



West Wycombe School

Special Educational Needs (SEN) Information Report

Approved by: **West Wycombe School** Local Governing Board

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Contents

1. What types of SEN does the school provide for?	3
2. Which staff will support my child, and what training have they had?	3
3. What should I do if I think my child has SEN?	4
4. How will the school know if my child needs SEN support?	5
5. How will the school measure my child's progress?	5
6. How will I be involved in decisions made about my child's education?	6
7. How will my child be involved in decisions made about their education?	7
8. How will the school adapt its teaching for my child?	7
9. How will the school evaluate whether the support in place is helping my child?	8
10. How will the school resources be secured for my child?	9
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?	9
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	9
13. How does the school support pupils with disabilities?	10
14. How will the school support my child's mental health and emotional and social development?	10
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?	10
16. What support is in place for looked-after and previously looked-after children with SEN?	11
17. What should I do if I have a complaint about my child's SEN support?	11
18. What support is available for me and my family?	12
19. Glossary	13

Dear parents and carers,

The aim of this information report is to explain how we implement our Special Educational Needs and Disability (SEND) policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website <https://www.westwycombe.bucks.sch.uk/send>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENDCO

Our SENDCO is Mrs Rebecca Marsh



They have 4 years' experience in this role and have worked as a class teacher, deputy head teacher and head teacher. They are a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination in 2021.

They are allocated 2 days a week to manage SEN provision

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENDCO to meet the needs of pupils who have SEN.

Staff have received training in behaviour management, ordinary available provision, sensory circuits and masking.

Teaching assistants (TAs)

We have a team of 7 LSAs including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have teaching assistants who are trained to deliver interventions such as Phonics shed, sensory circuits and Lego therapy.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists (EP)
- Occupational therapists (OT)
- Specialist teaching service (STS)
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Mental Health Support Team (MHST)
- Emotional Based School Avoidance (EBSA)
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEND?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher via Dojo.

They will pass the message on to our SENDCO, Rebecca Marsh, who will be in touch to discuss your concerns.

You can also contact the SENDCO directly send@WWGLT.co.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of all pupils and identify those whose 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.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEN.

The SENDCO may observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO or class teacher will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

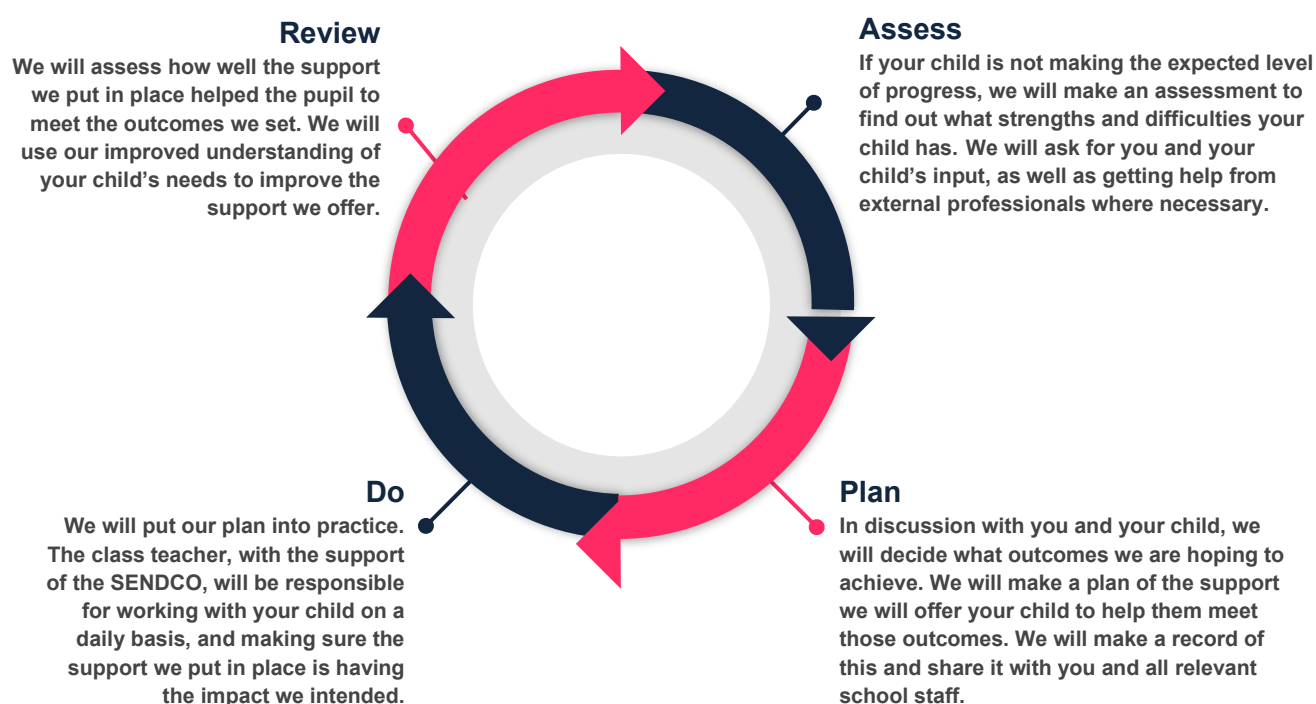
Based on all of this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEN register, and the Class teacher create a SEN support plan for them, with the support of the SENDCO.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Your child's class teacher will meet you at a minimum 2/3 times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

Your child's class teacher can be contacted by using Do Jo platform

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey
- Pupil voice

8. How will the school adapt its teaching for my child?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey
- Pupil voice

8. How will the school adapt its teaching for my child?

Your child's teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class.

Quality first teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will use scaffolding and adaptive teaching tools to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Ordinarily Available Provision (OAP) <https://schoolsweb.buckscc.gov.uk/send-and-inclusion/send-support/ordinarily-available-provision/>
- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting and scaffolding our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- LSAs will support pupils on a 1-to-1 basis when an EHCP specifies this within section F.
- LSAs/class teachers will support pupils in small groups when needed.

We may also provide the following interventions:

Literacy Gold

Speech/Language Link

Lego Therapy

Zones of Regulation

Sensory Circuits

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy Infant Speech link/language link
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Pencil grips Kick bands Phonic catch up Wobble cushions
	Moderate learning difficulties	Depending on need
Social, emotional and mental health	ADHD, ADD	Quiet areas Wobble cushion Tasks broken down Timers

	Adverse childhood experiences and/or mental health issues	Mindfulness
Sensory and/or physical	Hearing impairment	Classroom seating arrangements
	Visual impairment	Limiting classroom displays Classroom seating arrangements
	Multi-sensory impairment	
	Physical impairment	After advice from specialist teachers - - different entrances and exits, specialist chairs.

These interventions are part of our contribution to Buckinghamshire County Council local offer <https://familyinfo.buckinghamshire.gov.uk/send/>.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks depending on the intervention
- Using pupil questionnaires and voice
- Monitoring by the SENDCO
- Using provision maps/SEND Support Plans and PiXL data to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

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

All pupils are encouraged to go on our school trips, including our residential trips.

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

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

West Wycombe make provision for every kind of frequently occurring special educational need with or without an Education, Health and Care Plan (EHCP). For instance, dyslexia, dyspraxia, speech and language needs, autism, learning difficulties and social, mental health and emotional difficulties. Our staff have a wealth of experience when dealing with many different types of special educational need and will always give their best endeavours to meet the needs of all pupils.

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority. The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

All children whose education, health and care (EHC) plan names a school will be admitted before any other places are allocated.

In the event that the school receives more applications than the number of places it has available, places will be given to those children who meet the criteria set out below, in order until all places are filled

- Criterion 1: Looked after children and previously looked after children
- Criterion 2: Exceptional medical or social needs
- Criterion 3: Catchment

13. How does the school support pupils with disabilities?

We value all our pupils and are committed to providing a fully accessible environment that meets their education, physical, sensory, social, spiritual, emotional and cultural needs.

As a school we are happy to discuss individual access requirements. Facilities we have at present are:

- Specialist equipment may be given to pupils as appropriate e.g. writing slopes, sensory cushions, pencil grips or easy grip scissors, ear defenders.
- Visual timetables are displayed in every classroom.
- A range of curriculum resources are used to support specific subject areas e.g. coloured overlays or word banks can be used in lessons.
- Adaptations are made to the learning environment to accommodate individual pupils e.g. seating position or large print.
- Currently, we are not DDA compliant

School's accessibility plan can be found at: [Policies | West Wycombe Combined School](#).

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to take on roles in the school such as lunch time support.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by having a robust behaviour policy; having regular assemblies and discussions with children.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases (for primary schools)

The SENDCO of the secondary school is invited to come into our school for a meeting with our SENDCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

16. What support is in place for looked-after and previously looked-after children with SEN?

Sam Kaye is the designated Teacher for Looked after children.

Sam Kaye will work with Rebecca Marsh, our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

<https://www.greatlearnertrust.co.uk/policies>

Complaints about SEN provision in our school should be made to the class teacher in the first instance; followed by the SENCO. You will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Global Mediation on 0800 064 4488. This service is free of charge.

<https://familyinfo.buckinghamshire.gov.uk/send/education-and-send/education-health-and-care-plans/disagreeing-with-our-decision/>

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

Local Authorities are required by legislation to publish and review information about services they have available for children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is the 'Local Offer'. The Local Offer improves choice and transparency for families of children with SEND. It is an important resource for parents in understanding the range of services and provision in the local area and is an active signposting tool. Buckinghamshire Council's Local Offer can be found on www.bucksfamilyinfo.org under the tab at the top entitled 'Local Offer'.

Schools are required by legislation to publish and review information about services they have available or children and young people with SEND. This is detailed in a report entitled 'SEND Annual Information Report' and can be found on our school website [insert link].

Independent support is available for parents/carers undergoing the Education, Health and Care (EHC) Assessment and Planning Process, both with new EHC Plans or Learning Disability Assessments via SEND Information, Advice and Support Service (SENDIAS). The service is provided by Adviza, a charity whose purpose and passion is to support young people and others making important decisions in their lives, especially those who are vulnerable.

SENDIAS Contact details;

01296 383 754

E-mail: sendias@buckinghamshire.gov.uk

Website: <https://www.buckinghamshire.gov.uk/schools-and-learning/bucks-sendias-service/>

General

<https://www.specialneedsjungle.com/>

<https://familyinfo.buckinghamshire.gov.uk/send/education-and-send/>

<https://www.family-action.org.uk/what-we-do/children-families/send/send-info/>

<https://www.gov.uk/disability-living-allowance-children>

Autism

<https://www.autism.org.uk/>

<https://autism-bucks.charity/>

<https://www.ambitiousaboutautism.org.uk/information-about-autism/early-years/support-for-families>

ADHD

<https://www.ukadhd.com/support-groups.htm>

Mental health

<https://www.bucksmind.org.uk/guide/category/mental-health-categories/>

<https://tutorful.co.uk/guides/the-expert-guide-to-help-your-child-with-anxiety>

<https://www.youngminds.org.uk/parent/parents-helpline-and-webchat#parents-helpline>

OT

<https://www.buckshealthcare.nhs.uk/childrenandyoungpeoplesot/index.htm>

Dyslexia

<https://www.bdadyslexia.org.uk/>

SALT

https://chatterpack.net/?utm_campaign=2654135_CoP%20e-news%20May&utm_medium=email&utm_source=Nasen&dm_i=2F68,1KVXZ,9O8CFW,5DL6C,1

<https://www.buckshealthcare.nhs.uk/cyp/therapy/training-for-parents-early-years-and-school-staff/>

National charities that offer information and support to families of children with SEND are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

19. Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENDCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages