OPAL (outdoor play and learning); trim trail; Derbyshire Sensory Toolkit; SPSS advice, chelwellry, resistance bands, fidget tools, sensory considered environment throughout school.