

THE BUCKINGHAM SCHOOL

Annual Special Educational Needs and Disabilities (SEND)

Information Report 2025

The Current Picture:

The current SEND Register holds 27.9% of the school population which is significantly higher than the national average where 12.9% of students are identified as K students and 2.7% as having EHCPs. 4% (44 students) have EHCPs and 28 students are waiting for assessment for EHCPs. 24% of the school population are identified as on SEN support (K) with 60% of the K students requiring daily support.

Twenty Four students across all years are waiting for EHCP assessment. Six Year 11's left without EHCP in place and were picked up by the local authority. Nineteen more requests are being submitted at the beginning of the academic year.

In line with national comparisons, ASC, ADHD and cognition and learning needs remain the most common area of need and this has driven the development of the provision and how we resource our support hubs. We currently resource three support hubs which are designed to meet the needs of our cohort. SS1 predominately support students with cognition and learning needs, SS3 support students with Attention Deficit Hyperactive Disorder and The Bridge support students with Autism Spectrum Condition.

Working closely with parents is a fundamental aspect of our work and so six parent forums are held annually, covering a variety of topics which are designed in consultation with our parents.

We have four support bases that make up our provision at The Buckingham School.

SS1 is a support hub for children predominately with EHCPs, literacy and numeracy barriers and speech and language difficulties. Students have this as their support hub, receive interventions or use programmes designed to help them make progress in their area of need. On average 60 students have access to this support base.

SS3 is a support hub for children predominately with or present with ADHD. A support base for project-based learning, 1:1 support, sensory circuits, intervention workshops or in the rare cases, students who require 40/20 access.

The Key Stage Four Study Base is specifically for students in Key Stage Four who require a base for daily check ins, as part of their options suit of subjects, where they have built in study periods for extra support or as part of the internal transition from the Bridge provision as the students enter Key Stage Four.

The Bridge is the base for our Enhanced provision which has supported eleven Year 7 students with an enhanced transition to secondary school. Through transition meetings with the primary schools 12 students were identified as needing significant support in accessing school and the curriculum. Poor attendance was a barrier to learning but most of the students were disapplied for SATS due to them not being able to cope with the assessments. Nine existing students have been supported via the Bridge in Key Stage Three and receive support from a Teaching Assistant in a small group.

Currently 392 schools in England have registered resources provision units such as the Bridge and it is funded through our notional budget and top up funding for students with EHCPs.

Transition is another key area of our work, and close working relationships with our primary schools and colleges have been fostered. Transition visits and information gathering along with enhanced transition dates for more vulnerable students ensures we understand the needs of our students and can facilitate a smooth transfer to the next stage of their education.

We deliver a variety of interventions to support student progress and if sustained progress is not secured we seek more support through a request for an assessment for an EHCP. A full list of our interventions are documented in the Inclusion booklet.

IDENTIFICATION, ASSESSMENT AND REVIEW

The school follows the guidance of The Children's and Families Act 2014 and SEND Code of Practice 2015 and uses a graduated approach to identify and review students with SEND.

- Regular reviews of the SEND list are carried out.
- Screening is carried out by the SEND Manager on identification of students with suspected dyslexia. If other learning difficulties are suspected, then referrals to other external agencies may be made.
- KS2 data are analysed to identify students who will need additional support in conjunction with visits to feeder primary school SENDCo's and close scrutiny of Year 7 baseline data.

- Additional 1:1 support is provided in exceptional cases

- Access arrangements are made for exams where history of need evidence and a specialist's report identifies a need. Types of access arrangements may include the use of a laptop or reader / scribe where this is the student's normal way of working. Where there is an identified medical need further arrangement may have to be made. Also see Exam Access Arrangements (EAA) Policy.

Categories of Special Educational Need

The SEND Code of Practice recognises four broad areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and/or Physical.

Code of Practice needs	Categories
Communication and Interaction	Speech & Language needs Autistic spectrum disorders (ASD)
Cognition and Learning	Moderate Learning Difficulties Specific Learning Difficulties e.g. Dyslexia
Social, Emotional, Mental Health	ADHD Anxiety
Sensory and/or Physical	Hearing Visual Physical

PARTNERSHIP WITHIN & BEYOND THE SCHOOL

PARTNERSHIP WITH PARENTS / CARERS

The staff at The Buckingham School will continue to forge home/school links and encourage parents / carers to be partners in the education process. Parents / carers are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parent/carers will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parent/carers have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent/carers are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SEND Manager, Deputy SENDCo or SENDCO. We are happy to make arrangements, wherever possible, for interpreters to be pre-sent for parent/carers with a first language other than English. SEND information and leaflets/audio guides are available in a number of community languages through Buckinghamshire Special Educational Needs and Disability Information, Advice and Support (SEND IAS) Service (formerly Parent Partnership) and the Family Information Service website.

We offer parental information sessions to support parents with navigating the system and specific areas of SEND such as ADHD. We also have developed a parent forum to create a working group that will see parents and the school working together on all things SEND.

SENDIAS provides a range of support for parent/carers of pupils with SEND. For further information see webpages [Information, advice and support on all matters related to SEND | Buckinghamshire Council](#)

Please see the Bucks LA Local Offer (Regulation 53, Part 4) [Bucks SEND Local Offer | Family Information Service](#)

THE VOICE OF THE CHILD

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

In The Buckingham School, we encourage pupils to participate in their learning by:

- Contributing to reviews and targets (formally or informally)
- Talking to TA's and teachers about their learning
- Class and individual reward systems
- Completing an individual pupil passport

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2015) is followed.
- Please see the Administering Medicines Policy for full details of support.

The School's facilities

- The school's main buildings are DDA (Disability Discrimination Act) compliant. • The main buildings are accessible for wheelchair users and there are lifts available in all buildings to higher floors (lift in Jubilee by front reception and lift at the base of the 6F stairwell). Ramps are in place to allow access to areas where there would have been a raised curb or steps.
- Each building has a toilet adapted for disabled users.
- A disabled parking bay near to the main reception provides easier access for students and parents/carers with disabilities.
- In order to make the school site more accessible for students who are visually impaired, yellow lines have been painted on areas that have been identified during a risk assessment that was carried out by a specialist teacher.
- 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.

The school's Accessibility policy can be found here:

www.buckinghamschool.org/policies

Students with medical needs

- If a student has an additional medical need a health care plan will be compiled with support from the school's lead trained first aider in consultation with parents/carers. Medical needs are discussed with all staff who are involved with the student and appropriate support is put in place.

LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES The school has access to a wide range of education, health and social services professionals available in Buckinghamshire. This includes The Specialist Teaching Service which has services Communication and Interaction, Visual and Hearing Impaired and for pupils with Physical Disabilities. Health specialists such as Occupational Therapists, Physiotherapists, Speech and Language Therapists and others. We are committed to using the expertise and advice provided by other professionals. Educational Psychology Support, other statutory work can be bought in as required.

The school's governing body involves other bodies (including health, social care, BCC support services) to meet the needs of students with SEND and their families by using the following outside agencies: • Specialist Teaching Service (supporting ASD, SLCN, C&L, PD and sensory needs) • Child Protection Services

- CAMHs (Child and Adolescent Mental Health Service)
- School Nursing Team
- Social Care
- Family Resilience
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Bucks Specialist Teaching Service
- Counsellors
- Educational Psychologists
- Aspire Alternative Provision
- Local Specialist Schools
- County SEND Team
- Adviza (formerly known as Connexions for careers guidance)

The School's Key Contacts:

Philippa Lockhart: Assistant Headteacher and SENDCo
Amy Clayton Deputy SENDCO
Julie Branch: SEND Manager

Email: plockhart@buckinghamschool.org

Email: senadmin@buckinghamschool.org Tel: 01280 812206 (ext. 248 or 341)

COMPLAINTS

The contact for compliments, concerns or complaints from parent/carers of students with SEND is:

Mr A. McGinnes: Headteacher Email: via his PA (Mrs Alison Allen)
aallen@buckinghamschool.org Tel: 01280 812206

The school's complaints policy can be found here: www.buckinghamschool.com/policies

The school's link to the Bucks Local Offer Information for the Local Offer for Buckinghamshire County Council is available at www.bucksfamilyinfo.org/localoffer