BUCKINGHAMSHIRE COUNTY COUNCIL

Buckingham Primary School

Special Educational Needs & Disability (SEND)

Annual Information Report 2025-26

Date of next review: November 2026

Buckingham Primary School Special Educational Needs

Information Annual Report 2025 – 26

The Local Offer

The aim of the Local Offer is to support children with Special Educational Needs (SEND) and their families by providing detailed information on the services available in Buckinghamshire and more specifically in individual schools. Buckinghamshire's Local Offer can be viewed at: https://familyinfo.buckinghamshire.gov.uk/send/

Our Ethos

At Buckingham Primary School, we believe that every child has the right to access a full and enriching curriculum, no matter what their ability or background. We are committed to providing equal opportunities for all, regardless of race, faith, gender, or capability. We promote self and mutual respect and a caring, non-judgemental attitude throughout the school. Teachers embed tolerance and understanding in class life. We do this by providing quality teaching matched to the needs of each child. Sometimes children have a difficulty or disability that means they need extra help with learning; this is called a special educational need (SEN). This information report explains our provision for children with SEN and disability (SEND).

Buckingham Primary School provides for children with a wide range of special educational needs including those with:

- Communication and interaction needs; this includes children who have speech, language and communication difficulties including autistic spectrum conditions.
- Cognition and Learning needs; this includes children who have moderate learning difficulties and specific learning difficulties such as dyslexia, dyspraxia and dyscalculia.
- Social, Emotional and Mental Health needs; this includes children who have Attention Deficit Hyperactivity Disorder, Attachment Disorder or Anxiety.
- Sensory and/or Physical needs; this includes children who have visual impairment, hearing impairment, epilepsy or a physical disability that affects their learning.

Our **Special educational needs and disability co-ordinator** (SENDCo) is Mrs Lisa Smith:

- Email: sen@bps.bucks.sch.uk
- Tel: 01280 812864

Our Deputy Head and **Inclusion lead** is Mrs Sarah Gammon:

- Email: office@bps.bucks.sch.uk
- Tel: 01280 812864

Our **governor** with responsibility for SEND is Mrs Biddy Howard:

- Email: office@bps.bucks.sch.uk

Our **SEND policy and Accessibility Plan** can be found here:
https://www.buckinghamprimary.co.uk/SEN/
Our **Equality Scheme** can be found here**:**
https://www.buckinghamprimary.co.uk/Equalities/

What is a special educational need?

Approximately one in five children will need extra support at some time during their schooling. A child has special educational needs if they have learning difficulties and/or physical disabilities which make it significantly harder for them to learn than most children of the same age.

There are 4 broad categories of SEND:

- Communication and interaction – including autism spectrum and language disorders.
- Cognition and learning – including learning difficulties, development delay and Specific Learning Difficulties e.g. Dyslexia, and Dyscalculia.
- Social, emotional, and mental health – including ADHD, mental or emotional health difficulties.
- Physical and sensory – including hearing and visual impairments.

At BPS, we currently have children with additional needs in all of these categories. The numbers of children with SEND in BPS is above the national average, and children are taught alongside their peers in classes where we have high expectations of all our children.

How we identify when a child has a special educational need

All teachers use on-going assessments of children to measure progress and performance against school expected attainment for a child of comparable age. The class teacher will express concern if a child's progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Targets are set, monitored and reviewed for all children every term and therefore when progress is slower than expected, it is identified at an early stage. Additionally, children are identified as needing extra support through:

- Concerns raised by parents / carers or the child.
- Assessments on entry to the school.
- Reading and spelling tests and other assessments, often in response to an initial concern.
- Analysing KS1 phonics and end of Year 2 results and the expected/predicted KS2 Year 6 SATS results, to identify children who may need additional support to reach the expected level of achievement.
- Analysis of the termly assessment data by the teachers, SENDCo, Deputy Headteacher, Assistant Headteachers and Head Teacher to identify children who are not meeting their targets.

In addition, progress in areas other than attainment is taken into consideration, for example where support to progress with social or emotional needs is required for children to be fully integrated into school life or to transition successfully into the next year group or phase of their education.

In identifying a child needing support for SEND, the class teacher and Special Educational Needs Co-ordinator (SENDCo) will develop a clear picture of the child's needs. This may include observations or additional assessment such as:

- The York Assessment of Reading for Comprehension (YARC)
- Dyslexia screening test (GL Lucid)
- Strength and Difficulties Questionnaires (SDQ) or Boxall Profile

Parents / carers are informed if there are concerns that their child has an additional need and parents / carers and children (depending on age and capability) are involved in planning to meet the need. Much of the time, strategies can be put in place within the classroom; additional short interventions are delivered when deemed appropriate and progress is monitored.

If there may be other specific learning difficulties, specialists from outside of the school may be asked to offer advice and guidance such as CAMHS, Speech and Language therapists, Occupational therapists and Specialist Teaching Services. We always consult with parents / carers before involving specialist agencies.

How we support children with special educational needs and disability

The SEND provision at Buckingham Primary School is on an individual needs basis. The class teacher and the SENDCo, in consultation with the parents / carers, will agree support, often within the classroom, and / or any interventions to be put in place. This information is recorded on a SEN Support Plan or Assess, Plan, Do, Review (APDR) and progress tracked through assessment pre and post intervention, attainment and progress data and feedback from staff, pupils and parents / carers. When allocating support to a child, our focus is on outcomes, rather than hours. We aim to put in sufficient support to enable a child to reach challenging targets, but without allowing them to develop a dependence upon an adult. Support includes but is not limited to:

- Research based and evidence led interventions, including:
  Communication and Interaction:
  Speech and Language Link assessment and intervention
  NELI assessment and intervention
  Lego therapy, Talk About, Socially Speaking
  Cognition and Learning:
  Direct teaching and precision monitoring, overlays and reading rulers, Multisensory teaching, explicit teaching of metacognitive strategies
  Social and Emotional Mental Health:
  Calming Cat and Zones of Regulation, Sensory Circuits, Incredible 5 point scale
  Therapeutic support, Art Nurture – Drawing and Talking
  Sensory and / or Physical:
  Adaptations to the environment, sensory room, adapted printed materials
- Teaching Assistants are used for both in-class support, small focus group support and for 1:1 sessions. The type of support depends on a child's needs.
- Specific resources or strategies are available, including; sloping writing boards, sit n stay cushions, ear defenders, fiddle toys, specialist pens / pencils, coloured overlays.
- Access arrangements are made for external assessments where a specialist's report identifies a need. Types of provision may include the use of a laptop or additional time. Where there is an identified medical need further arrangements may be made.
- Where a child needs more specialised support, external agencies and other professionals may become involved (**see school's partnerships**).

How we know if SEND provision is effective

We monitor the effectiveness of provision for individual children and as a whole in a number of ways based on the plan, do, review model and graduated approach.

- SEND support plans are written by the class teachers and are overseen by the SENDCo; these are reviewed regularly, at least three times per academic year and measure progress towards individual outcomes.
- EHCP Annex A documents also measure progress towards individual outcomes and are reviewed three times per academic year, including at Annual Review.
- Termly data and information from class teachers, parents / carers and the child is used to assess the effectiveness of the provision and the progress made.
- Monitoring by SENDCo, Senior Leadership Team and class teachers.
- Assessment information / measure of progress pre and post interventions.
- Use of pupil, parents / carers and staff feedback.

The school's approach to teaching

All teachers at BPS are teachers of children with SEND and in addition the Governing Body, Senior Leadership Team and SENDCo have day-to-day responsibilities. Quality first teaching is embedded in all classrooms, with high expectations. A differentiated and challenging curriculum is part of every lesson to engage children, including through use of practical and physical activities.

A continuous cycle of planning, teaching and assessing takes place, considering the wide range of abilities, aptitudes and interests of our children. The majority of our children will learn and progress through this system.

Children with SEND receive support that is additional to or different from the provision made for other children. The SENDCo and teachers work in collaboration to unlock potential and remove barriers to learning for children. Our aim is for all children to be working as independently as possible in order to reach their full potential.

For pupils with specific or diagnosed needs, we work very closely with external agencies to provide the best possible support. These include PRU, CAMHS, Speech and Language and Occupational therapists and Specialist Teaching Services.

Activities available for children with SEND in addition to those available in accordance with the curriculum

We support the inclusion of all children both inside the classroom and during extra-curricular clubs and trips.

- Extra-curricular activities are available to all our pupils.
- Before and after school care is available for all our children
- Risk assessments are completed where needed and in accordance with duties under the Equalities Act 2010. We talk to parents / carers and children when planning trips so that everyone is clear about expectations and arrangements.

Support available for improving the emotional and social development of children with SEND

- Emotional and social development is supported by all staff within the school. Some children require more targeted support which is offered through social skills, nurture groups and Art Nurture sessions in a dedicated Art room. In addition, Mrs Tracey Stanton is qualified in Trauma Informed Schools approach and provides support for individual children.
- We are able to offer nurture and pastoral support within school. Miss Gray is our Nurture Support Worker. We have access to supervision and support from Educational Psychologists.
- We are able to seek specialist advice from external agencies such as Community Paediatricians, CAMHS (Child and Adolescent Mental Health Services) PRU and Specialist Teaching Services.
- Additional support from other external agencies and professionals, such as the Helping Hands programme.
- Children with SEND are given the opportunity to evaluate their own learning experiences by feeding back to their class teachers and SENDCo. These are then used to develop strategies to improve teaching and learning to ensure children are able to fully access the curriculum.
- All children have the opportunity to share their views through their school council representatives, some of whom are children with SEND.

Children with disabilities

BPS is disability friendly and ensures that children with disabilities enjoy the same advantages as their peers.

All our classrooms are inclusive. We aim to teach in a way that will support children with disabilities. All of our children have full access to the National Curriculum, and we recognise achievement and expertise in all areas. We endeavour to make the physical environment accessible and classrooms are selected for children based on their accessibility. Please see the link above to our School Accessibility Plan.

https://www.buckinghamprimary.co.uk/SEN/

The School's facilities include:

- The school's main buildings are DDA (Disability Discrimination Act) compliant.
- The main buildings are accessible for wheelchair users.
- There is access to the school site for parents / carers of children with disabilities.
- Ramps are in place to allow access to areas where there would have been a raised curb or steps.
- There is a lift to enable access to the KS2 hall.
- Personal Emergency Evacuation plans (PEEPS) are in place for every child with a physical disability to identify exit routes from every classroom they access, in the event of a fire.

Children with medical needs

Children with medical conditions are supported so that they have full access to education, including school trips and PE. All staff are made aware of children with medical conditions and how this may impact on the child. The school ensures that appropriate training relating to specific medical conditions is undertaken by all staff that have access to the child.

- If a child has an additional medical need, a detailed health care plan will be compiled in consultation with parents/carers. These are discussed with all staff who are involved with the child, and appropriate support is put in place.

- The school's **Administering prescribed medicines policy and forms** can be found here**:** https://www.buckinghamprimary.co.uk/Policies/

Training for staff to help them support children with SEND

- The SENDCo and Deputy Headteacher hold the National Award for SEN Co-ordination.
- The Head teacher, SLT and Operational DSL have received Designated Safeguarding Lead training (DSL).
- BPS employs both Teaching Assistants and Higher Level Teaching Assistants to support in class and deliver a range of interventions.
- BPS maintains a rolling programme of First Aid Training for staff.
- Key staff working with children who have diabetes have received diabetes training.
- All staff are trained in Steps Positive Behaviour Management approach.
- Staff have received training on the graduated approach, Assess, plan, do, review, Support Plan writing and Behaviour.
- Individual teaching and support staff have had specialist level training on how to support children with individual needs from specialist agencies.
- The SENDCo has access to clinic advice sessions from Specialist Teaching Service, Occupational Therapy, Speech and Language Therapists and Educational Psychology services and can then impart information and advice to staff and parents / carers.
- The SENDCo attends regular SENDCo liaison meetings which disseminate information regarding current practise and thinking and offers the opportunity to discuss special educational needs issues with colleagues across the county.

How we consult and work with parents / carers and children

We aim to work closely with parents / carers to agree the best way to support their child and encourage parents / carers to speak to staff about any concerns they may have.

- Concerns may be shared with the class teacher initially.
- We work with parents to agree outcomes for their child, how we will all work towards these and how we will review progress.
- Sometimes we use a home school diary when it is helpful to communicate frequently.
- If a child has an identified need, EHCPs or SEN Support plans are reviewed with parents / carers a minimum of three times per academic year.
- Children with an EHCP will have a formal Annual Review, parents / carers and children are invited to these meetings.
- Parent evenings are held twice a year when parents/carers can meet with the class teachers and SENDCo to discuss progress and attainment.
- We share information for all parents via the school website.
- Assessment and advice from external agencies fed back and in some cases made through a report which is discussed with parents / carers.
- Pupils with SEND are represented through our School Council, Pupil Voice, sporting and community events.
- Pupils are encouraged to self-evaluate in many lessons throughout the day and they are supported to build responsibility and take ownership of their learning and progress.

How the governing body involves other bodies in meeting the needs of pupils with SEND.

The school and governing body work with outside support services, including health and social care to meet the needs of children with SEND and their families. These include:

- Specialist Teaching Service
- CAMHs (Child and Adolescent Mental Health Service)
- School Nursing Team
- Community Paediatrics
- Occupational Therapy
- Physiotherapy

- The Buckinghamshire Safeguarding Children Partnership
- Speech and Language Therapy
- Pathways Primary Pupil Referral Unit (PRU)
- County SEND Team

Our SEND governor works closely with the SENDCo and Inclusion lead, to review the provision accessed and its effectiveness.

Arrangements for Complaints

The school strives to work in partnership with parents to create a collaborative approach to meeting children's needs. It is in everyone's interests that complaints be resolved as quickly and at as low level as possible. The school's procedures for complaints are set out on the school website and in the prospectus. The SEND complaint procedure is:

- The complaint is dealt with by the class teacher.
- If the matter remains unresolved the complaint is dealt with by the SENDCo or Deputy Headteacher.
- If there is still no resolution the Headteacher would become involved.
- If the matter is still not resolved the complainant must put their complaint in writing to the Chair of Governors.
- The Governing Body will deal with the matter through their agreed complaint resolution procedures.

Preparing and supporting children joining Buckingham Primary School

We understand how difficult it can be for children and parents as they move into a new class or a new school, and we work with the individual needs of the child to make such transitions as easy as possible. This may include:

- Additional meetings with the new teacher and other staff.
- Additional visits to the new classroom and surroundings.
- Close liaison with previous settings to consider existing SEN support plans or to draw up new ones.
- Other arrangements to suit the child's individual needs.

Preparing and supporting children with SEND transferring between other education providers or between year groups in school

- Transition reviews for Year 6 pupils with EHCPs are made in Year 5 and this is where secondary school selection is made.
- The SENDCo at the secondary school is invited to Annual Review and other meetings during the child's final year at BPS and transition visits will be made if appropriate.
- If it is felt necessary, additional transition support sessions can be arranged.
- We have strong links with the local secondary schools and the SENDCo, Deputy Headteacher and Operational DSL meet with the secondary key members of staff to share information and discuss transition arrangements. Transition programmes run prior to children moving to secondary school.
- Transition sessions take place for all children at BPS prior to moving to the next year group or key stage. These take place in the last half term and involve sessions spent with new teachers in the new classrooms.

- Where necessary, for children with SEND have access to enhanced transition support, including small group nurture sessions, 1:1 time with new class teacher or in the environment.

Support services for the parents of children with SEND

- The Buckinghamshire Safeguarding Children Partnership
  https://www.buckssafeguarding.org.uk/childrenpartnership/

- Buckinghamshire Family services
  Family Information Service | Buckinghamshire Family Information Service

- Buckinghamshire SEND Team
  Bucks SEND Local Offer | Family Information Service

- CAMHS (Child and Adolescent Mental Health Service)
  https://www.oxfordhealth.nhs.uk/camhs/bucks/

- The School Nursing Team
  https://www.buckshealthcare.nhs.uk/cyp/school-nursing/

- Community Paediatrics
  https://www.buckshealthcare.nhs.uk/cyp/community-paediatrics/

- Occupational Therapy
  https://www.buckshealthcare.nhs.uk/cyp/occupational-therapy/

- Speech and Language Therapy
  https://www.buckshealthcare.nhs.uk/cyp/speech-and-language-therapy/

- Pathways Primary Pupil Referral Unit (PRU)
  https://bucksprimarypru.co.uk/

There are a number of additional support groups and specialist 1:1 providers. These include:

- Young Carers Bucks
- Bucks SENDIAS Service – Impartial information, advice and support on special educational needs and disabilities

Key contacts at Buckingham Primary School

The class teacher is the initial point of contact for responding to parental concerns.

You can also contact the Special Educational Needs Coordinator, Mrs Lisa Smith:
Mrs Lisa Smith: SENDCo

- Email: sen@bps.bucks.sch.uk
- Tel: 01280 812864

Mrs Sarah Gammon: Deputy Head and Inclusion Lead

- Email: sen@bps.bucks.sch.uk
- Tel: 01280 812864

Mrs Samantha Brewer: Head Teacher

- Email: office@bps.bucks.sch.uk
- Tel: 01280 812864