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The SEND Information Report for Burbage Primary School 2026

This should be considered alongside Excalibur Academies Trust SEND policy which is found at <https://www.excalibur.org.uk/governance/policies/>

Roles and Responsibilities

1.1 The SENCo is Lucy Marsh

The SENCo will:

- Work with the Principal and Academy Committee to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have an EHCPs (Education, Health and Care Plan)
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date.

1.2 The Academy Committee member for SEN is Katherine Clements and the person with oversight for SEND for Excalibur Academies Trust are Lucy Lee, director for SEND and Kate Hinks, Head of SEND

The Local Academy Committee will:

- Help to raise awareness of SEND issues at Academy Committee meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Academy committee on this
- Work with the Principal and SENCo to determine the strategic development of the SEND policy and provision in the school

1.3 The Principal is Zoe Garbutt

The Principal will:

- Work with the SENCO and Academy Committee and the Excalibur central team to determine the strategic development of the SEND policy and provision within the school



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- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

1.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEND policy

2. SEND information

2.1 The Kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

2.2 Identifying pupils with SEND and assessing their needs

On entry to school, we will assess each pupil's current skills and levels of attainment, liaising with previous settings so information previously gathered can be shared. We value the views of parents/ carers and use the creation of One-page profiles as a way of engaging with pupils needs

Class teachers make regular judgements of progress for all pupils through our assessments, marking policy and feedback. If they observe that a child is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause.

According to the Code of Practice a child or young person has SEND if:

'they have significantly greater difficulty in learning than the majority of other children and young people the same age'

or...



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'they have 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'

There will be a period of observation to monitor progress and gather evidence prior to a cause for concern form being completed by the class teacher. Discussion with parents will be ongoing.

Termly pupil progress meetings are held between class teachers and the Principal /Senior leadership Team to identify those pupils whose progress is significantly slower or fails to match that of their peers. This may include progress in areas other than attainment, for example, social needs. We will use this to determine whether the support needed can be provided by our universal offer, or whether targeted support that is 'different from or additional to' is required.

The decision over whether a child will be added to the school's SEN register will be the responsibility of the SENCo and may be determined by the following questions;

- Does the child have a need that fits into one of the four areas of need (Cognition and Learning, Communication and Interaction, Social, Emotional and Mental health, Physical and Sensory).
- Does this need have a significant effect on their learning? i.e. does the need put them 12 months behind their peers in several areas or over 18 months behind their peers in a specific area?
- Does the child's need have a substantial adverse effect on their ability to carry out normal day-to-day activities? (Does the routine and or environment have to be **significantly** adjusted to include them?)
- Does the child need support **additional to or different from** other children even when universal strategies are ordinarily available and lessons are appropriately differentiated and scaffolded at the whole class level?
- Does the child have a diagnosis or physical or medical condition which requires adaptation to the curriculum so they can access quality first teaching
- Is the child **also** involved in external agencies? NB: A child will not be automatically added to the register just because they are open to an external service such as Speech and Language.

Please note that although the school can identify special educational needs, and make provision to meet those needs, we are not able to offer diagnose. Parents are advised to contact their GP if they think their child may have a particular condition or other disability.

If a child arrives from another school where they were on the SEN register, they will automatically be added to the school's register and undergo a period of observation until the next review point.



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Parents will always be informed if their child is on the school's SEND register, by the class teacher or SENCo. The register will be reviewed at least six times a year.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance across the whole curriculum to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

2.3 Consulting and involving pupils and parents

We value a close working relationship with parents and carers, as this is the key to supporting a pupil's needs to ensure that all children are happy and are making progress. We will have an early discussion with the pupil and their parents to ensure we consider parent concerns and so everyone develops a good understanding of the pupil's areas of strength and difficulty and understands what the next steps are. We may suggest co-writing an Early Help Assessment, which will look holistically at a child's strengths and difficulties. This may lead to termly Team Around the Child (TAC) meetings, where we work in collaboration on an action plan to support the child.

At the start of the Autumn term all children on our SEN or Monitor register, together with their class teacher create a One Page Profile identifying their own learning preferences and thoughts on preferred learning styles, strengths and needs. We also seek to regularly collect feedback from students to ensure they are happy and learning effectively via our school council, buddy crew and worry monsters.

In addition, parents and carers of children on the SEN register will receive an Individual Support Plan (ISP) written by their child's class teacher to explain what provision is in place for their special needs, detailing progress made and highlighting new outcomes to be targeted. These plans are shared and reviewed in partnership with parents at ISP meetings 3 times a year (at least one of which will be face to face).

Our teachers are available to speak to parents and carers at the start and end of most days. Lucy Marsh (SENCo) is available every Tuesday and Wednesday. Zoe Garbutt (Principal) is available throughout the week. Alternatively, parents are welcome to make an appointment to discuss a concern by speaking to or emailing Liz Lockwood (Admin) at school office admin@burbage.excalibur.org.uk

We will formally notify parents when it is decided that a pupil will receive SEN support and needs to be on the SEN register.

Looked after children (LAC) have their needs monitored at regular PEP meetings involving all professionals involved in their care. The meeting is organised and reviewed by Lucy Marsh our SENCo/Designated teacher.



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2.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the Wiltshire Graduated Response and the four-part cycle of assess, plan, do, review.

Every child on the SEND register will have an Individual Support Plan (ISP) or SEND plan.

Alternatively, if appropriate some children may be on the Needs Led Pathway or Applied Trauma Response Classroom Model.

The individual plans will record the targeted outcomes they are working on through support strategies used in class as part of daily practice, as well as support they receive through pre-teaching boosts or interventions following the advice of external providers. The plan is written by class teachers in collaboration with the SENCO and is reviewed three times a year.

The academic progress of pupils with SEND is tracked carefully by the SENCO and the school's Principal, and timely support will be put in for any pupil whose progress slows. We will also carefully track pastoral support to ensure pupils with social, emotional, and mental health needs are not struggling. All teachers and support staff will be made aware of the SEND needs in their class, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. This information will be communicated to parents and carers three times a year at ISP meetings.

Pupils may move on to a SEND Support Plan which is a non-statutory Wiltshire document if we feel the child is not making sufficient progress despite cycles of support and, with parents' agreement, we feel that we may need to make a request for assessment for an EHCP (Education, Health, and Care Plan). The SEND Plan is written and reviewed in partnership with the parent/ carer at face - face meetings three times a year.

Children with an EHCP will have three review meetings a year to evaluate small steps of progress towards their EHCP outcomes, to include an Annual Review. Parents and carers will always be part of these child-centred meetings and pupils are encouraged to share their views too.

2.4 Supporting pupils moving between phases

We will always share information with the school that the pupil is moving to. Safeguarding information will always be transferred. The SENCO and the class teachers liaise with the SENCOs of all schools that children with SEND are transferring to.

We have close working relationships with our local secondary school, St Johns Marlborough. Structured transition visits are organised and the SENCO and the Yr6 teacher meet with the KS3 SENCO, Mrs Sarah Cardy, to share information on prospective pupils and to plan their support. Children on the SEND register will (where relevant) have access to additional transition in the Summer Term before transfer.



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The SENCO will also liaise with the SENCOs of all other secondary schools that children with SEND are transferring to. The SENCO may also offer guidance to parents in choosing the right school for their child's needs.

Children transferring from Burbage Pre-School and other nurseries will enjoy a transition period over the summer term, as well as fun events and throughout the year. Transition for pupils with SEN may include additional visits and meetings between SENCO, parents and external professionals. Our aim is always for a smooth and settled transition.

Children with SEND across the school may need additional support when moving classes or Key stage. This support may take the form of extra visits or transition booklets with photos of their new teachers and classrooms, depending on individual need.

2.6 Our approach to teaching pupils with SEND

Class 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 pupils who have SEND and we make use of the EEF '5 a day' strategies (Explicit Instruction, Cognitive and Metacognitive strategies, Scaffolding, Flexible Grouping and Using Technology.) We aim to ensure that our classroom environments are fully inclusive, with reasonable adjustments being made, on an individual basis, to ensure all needs are met. Our universal offer includes distraction free classrooms, use of dyslexia friendly fonts, visual cues and timetables, the use of ear defenders, standing desks or slopes and sensory tools and use of zones of regulation. Daily pre teaching and boosts sessions in literacy and numeracy are a crucial part of our universal offer in order to ensure pupils are 'keeping up not catching up'. (* see universal/ targeted/ specialised document)

When reasonable adaptations to classroom practice are not sufficient, we will look to include a child in an intervention. Our aim is for all children to access the high-quality teaching in the classroom and as such we try to ensure that interventions are short term and happen at times that cause the least disruption. Interventions are reviewed every short term to assess impact.

Our available interventions may include:

- A supplement to our daily phonics teaching program Sounds Write – revisiting or pre-teaching content that is not secure
- ELSA support (emotional literacy support) – this might include work on strategies such as positive thinking or managing anxiety.
- Catch up groups or 1-1 support for reading, writing and maths – daily readers, WESforD, Herts for learning, Precision teaching



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- Wellcom, Blast or Talk boost – interventions for Reception/ Pre-school children with delayed language skills
- Dance mats or Touch Type Read and Spell to support typing skills and recording fluency.
- Speech and Language – usually on the written advice of a speech therapist
- Sensory circuits- daily, physical activities designed to alert, organise, and calm and help with sensory processing.

The final decision about which children are included in interventions will rest with the SENCO. Decisions will be based on pupil progress data and the class teachers' knowledge of the children.

2.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met

- Scaffolding the curriculum by providing concrete resources and manipulatives e.g. maths place value counters, or using visual prompts and word banks/ sound cards
- Scaffolding our teaching and teaching style e.g. flexible groupings, longer processing time, pre teaching key concepts and key vocabulary to ensure all pupils can access learning.
- Using Explicit Instruction and Cognitive and Metacognitive strategies
- Using assistive technology e.g. laptops for dictation/ immersive reader to ensure all our learners have access to high-quality teaching.
- Utilise a 'Small steps' approach maths programme ('Can Do' maths)
- Employing scaffolded writing programme.
- Using recommended aids - visual timetables, larger font, wobble cushions, ear defenders standing desks or writing slopes etc.
- Aiming for our classrooms to be Dyslexia friendly e.g. use of dyslexia friendly fonts, stripy letters, tinted backgrounds on interactive boards, reading rulers or beige paper in books.
- Creating 'unfussy' sensory calming classrooms.

2.8 Additional support for learning

Classes will have the support of a teaching assistant in most morning lessons and interventions are usually delivered in the afternoons. Some children will have some 1:1 support from a learning support assistant if they receive additional funding.

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

- Educational Psychologist
- Community Paediatricians- (Via HCRG referrals)



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- Specialist Advisory teachers- Part of Wiltshire Local Authority Specialist SEND Services (SSENS)
- Behaviour Support Service
- Speech and Language Therapists
- CAMHs (mental health support)
- Visual Impairment team
- Virtual schools team
- The Early Years Quality and Inclusion Team
- Specialist Advisory Teacher – Physical and Medical team
- School nursing
- Specialised Dyslexia assessors and in school dyslexia teacher support.
- Alternative provisions e.g.- Able hands Together, Silverwood Plus, Oxenwood and Wiltshire Wildlife.
- Marlborough Riding for the Disabled

The SENCO will decide which services to refer a child to. Support is allocated on a priority basis depending on child's needs.

2.9 Expertise and training of staff

Our SENCO, Mrs Marsh, is in her seventh year in this role and has worked as a primary teacher for over 24 years. She has achieved the NASENCo, the statutory qualification for SENCOs. She is also designated teacher for LAC and is a member of the school's senior leadership team (SLT).

We have a dedicated team of 6 teaching assistants who are trained to deliver SEND provision including SALT, ELSA, Herts for Learning and Sounds Write phonic intervention. Our TAs receive regular training. In the last academic year, staff have accessed training in the Thrive approach and the trauma informed school approach.

2.10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions three times a year
- Using pupil questionnaires
- Monitoring by the SENCO, including regular learning walks
- Holding annual reviews for pupils with EHC (Education, Health, and Care) plans
- Capturing the view and feedback of Parents wherever possible.

2.11 Enabling pupils with SEN/D to engage in activities available to those in the school who do not have SEN/D

All of our extra-curricular activities are available to all our pupils. All pupils are encouraged and supported to go on our residential trips to Oxenwood or Kilve Court. All pupils are encouraged to take part in sports day, sports events, school plays and specialist event. No pupil is ever excluded



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from taking part in these activities because of their SEN or disability. We will risk assess these activities on a case-by-case basis and provide individual support as required

Our school is single-level, and all classrooms have step-free access. We have a disabled toilet and changing bed facility and provision is made for children with medical needs to access this space. We liaise with the Wiltshire School Nursing Team and the Specialist Advisory Teacher for Physical and Medical needs to ensure we have appropriate facilities and medical or intimate care plans for any child who needs additional support.

Our school is well resourced with a suit of I pads and laptops to enable children with dyslexia or handwriting difficulties to have more regular access to dictation and typing software.

Admission for a child with an EHCP is arranged and discussed in collaboration with Wiltshire's SEND Service and with the involvement of all external professionals involved with the child. If a child's needs may be better met in specialist provision, we will support a family to access this. We consider ourselves a flexible and inclusive school, and we will always do our best to adapt to a child's individual needs.

Our Accessibility Plan can be accessed on the SEND page of our school website.

2.12 Support for improving emotional and social development

Mrs Rowland and Mrs Baker are our trained Emotional Literacy Support Teachers and use The Retreat, our designated ELSA space to support individuals. Children can speak informally to any member of staff or use our worry monsters to highlight a concern they feel unable to talk about. Formal requests for ELSA support can be made by parents, class teachers or by a child and we run a waiting list to ensure everyone is seen in time.

Across the school we aim to provide support and improve pupils' emotional and social development by:

- encouraging SEND pupils to be part of the school council and buddy crew
- use of worry monsters, calm zones/ concentration stations, social stories, and zones of regulation in class
- We have a zero-tolerance approach to bullying and train children to use the High 5 technique in school.
- Weekly lessons as part of our school PSHE curriculum
- Our quiet 'Galaxy room' is available to all pupils with support.
- Some children with SEND regularly attend forest school run by Wiltshire Wildlife, Horse riding lessons with RDA or engage in the Thrive approach via Oxenwood outdoor centre, Able hands together or Silverwood Plus programme.

We also provide family support to our parents and carers facing challenges in their lives by signposting local support services that provide help with parenting strategies, food bank vouchers



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or the Early Help Hub. We have access to an Attendance Officer (when required), who can support families who are facing barriers to their children attending school regularly.

Parents will sometimes request support for behaviours that are only witnessed at home. The school will support parents through discussion to determine if additional support in school is appropriate and whether further referrals are required.

2.13 Contact details for raising concerns

Our SENCO can be contacted by email via our school admin admin@burbage.excalibur.org.uk or by calling the school office **01672 810452**

The School's Principal can be contacted by email <mailto:principal@burbage.excalibur.org.uk>

2.14 Working with other agencies

We work closely with Hannah Darkin our Mainstream Inclusion Support Adviser (MISA) and a range of external agencies to support children with SEND (see 2.8). We have 'Solution Surgeries' with the Educational Psychologist and/ or SSENS and Behavioural support team 3 times a year in which teachers can discuss individual children, and receive guidance, support and practical strategies on how best to support them. These conversations may then lead to referrals to other agencies and services if that is deemed appropriate and provide evidence towards additional assessments.

The Local Authorities SSENs team may also provide training for staff which we utilise to support staff CPD

2.15 Complaints about SEND provision

Our staff are always happy to meet with parents. Should you have any concerns regarding your child's progress we encourage you to first speak with the class teacher. Parents and carers are always welcome to make direct contact with the Lucy Marsh SENCo or Zoe Garbutt, Principal should concerns persist.

Our school has a complaints policy, which can be accessed on our website. The parents and carers of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

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

2.16 Contact details of support services for parents of pupils with SEND



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Below is a list of some of the support services available to parents and carers of pupils with SEND.

Wiltshire SENDIASS (SEND Information, Advice and Support Service)

[Wiltshire SENDIASS | Family Action | Your care Your support Wiltshire](#)

Wiltshire Parent carer Council

http://www.wiltshireparentcarercouncil.co.uk/en/Home_Page

Wiltshire Parenting Training Programmes

[Choosing your SEND parenting programme - Wiltshire Council](#)

Wiltshire support for carers of those with SEND

[Support for carers - Wiltshire Council](#)

2.17 The local authority local offer:

Wiltshire's local offer is published here [SEND Local Offer - Wiltshire Council](#)

This is the Local Authorities information on all the services available for families of children with SEND in Wiltshire.

3. Monitoring arrangements

This information report will be reviewed by Mrs Lucy Marsh every year and will also be updated if any changes to the information are made during the year.

It will be approved by the School's Academy Committee.

4. Links with other policies and documents

This policy links to our policies that can be found on our school website

- Excalibur SEND policy
- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

Written by: Lucy Marsh September 2026

Due for review: September 2027