



Whitchurch Combined School SEN Information Report 2026-2027

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SEN Information Report 2026-2027

Reviewed
September
2026



1.Types of SEN :

There are 4 broad areas of need catered for:

Communication and interaction

- Autism Spectrum Disorder
- Speech, language and communication needs
- Developmental Language Disorder



Cognition and learning

- Moderate Learning Difficulties
 - Severe learning difficulties
- Profound and multiple learning difficulties
- Specific learning difficulties such as dyslexia, dyscalculia and dyspraxia

Social, emotional and mental health difficulties

- Social and emotional difficulties which may lead to becoming withdrawn or isolated, displaying challenging, disruptive or disturbing behaviour.
- Mental health difficulties such as anxiety, depression, self-harming, substance misuse, eating disorders.
- Disorders such as ADD, ADHD or attachment disorder



Sensory and/or physical needs

- Vision/ hearing or multi-sensory impairment
 - Physical disability



2. Our school SEND policy can be found on our website or by clicking on the link below:



Learning Knows No Bounds





3. Contacting the SENDCO

School SENDCO:
Mrs Jennifer Williams

Should you wish to get in touch with me then please speak with the class teacher, ring the school office or email using the address below.

Contact: Tel: 01296 641418 Email: sendco@whitchurch.bucks.sch.uk

The contact for compliments, concerns or complaints from parents of pupils with SEND:

The school's complaints policy can be found on the school website

Headteacher:
Mrs Rachel Mobbs

- Email: office@whitchurch.bucks.sch.uk
- Tel: 01296 641418

SEND Governor:
Mrs Joanne Brant

- Email: office@whitchurch.bucks.sch.uk
- Tel: 01296 641418

4. Identifying children with SEND and assessing their needs

Children may be identified as having SEND through a variety of ways:

- Some children start school with a diagnosis or with some specialist support.
- A specific area of need has been identified through assessment or screening tools (either in-house or by external professionals), that impacts on educational progress and/or attainment
- Strategies and interventions at “On Alert” have had little or no impact on progress and/or attainment.
- The pupil requires teaching, intervention and/or support that is “additional and different” to the school’s usual (universal) provision.
- The pupil may be accessing support from external professional, although this is not a necessary requirement.
- Concerns are raised by parents or carers/ the child/ school staff.
- Liaison with external agencies (i.e. Speech and Language Therapists, Occupational Therapists, Educational Psychologists) .

We aim to make identifications as early as possible so we can provide effective provision to improve the learning outcomes for the child.

More details about the criteria for being placed on the Register of Need can be seen on the SEN page of the website.

4. Identifying children with SEND and assessing their needs

Assessment and screening tools used last year to identify and assess SEND needs:

- Speech and Language Link
- GL assessments Dyslexia and Dyscalculia screener
- Assessment by private speech and language therapist Kathy Clark
- Lexia literacy programme
- Strengths and Difficulties Questionnaire (SDQ)
- Ages and Stages Questionnaire (ASQ)
- Autism Education Trust (AET) Progression Framework
- Discussion with other professionals through Speech and Language, occupational therapy and specialist teacher advice sessions.
- Boxall profile
- Development matters/Birth to 5 matters

What happens once a potential SEND need is identified?



A potential SEND need is identified through assessment or discussion with parent/carer, school staff or external agency.

The teacher gives a clear picture of how the child presents in school and discusses possible next steps.

The child may be added to the 'on alert' list for closer monitoring. They may be part of an intervention group or bespoke strategies may be employed to cater for the child's needs that are additional to or different from that of others in the class.

Following interventions, a meeting involving parents and/or the child is arranged to assess the impact of the strategies.

If the child has responded, no further action is necessary and the child is removed from the 'on alert' list.



If little/ no impact is found, their needs are discussed with the SENDCO and they may be placed on SEN support. This means the class teacher writes a support plan to formalise the additional/ different strategies used for closer monitoring. Both parents and the child are involved in this process. This is the start of the 'Assess, Plan, Do, Review' (APDR) cycle that supports the child's needs. This is explained further on the next slide.

If needs continue to be a significant concern and cannot be met by the existing support plan, then a request to Bucks CC may be made by the SENDCO for an EHC (Education, health, care) assessment.

5. Assessing and reviewing progress:

'APDR' cycle

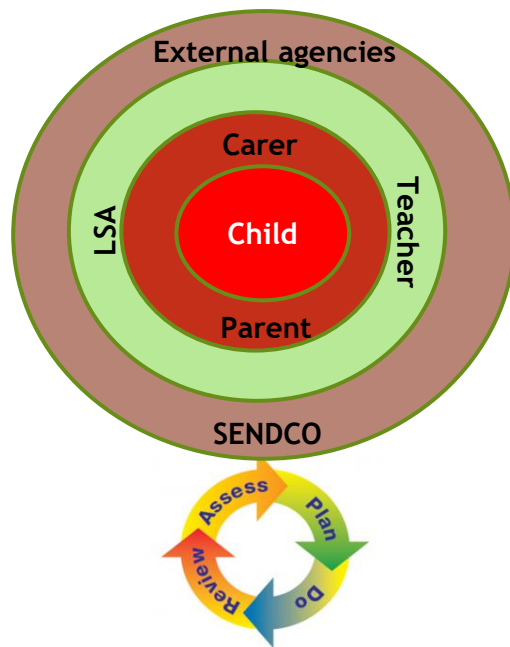
ASSESS:

- Child identified as requiring provision different from/ additional to that normally available to children of the same age.
- Class teacher & SENDCO analyse the child's needs and barriers to learning.
- Views of child, parents/carers, school staff and any external agencies involved are gathered.

REVIEW:

- Class teacher & SENDCO review progress against targets approximately once per term.
- Class teacher shares and discusses the review in a meeting. This usually coincides with parents evening.
- If little/ no progress is made, the APDR cycle will continue and referrals to external agencies may be made with parental permission.
- Reviews will usually take place October, February/March and June/July.

If progress is significant, the child is removed from SEND support.



DO:

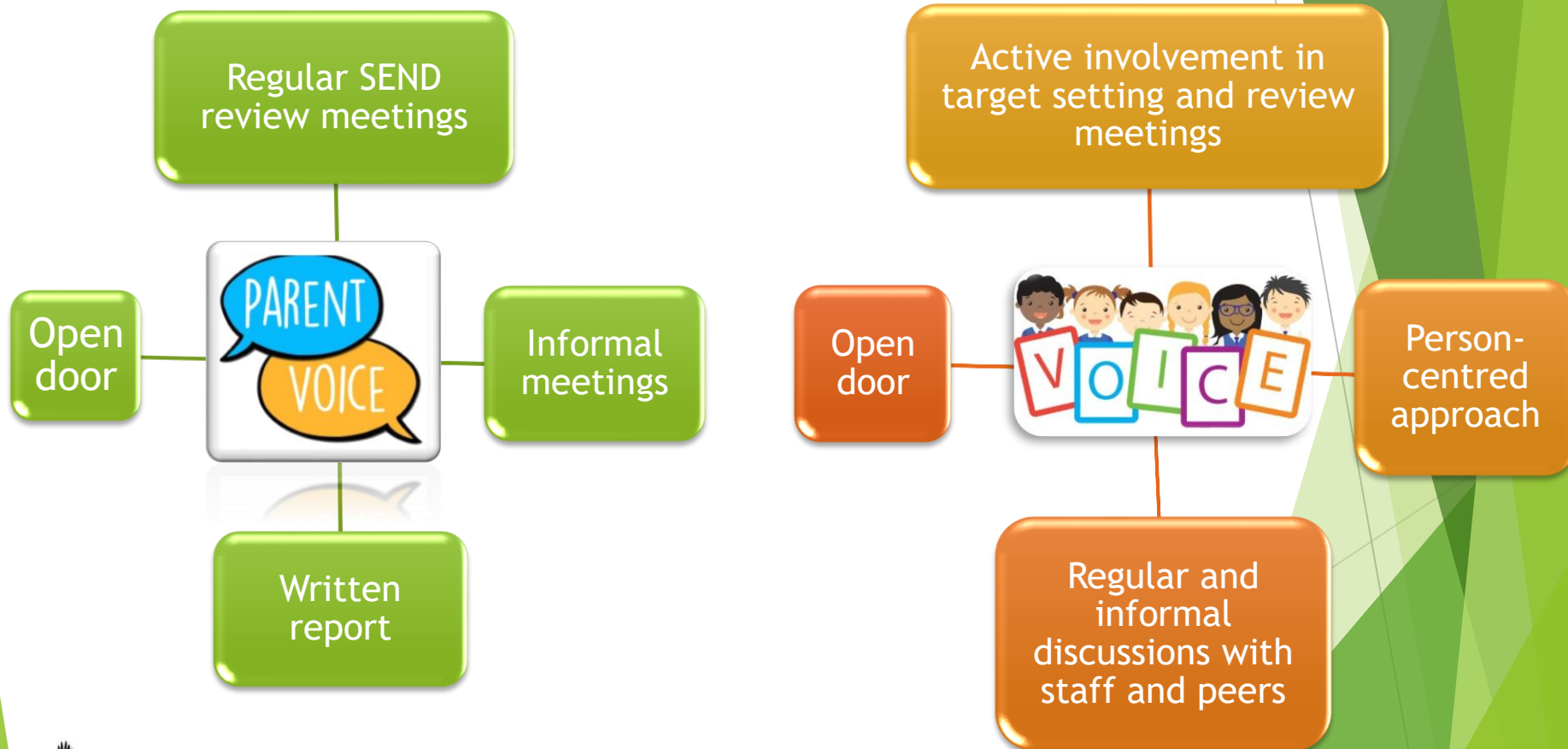
- Child works towards the targets on their support plan, with adjustments and interventions taking place.
- Progress is closely monitored.

PLAN:

- Child is placed on SEN support.
- Class teacher writes a SEN support plan containing:
 1. Targets to support the child in overcoming barriers to learning.
 2. Adjustments, interventions and support to be put in place.
 3. Success criteria and expected outcomes.
 4. Clear review date.
- Views of child and parent/carer are gathered.
- Support plans are shared and discussed with parents/ carers in a meeting.
- Parents/carers agree how they will reinforce and contribute to progress at home.

6. Consulting with parents and young people.

- Parent and child voice is at the heart of SEN in our school.
- We will ensure we discuss any additional needs your child may have with all the right people. This will include you, as the parents and the children themselves.



7. Teaching children with SEND

Class teachers provide 'high quality teaching', making reasonable adjustments to lessons to ensure they are accessible to all children and contain appropriate challenge.

The quality of every teachers' provision for children with SEN is observed, monitored and challenged as part of the school's quality assurance processes and the teachers' annual performance management arrangements.

All children with SEN have access to the full curriculum, unless otherwise stated on a SEN support plan or EHC plan
Our aim is to encourage and prepare all children to become independent learners.

The school provides regular training throughout the year to support teachers in addressing specific areas of SEN.

Special Access Arrangements may be put in place for examinations.

Some children with SEN may access additional learning opportunities to help them catch up/ achieve certain targets. This will be listed on their SEN support plan or EHC plan.



8. Adaptations to the curriculum and learning environment for children with SEND

A range of access strategies such as work in chunks, work breaks, extra processing time

A small number of pupils access a tailored curriculum designed by the class teacher and delivered by trained support staff. Where appropriate this may follow a specialist programme such as the Sensory Curriculum.

A wide range of visual and multi sensory resources

Appropriate teaching approaches to match a child's learning style e.g. hands on, visual, multi sensory

Teachers are trained to adapt lessons according to the needs and differing abilities of children in their class

Collaborative learning

Pre-teaching and over-learning

Specialist equipment e.g. sloping boards, pencil grips, calming/fiddle toys, seating cushions, coloured overlays

Additional adult support (small group or 1:1) where appropriate



Access to ICT devices e.g. iPad, word processing, laptop, voice recorder



9. The expertise and training of staff to support children with SEN.

- SENCO: Mrs Jennifer Williams is an experienced qualified teacher who has completed the National Award for SENCOs
- In school training is run by our SENCO or through the Specialist Teaching Service. Staff attend training webinars provided by the Bucks iSEND team.
- Training takes place during INSET days, weekly staff meetings and sometimes during the school day.
- Training needs may be met by external professionals when required. For example, staff have been trained using step up and step on approaches by the Pupil Referral Unit.
- Staff have completed the Good Autism Practice training.
- Training last year included:
 - Anxiety
 - Speech and language
 - Lexia
 - Adaptive Teaching
 - Playground games
 - Meta-cognition
 - ADHD

10. Evaluating the effectiveness of our provision for children with SEND and the progress they make

Termly pupil progress meetings

SEN learning walks by Governors, SENCO and Senior Leadership Team to evaluate provision

Assessments are carried out pre and post interventions

Scrutiny of children's support plans against their work

Child and parent voice

Assess, Plan, Do, Review cycle - SENDCOs and class teachers monitor progress against support plan targets

Monitoring of intervention records

Termly SENCO surgeries with Class teacher to discuss children's needs and support plans.

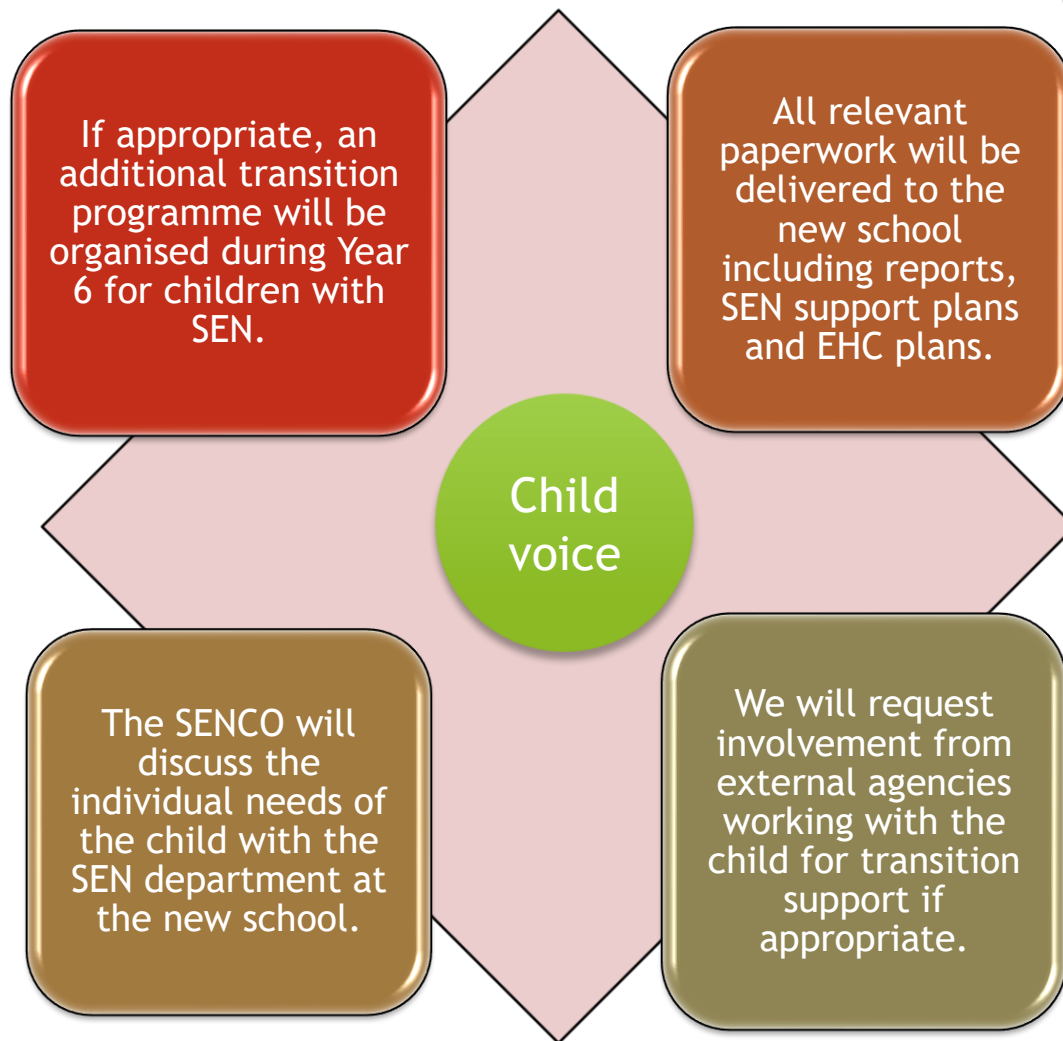
Assessments/ advice from external agencies e.g. speech and language therapists, occupational therapists, educational psychologists and cognition and learning.

Meetings with LA Educational Health Care Co-ordinator (EHCCO)

Evaluate the cost of interventions against the progress for children



11. Arrangements for transitions



New Secondary School



12. How children with SEN are enabled to engage in activities available with children in the school who do not have SEN.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

Residential trips take place in Year 3 and Year 5.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The SEN and Disability Act 2001 placed a duty on all schools and LEAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. We have recently had an extension to the side of the school which allows wheelchair access should we need it thus improving the physical environment of the school. We have had additional handrails placed along stairs and warning strips along the edges of steps.



13. Improving emotional and social development.



We are committed to providing a caring, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere.

All staff appreciate the importance of self-esteem and resilience in order to support the emotional well-being of children.

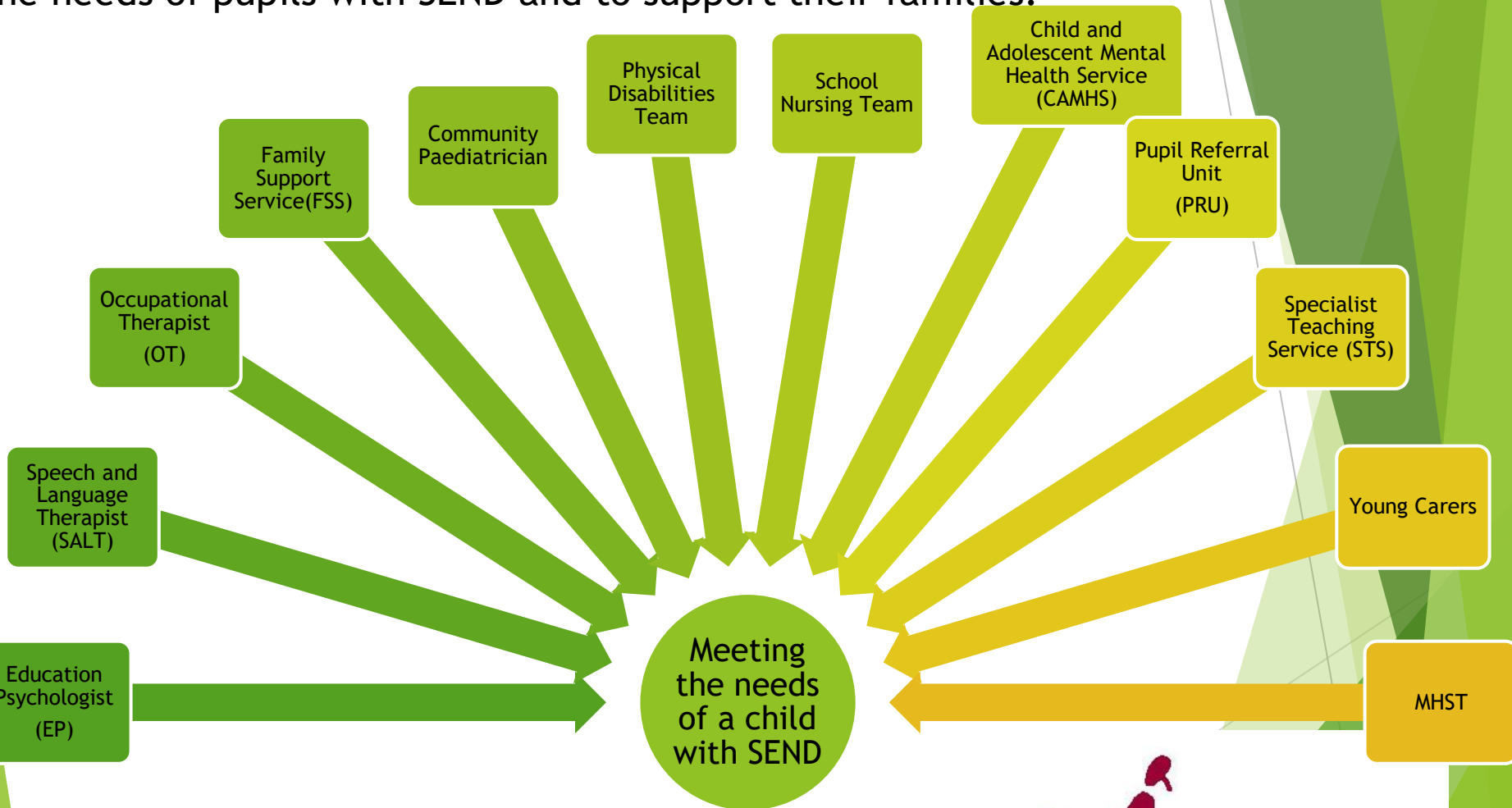
Bullying of any kind is unacceptable at our school. Please see our anti-bullying policy on the school website for more information.

Occasionally, a child may be referred to Child and Adolescent Mental Health (CAMHS) for extra emotional support. This is always discussed with parents first.

Children may also have individual behaviour improvement plans to support their emotional and social needs.

14. Our partnerships with other professional bodies

We sometimes involve other professional bodies (including health, social care) to meet the needs of pupils with SEND and to support their families.



15. Access to the local authority's Local Offer for SEND

The Buckinghamshire Local Offer is a free, accessible hub bringing together information from social care, health, education and other services around Special Educational Needs and Disabilities (SEND).

The Buckinghamshire Local Offer can be found here:

<https://familyinfo.buckinghamshire.gov.uk/send/>

Local Offer on Facebook: Like and follow the [@BucksLocalOffer](#) Facebook page for updates, news, activities and events.

Buckinghamshire Family Information Service

- familyinfo@bucksinghamshire.gov.uk
- 01296 383065

Buckinghamshire SEN Team

- senaylesbury@bucksinghamshire.gov.uk
- 01296 382269

Buckinghamshire SEND Information, Advice and Support

<https://www.bucksinghamshire.gov.uk/schools-and-learning/bucks-senias-service/contact-senias>