

Special Educational Needs and Disabilities Annual Regulation Report 2025-26



Welcome to our special educational needs and disabilities (SEND) report for 2025-2026. In this document you will find information about how we identify and support pupils with SEND in our mainstream setting, the processes we have in place and the resources we have available.

We welcome feedback from parents, carers and pupils about our SEND provision, and aim to collaborate and communicate clearly with everyone involved in the care of our pupils.

KEY CONTACTS

At Stokenchurch Primary School, the SENCO role is shared across the week between Mrs Avery and Miss Howland.



Mrs Francesca Avery

Monday, Tuesday, Wednesday



Miss Cat Howland

Wednesday, Thursday, Friday

We have a dedicated email address senco@stokenchurchprimary.bucks.sch.uk and can be contacted via the school office on 01494 482112.

We endeavour to reply to messages as soon as we can, but this may not be the same day, as we may need to read relevant reports or meet with class teachers to be able to respond fully.

In many instances, a child's class teacher will be well placed to discuss any queries you may have regarding the provision in place, any concerns you have or information about what we can offer in school. They can be contacted via the school office office@stokenchurchprimary.bucks.sch.uk or we can forward your query on to them.

**HAPPY VALUED CURIOUS AMBITIOUS TOLERANT RESPECTFUL CONFIDENT
CONSIDERATE INDEPENDENT RESILIENT ENTHUSIASTIC SUCCESSFUL**

If you have any compliments, queries or complaints about the SEND provision in the school, please let us know. The school's Complaints Policy can be found within the 'Statutory Information' of the school website.

Schools and local authorities are required to publish a local offer online, detailing the organisations and support that is available locally for children and families.

Buckinghamshire Council's Local Offer Information for the Local Offer for Buckinghamshire, and for our school is available at www.bucksfamilyinfo.org/localoffer
 Call 0845 688 4944
 email familyinfo@buckinghamshire.gov.uk

Our SEND policy can be found at <http://www.stokenchurchprimary.co.uk>

Acronyms and abbreviations

ADHD	Attention Deficit Hyperactivity Disorder	PRU	Pupil Referral Unit
ASD	Autistic Spectrum Disorder	SaLT or SLT	Speech And Language Therapy
CoP	Code of Practice.	SAS	Standardised Assessment Scores
EAL	English as an Additional Language	SEMH	Social Emotional and Mental Health
EHCP	Education, Health and Care Plan	SENCO	Special Educational Needs Co-ordinator
ELSA	Emotional Literacy Support Assistant.	SEND	Special Educational Needs and Disabilities
EPS	Educational Psychology Service	SLCD	Speech Language and Communication Difficulties
HI	Hearing Impairment	SLD	Severe Learning Difficulties
HNBF	High Needs Block Funding	SpLD	Specific Learning Difficulty
LSA	Learning Support Assistant	SSP	School Support Plan
OAP	Ordinary Available Provision	STS	Specialist Teaching Service
OT	Occupational Therapy	TA	Teaching Assistant
PD	Physical Difficulty	VI	Visual Impairment

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WHAT SEND PROVISION IS AVAILABLE AT STOKENCHURCH PRIMARY SCHOOL?

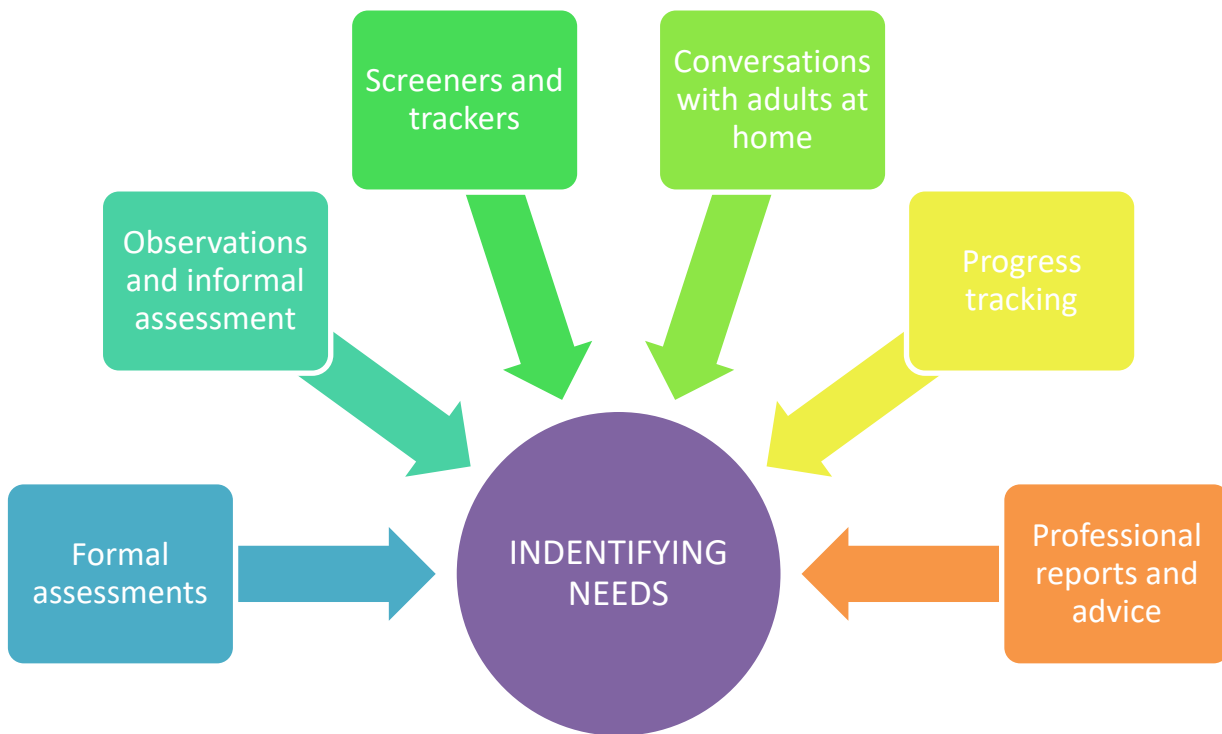
- At Stokenchurch Primary School, most pupils' needs can be met within the mainstream classroom as part of quality first teaching, a suitably adapted curriculum and reasonable adjustments.
- Additionally, some children may occasionally work outside the classroom as part of planned 1:1 or small group interventions.
- Some of our pupils with identified special educational needs are supported at SEN support level
- Pupils with Education, Health and Care Plans (EHCPs) and those eligible for higher needs block funding (currently under review) are also supported in a mainstream setting in the school.
- We follow the SEND Code of Practice and guidance from Buckinghamshire Council's SEND team.
- The school's/nursery school's Accessibility policy is here: stokenchurchprimary.co.uk

HOW ARE STUDENTS WITH MEDICAL NEEDS SUPPORTED?

If a student has a medical need, a detailed care plan will be compiled in consultation with parents/carers. We work with health professionals, including the school nursing team to ensure the appropriate support is in place, and ensure staff are aware of the needs and the management of these in school.

The school's managing medicines policy is here: stokenchurchprimary.co.uk

HOW DOES THE SCHOOL IDENTIFY AND ASSESS ADDITIONAL NEEDS?



Formal assessments of the children's progress in English, Maths and Science take place at three points in the year: December, March and June during assessment weeks. This data is recorded by class teachers into an assessment tool. The school uses and analyses the results to monitor and assess children's progress throughout their time at the school. Pupil' scores and their progress is shared with parents at the end of each term in the form of a 'Progress Chart'.

Three times a year, progress of pupils is discussed by the class teacher, Year Leader, SENCO and Senior Leadership Team in Progress. Additionally, the SENCOs meet with class teachers at least every term. In these meetings, any concerns about progress are raised and potential interventions and referrals are discussed.

Teachers continually assess skill development in all areas, using observations, assessments and their professional knowledge to identify areas where there may be concerns.

All pupils in reception are screened using Speech and Language Link, and this program is also used throughout the school to screen children where staff suspect a speech or language difficulty. We also have access to a range of assessment tools such as screeners for learning difficulties.

Concerns about progress/assessments are raised by teacher/parent which indicates that children are working well below expectations or other difficulties are identified

Teachers use their professional knowledge, refer to the SEND checklists/quick checker and Buckinghamshire's ordinarily available provision document to put strategies into place for at least half a term. A discussion with parents will happen at this stage.

If little progress is made, Teachers complete an 'Initial cause for Concern Form' with the information gathered above and share this with the SENCo. This document summarises the observed needs, has a review of the strategies implemented and information about progress over time.

The SENCO reviews the 'Initial cause for concern form' and may make further suggestions, signposting to other agencies for advice, organising a referral or advice session with another professional or providing equipment or resources.

The impact of the interventions and strategies is reviewed and, in consultation with the SENCO, a decision will be made if further support or more significant support is needed, completing a 'Referral form for SEN support' if necessary.

A decision will be made to formally co-produce a SEN support plan. Using this document, class teacher will write outcomes and targeted provision from the whole school provision map as part of ADPR cycle and the child will go onto the SEN register and be in receipt of SEN support.

Parents and carers will be informed and consulted at all points in the process.

We recognise that every child's needs are different, and that parts of this process may be adapted to ensure children receive timely support.

WHAT ADDITIONAL SUPPORT AND FUNDING IS AVAILABLE (HNBF/EHCP)?

The information below is from Buckinghamshire Council's website:

High Needs Block Funding (HNBF)

(Currently under review)

It is expected that most children and young people will have their needs met within setting's existing resources, however settings may request High Needs Block Funding (HNBF) for specific short term targeted interventions to support an individual's SEN where support is required above the £6,000 delegated funding. HNBF will not be agreed in the first instance for any longer than two academic terms. Should an extension be required, evidence of impact to date must be submitted via 'Assess, Plan, Do, Review' processes.

Requests for an extension to HNBF must be accompanied by provider/school/setting/college evidence of how funding given to date has been used and the impact it has had for the outcomes of the individual. Information supporting how any extension to HNBF will be used must also be provided. The setting should demonstrate that they have taken purposeful, relevant and sustained action to meet the individuals SEN before making a request for additional funding. The setting must clearly detail what the request is for, the cost of this and how the interventions will be measured.

Education, Health and Care Plans (EHCPs)

<https://familyinfo.buckinghamshire.gov.uk/send/education-and-send/help-education-children-and-young-people-special-educational-needs-or-disabilities-send/education-health-and-care-ehc-plans/>

Most children and young people with special educational needs and disabilities (SEND) get all the help they need from their mainstream education provider. Education providers must try to meet the needs of all children and young people with learning difficulties. They do this using funds given to them by the council and Education and Skills Funding Agency to help children and young people with special educational needs (SEN). This is called SEN support.

Some children and young people may continue to have difficulties learning, despite an education provider's attempts to identify, assess and meet their SEN. In these cases, education providers, parents, carers and young people with SEND can consider asking for an education, health and care (EHC) needs assessment (EHCNA).

EHC needs assessments involve gathering information from relevant people or agencies, including medical, social care and education professionals.

The assessment will help Bucks to decide if they need to provide additional help through education, health and care (EHC) plan.

Ordinarily available provision (OAP)

Most young people with SEND will have their needs met without an EHC Plan, as schools can give a significant amount of extra help through SEN support.

In Buckinghamshire, this is known as ordinarily available provision (OAP).

Schools must publish a SEN information report on their website, which will describe the ordinarily available support they give children with SEN.

HOW DOES THE SCHOOL EVALUATE THE SUCCESS OF THE PROVISION FOR PUPILS WITH ADDITIONAL NEEDS?

Teachers are responsible for the provision of education for pupils with SEND in their class, and for overseeing any interventions delivered by learning support staff.

Before starting any provision or intervention, the teacher will make a baseline assessment, with the progress being reviewed at points during the intervention and at the end of the intervention. Any support staff delivering interventions will feed back information to the class teacher.

For pupils who are receiving direct support from NHS therapies, a specialist teacher or another therapist, the supporting professional will review the provision in consultation with school staff.

The school's Provision Map tool requires staff to input an assessment on entry and at the end of the intervention to assess its efficacy.

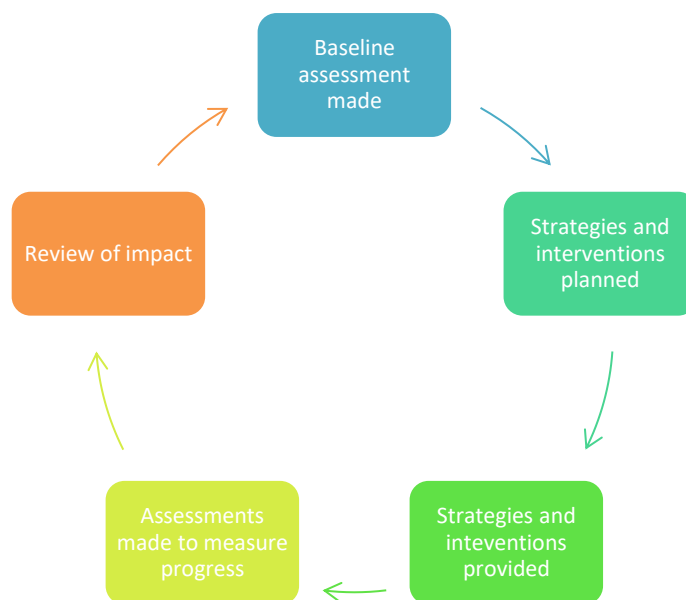
Each term the SENCO provides a report for the school governors, comparing the progress for pupils with SEND in comparison to those with no identified SEND. Progress tracking documents are kept within year groups for each child participating in an intervention. If an intervention does not seem to be having an impact, we will work to find an alternative.

HOW DOES THE SCHOOL ASSESS AND REVIEW THE PROGRESS OF PUPILS WITH ADDITIONAL NEEDS?

In addition to the monitoring processes described above, individual SEN targets are reviewed on a SEN Support Plan at three points in the year- October, February and June -as part of an 'Assess, Plan, Do Review cycle.' For pupils with EHCPs, their short-term outcomes are reviewed at three points in a year, one of these being their statutory annual review, where all professionals involved in supporting the child contribute.

Learning support assistants running interventions carry out assessments of the children, as prescribed by the interventions' instructions, and class teachers use the data to formally review the individual targets and decide upon the next steps. These reviewed targets, along with the next steps, are discussed with the SENCO to ensure the provision and targets are suitable and supportive. The SENCO monitors progress towards the targets, and in discussion with staff and parents decide to either maintaining the child's SEN status, remove the child from the schools SEN register or involve the support of external agencies to access further support.

New targets, strategies and interventions are detailed on the SEN plan, along with advice of how parents and carers can support at home. Reviewed and new plans are shared with parents during a meeting, and the plan is signed by the class teacher, the SENCO and parents/carers.



WHAT IS THE SCHOOL'S APPROACH TO INCLUSIVE TEACHING?

All schools in Buckinghamshire are expected to deliver support detailed in the Buckinghamshire Ordinarily Available Provision document

schoolsweb.buckscc.gov.uk/send-and-inclusion/send-support/ordinarily-availableprovision/

This easy-to-access information sets out what is normally available in schools to help children who may have additional needs.

At Stokenchurch Primary School, we want to ensure our staff have a strong understanding of how to teach pupils with all needs. Using the guidance in the Ordinarily Available Provision document, we have co-produced some SEND non-negotiables, which state the expected provision and support in all classes in the school.

The Learning Environment

- The school endeavours to create a learning environment which is inclusive for all pupils, using equipment, scaffolds and adjustments if necessary.
- Staff are aware of how to organise the learning environment to remove barriers and enable all children to access learning
- Environmental audits are carried out to identify how we can be as inclusive as possible in our offer
- Staff planning and pupils' SEN support plans evidence these. Examples of these are visual timetables and working walls which reinforce learning and are regularly referred to within lessons.

Reasonable Adjustments

- Staff are aware of their responsibilities to make reasonable adjustments for any child who requires these
- These may include seating position in the classroom, break time arrangements or changes to exam conditions.

Staff Training

- Continued professional development is a core aim of the school, and a central part of the staff appraisal process
- Staff training includes: carefully selected training courses, INSET sessions, training from outside professionals, National College webinars
- Regular audits of staff members' strengths and areas of development are made and training offered to match staff understanding

Evidence-based Practice

- Staff make evidence based decisions when selecting strategies to support children
- Data and professional judgements are made to ensure that these are having an impact of progress

Adaptive teaching

- Teachers use a range of techniques to adapt their teaching to meet the needs of all learners
- This may include giving children 'scaffolds' to help them structure their tasks, preteaching children information before the lesson, or giving different options of how to present their work

For as much as possible, pupils receive *Quality First Inclusive Teaching* in the classroom with their peers. Each year group also has an allocated 'centre' where small group and 1:1 interventions can take place.

Activities that are available to pupils with SEND in addition to those available through the curriculum:

- No discrimination is made when going on extra-curricular trips (relevant first aider/ LSA will be present.)
- Risk assessments and advice will be sought from Bucks to support inclusion
- No discrimination is made when allocating places in before/ after school clubs

Supporting the emotional and social development of pupils with SEND:

Although a pupil's primary need may not be social and emotional, we are aware that we need to continually monitor and support our pupils' social and emotional needs, as these may be impacted by other needs. Teaching promotes all pupils' spiritual, moral, social and cultural development alongside the acquisition of knowledge.

Staff members on the playground and in the lunch hall are staff members who work with the children throughout the course of the day. Therefore, they are able to support children's emotional and social development appropriately at these times.

Where a need is identified, additional staff are given a monitoring or supporting role on the playground. Specific interventions, strategies and plans may also be implemented to help support these needs.

The school also liaises with the educational psychology service and the local pupil referral unit where more serious or ongoing difficulties occur.

Interventions used in the School

A number of different evidence- based interventions and interactive learning programs are used in the school. Some of the most common interventions are listed below. Some of these interventions are delivered to different year groups, some are short term interventions, and some may be used for a longer period. Other interventions may be implemented if recommended by other professionals or in consultation with the SENCOs.

Cognition and Learning:	Social, emotional, mental health:	Communication and Interaction	Physical and Sensory:
<ul style="list-style-type: none">• Literacy Gold• IDL• Precision Monitoring• Twinkl Phonics• Numicon• SNAP SPLD• SNAP Maths	<ul style="list-style-type: none">• Talkabout• Comic strip conversations• Social stories• Social behaviour mapping• Theraplay• ELSA• Play therapy	<ul style="list-style-type: none">• Infant language link• Infant speech link• Junior language link• Shape coding• Attention and memory games• Bucket time	<ul style="list-style-type: none">• Sensory circuits• Fine and gross motor skills activity sheets as on CYP therapies website

WHAT ARE THE SCHOOL'S FACILITIES?

Our school has an accessibility policy. The main buildings are accessible for wheelchair users and there are lifts available in three areas of the school to access classrooms which have steps leading to them. Ramps are in place to allow access to areas where there would have been a raised curb or steps. Additionally, there are adapted toilets within the school, which have space for manoeuvring and changing facilities. There are also stair lifts in two places in the school. A disabled parking bay is marked out in the school car park nearest to the front entrance to provide easier access for pupils and parents/carers.

Where there is a need, the school carries out a risk assessment on particular aspects of the building, and adjustments are made in collaboration with Buckinghamshire Council. The school works with Buckinghamshire Council's Specialist Teaching Service to ensure personal and specific environmental adaptations are made for those with visual or hearing impairments. The school will work with the accessibility teams to ensure a site assessment for individual pupils is undertaken and specific adaptations made.

Occasionally, an occupational therapist or other professional may advise the school to obtain specialist equipment. Where the schools' SEN budget cannot meet these needs, higher needs block funding would be applied for.

Around the school we have quiet areas and a range of resources to support sensory needs and emotional regulation. Our Rainbow Room is one of these spaces in EYFS, and also two smaller rooms in KS1, 'The Den' and 'The work room' which provide a space for therapy or for children to gain emotional support.

WHAT ARE THE ARRANGEMENTS FOR THE ADMISSION OF DISABLED PUPILS?

The Disability Discrimination Act 1995 defines a disabled person as one who *has a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.*

Most children with Special Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is the Governors' policy to accommodate pupils with disabilities should parents wish and individual needs are planned for, to prevent any pupils being treated less favourably than other pupils. In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs.

WHAT IS THE EXPERTISE OF THE STAFF IN THE SCHOOL REGARDING SEND, AND WHAT TRAINING IS PROVIDED TO STAFF?

As required by the SEND code of practice, Cat Howland and Francesca Avery have completed the Masters level postgraduate NASENCO qualification. Other staff members have completed courses such as ELSA (Emotional Literacy Support Assistant), Sign A-long, Makaton and Mental Health First Aid.

Regular SEND- based whole school training is provided to teachers as part of their weekly INSET training schedule, and weekly INSET training meetings are delivered to LSAs as part of a rolling training programme.

Each year, part of the budget allotted to the SEN provision is allocated to training. Members of staff participate in courses run by Buckinghamshire Council traded iSEND services, as well as those offered by the NHS Speech and Language and Occupational Therapy Service. Staff are allocated to particular courses depending on the particular needs of the pupils they are working with. Feedback from courses is then cascaded to other staff to support their professional development.

List of training delivered:

Twinkl phonics	Understanding and Supporting Pupils with Pathological Demand Avoidance	SEN identification and support (OAP)/Role of stakeholders	Strategies to support in Science lessons with confidence
AET- Making sense of Autism	How we can support children to learn their times tables	CYP therapies:Sensory regulation and sensory circuits	NHS SaLT webinar training- stammer
Norfolk Steps- Step On/Step UP Training	Woodlands PRU: Use of positive language	Cognitive overload	Chiltern Wood Advice Visit
NHS SaLT training: Joint attention	Bucks Virtual School Training: Attachment and Trauma	Language Link	Educational Psychology Service: Mediated Learning experiences
Bucks Educational Psychology Service: 'The importance of Self-regulation'	Adaptive Teaching	How to support vocabulary difficulties in children	Use of clicker program
	Top 10 tips to supporting children with self-regulation	Building positive relationships to manage the behaviour of pupils with SEND	

SPECIALIST EXPERTISE

Bookable advice sessions are available for teachers and support staff to discuss and understand the needs of pupils and to gain strategies to support them. These are delivered by the Speech and Language Therapy Service, Occupational Therapy Service, the Specialist Teaching Service and Educational Psychologists at Buckinghamshire Council, usually through an online platform such as MS teams. Parents may be invited to these to support a holistic approach to meeting a child’s needs.

Following these advice sessions, we may be advised to implement the advice and return for another session, or make a referrals for additional assessment or support.

For a small minority of pupils, specialist advice is made available through the provision set out in an EHC plan.

Additionally, for a small minority, advice on social, emotional and behavioural needs is sought from Woodlands Pupil Referral Unit, where children may complete 'outreach' sessions in school or a short-term dual placement if required.

Buckinghamshire Council and Buckinghamshire NHS Children's and Young Persons Therapy Service have commissioned all schools to use a speech and language programme. 'Infant Speech and Language Link' enables us to assess and screen children from Reception and KS1 to ascertain if there are any speech and language difficulties. As a school we have also purchased the 'Junior Language Link' package, enabling us to screen children from 5-11. We can then access resources and advice to set up language intervention groups within school. It may also suggest when a referral to a speech and language therapist may be required, e.g. if a child may require an assessment for a language disorder.

We also have a termly advice session with a clinical psychologist from Evelief child psychology service. This is a chance to discuss and gather advice to support pupils' social and emotional needs.

HOW DOES THE SCHOOL COMMUNICATE TO THE PARENTS AND CARERS OF CHILDREN WITH ADDITIONAL NEEDS?

At Stokenchurch Primary School, we aim to work in partnership with parents and carers to fully understand our pupils' needs and to share successful strategies between the home and school environments. The communication may exist as:

A dedicated SEND page on the school website with information and links

Meetings are held between class teachers and parents/carers when SEN Support Plans or EHCPs are formally reviewed; where necessary/requested the SENCO will also attend

Short written notes in homework diaries allow a two-way communication.

Home / school communication books when necessary

Annual reviews for children with EHC Plans with the class teacher, SENCO and other involved professionals

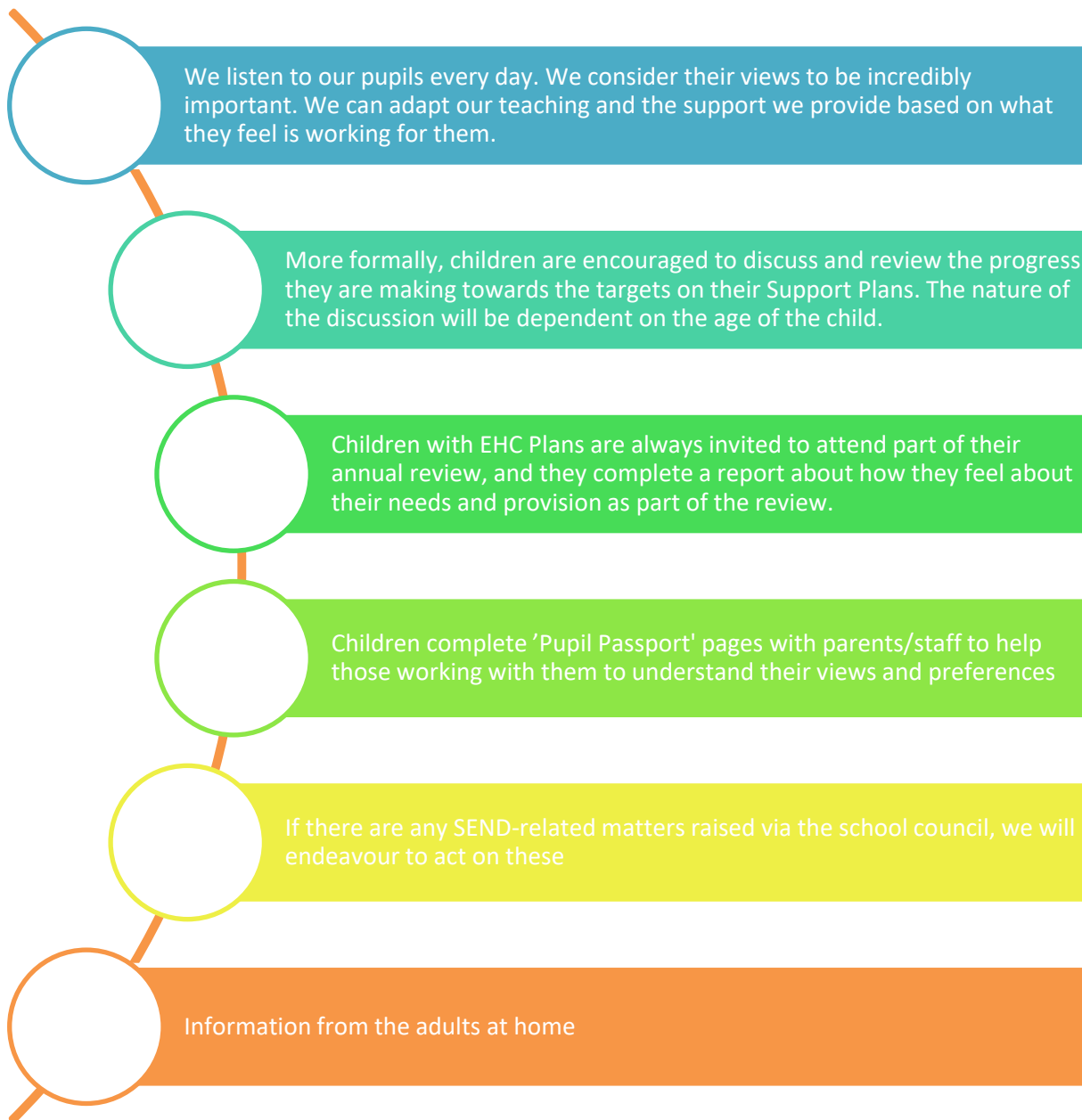
Telephone calls/ face to face meetings are made by class teachers

Parents' evenings are held twice a year when parents/carers can meet with class teachers.

At parents' or carers' requests, a phone call or meeting with the SENCO may be set up if necessary.

Where an external agency is involved, we always endeavour to include the views of parents and carers.

HOW DO WE FIND OUT THE VIEWS OF PUPILS?



WHICH OTHER SERVICES DO WE WORK WITH?

The school works with other bodies beyond the school to meet the needs of students with SEND. We work with:

Bucks' Specialist Teaching service

Children's services (social care)

Bucks Educational Psychology Service

Everlief Clinical Psychologist– termly advice clinics.

Bucks NHS CAMHS (Child and Adolescent Mental Health Service)

Exclusions and Re-integration Team

Family Support

NHS Occupational Therapy Service

NHS Speech and Language Therapy service.

Woodlands Pupil Referral Unit.

County SEN Team

Bucks Virtual Schools for our pupils who are care experienced or who have a social worker.

IF MY CHILD IS RECEIVING SUPPORT FROM THESE SERVICES, HOW CAN I FIND OUT MORE?

- The school website
- 1:1 discussion with the class teacher or SENCO
- Annual reviews for children with an ECHP
- Information leaflets are available for parents when their child becomes involved with one of the above agencies
- Buckinghamshire Local Offer

HOW DO WE SUPPORT CHILDREN WITH SEND MOVING TO AND FROM OUR SCHOOL?

Children entering the school at nursery or reception receive a visit from their new teacher for the September in their current setting. Discussions with the early years professionals and SENCO at the setting they are transferring from help us to prepare and support the transition as smoothly as possible.

Children who join us at other point in the school may have additional needs. Once we are aware of needs, the SENCO will arrange a call with the previous setting and arrange for any documents to be sent to us.

Prior to children in Year 6 transferring to secondary school, information is gathered from the class teacher/ SENCO about the children's needs and the strategies in place. Transfer meetings are then held with the class teacher and staff of the secondary schools, in the summer term prior to them leaving our school. For some schools, a meeting with the SENCO is also part of this.

In some instances, we feel that the pupil would benefit from additional transition support, and an enhanced transition programme is arranged. The child and parent/ carer may also be given the opportunity for additional visits. Additionally, transition days are set up for all children (including children with SEN) to meet with their new form teacher.

In some cases, children with an EHCP are given 'familiarisation sessions' with their new year group or a more personalised transition process. This is set up with the new school in the Y6 transfer annual review.

The school/nursery school typically collaborates with the following education providers/settings:

- Woodlands Pupil Referral Unit
- Icknield Community College
- Great Marlow School
- John Hampden School
- The Royal Grammar School
- Wycombe High School
- Princes Risborough School

We also liaise with special schools if a child is transferring to these.