



Special educational needs (SEN) information report

Approved by: Full Governing Board

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Dear parents and carers,

The aim of this information report is to explain how we implement our 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.stone.bucks.sch.uk/>

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
	Severe 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 Miss Gemma Anderson

She has experience in this role and is a qualified teacher.

She has achieved the National Award in Special Educational Needs Co-ordination.

She works 3 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.

Some of our staff have also received Step On and Step Up training.

Teaching assistants (TAs)

We have a team of TAs who are trained to deliver SEN provision.

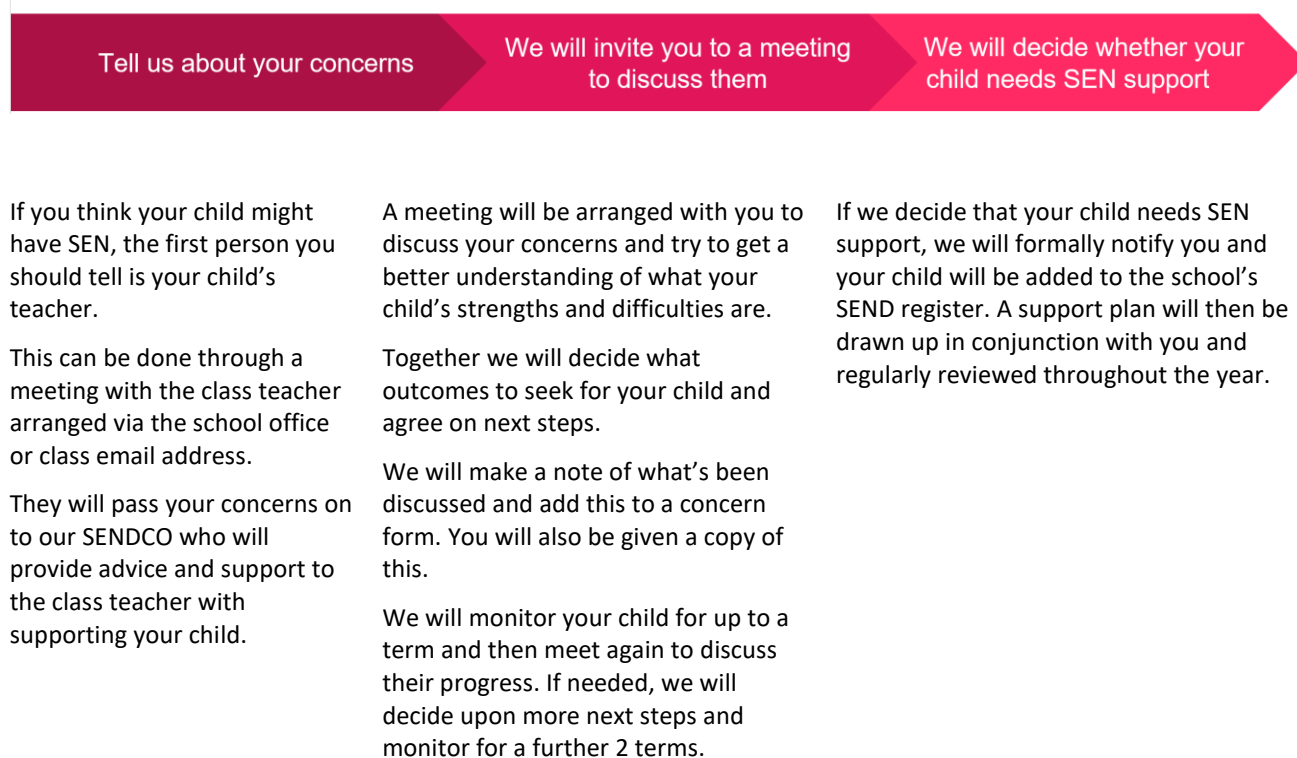
In the last academic year, TAs have been delivering interventions such as: Lego Therapy, precision monitoring, Think Good Feel Good, Time to Talk, Talkabout Social Skills, PDA.

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
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Mental Health Support Team (MHST)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Primary Referral Unit (PRU)

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



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

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include: minimal or no progress in a year group or across years, observations in class or on the playground, conversation with other professionals, teachers or parents.

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. The class teacher will arrange to meet with you and discuss their concerns and the strategies being put into place to support your child. This will be detailed on a concern form and will then be monitored for a term. At the end of this term, the class teacher will meet with you again to discuss the progress.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO and further support will be put in place for up to a further 2 terms and this will all be recorded. This will be reviewed at the end of each term and after a maximum of 3 terms a decision will be made as to whether your child has SEND.

The SENDCO will 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 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, a specialist teacher or a paediatrician.

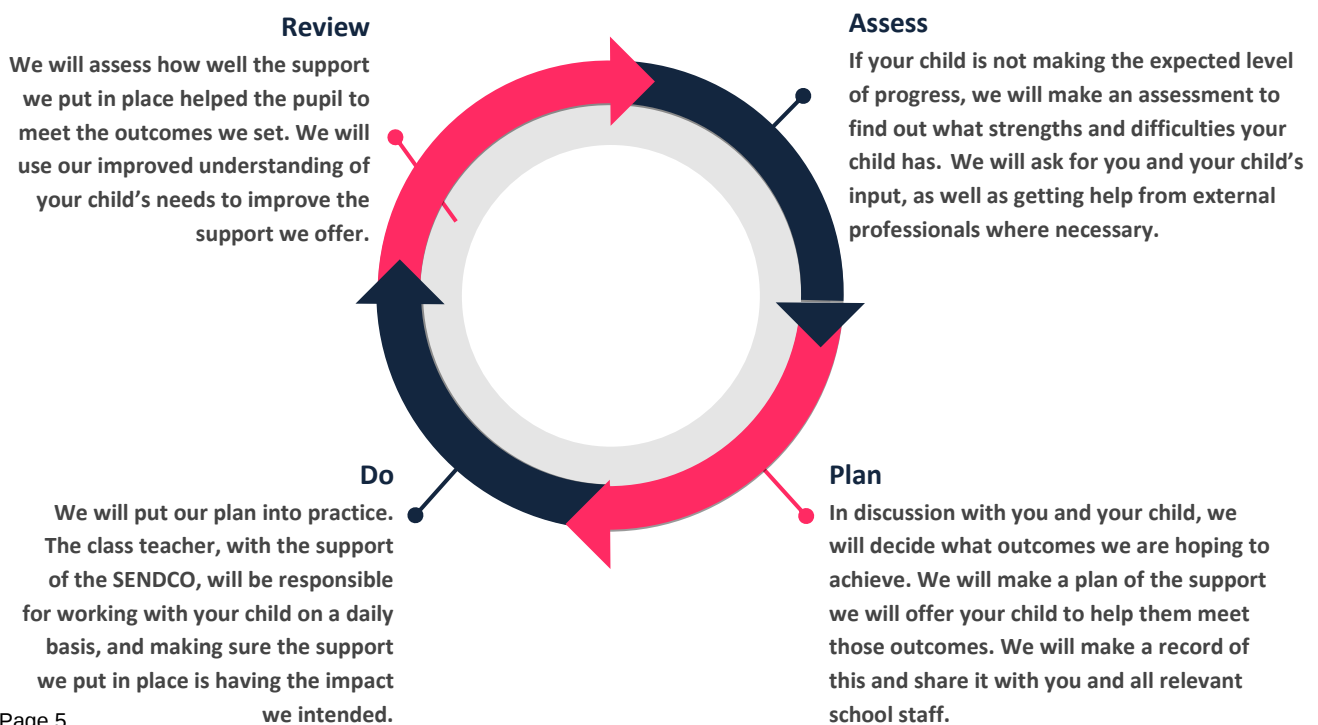
Based on all of this information, the SENDCO will decide whether your child needs SEND support. You will be told the outcome of the decision.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCO/ Class Teacher will work with you to create a SEND support plan for them.

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 SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

These are shared with parents three times a year, either at an extended parents evening or in a separate appointment.

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

We will provide an annual report on your child's progress. We will also share updated SEN support plans with your three times a year.

Your child's class teacher will meet you twice a year and after the written end of year report (if you wish to by making an appointment with the school office) 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 SEND support we are providing is impacting your child outside of school.

We use 'Insight' to create on SEND support plans and share these with parents. Parents are able to access the plans online and are able to comment on the plans. This ensures that parents are involved at every part of the process and are able to give their opinions on SEND support plans.

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. This can be done through email contact with the office or the class email address.

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

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

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

High-quality teaching and universal provision 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 make adaptations to how we teach 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:

- 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.
- Use of visuals in lessons to support with instructions, new vocabulary etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when needed.
- Teaching assistants will support pupils in small groups when needed.

We also provide the following universal provision which is available for all children:

- Visual timetables
- Social stories
- Now/next boards
- Regular movement and sensory breaks
- Regulation support
- Visuals to support in all lessons
- Quiet workstations
- Chunking tasks and information
- Taskboards
- Nurture groups
- Scaffolded tasks

These interventions are part of our contribution to Buckinghamshire's local offer.

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 throughout and at the end point
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps 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
- More teaching assistant hours
- 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 of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. This also includes all our PTA run events in school such as school discos.

All pupils are encouraged to go on our school trips, including our residential trip in Year 6.

All pupils are encouraged to take part in sports day, school plays and performances, WOW days and activities.

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?

Our normal admissions policy applies to all pupils, and we do not differentiate between applications from pupils with SEND and those without. Therefore, we will admit children already identified as having SEND, as well as identifying and providing for pupils not previously identified as having SEND.

We will continue to provide for any SEND child who joins the school from a different area and who has been identified as requiring special educational provision. This will ensure continuity of provision. The responsibility of placing a child who has a statement or EHC Plan lies with the LA.

13. How does the school support pupils with disabilities?

Please refer to our Accessibility Plan.

<https://www.stone.bucks.sch.uk/Policies/>

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 be part of the school council/ school clubs and all school activities
- We provide extra pastoral support for listening to the views of pupils with SEN by having a pastoral leader
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by ensuring all children are heard, investigating any allegations of bullying and reporting to Senior Leaders.
- We are a Mental Health Support Team link school and have an allocated link worked

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

Into our EYFS

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

- Arrange for the EYFS class teacher to visit the pre-school or setting before the child starts school
- Arrange a phone call with the child's current setting and speak with the key worker
- The SENDCo will arrange for either a visit or phone call to speak with the child's key worker if needed
- Offer additional transition session for the child to come and settle in before they start in the September
- Offer additional tours and guides around the school for children and parents at quieter times of the day.
- Provide visuals for parents to share with children that include photos of the teacher and classroom.

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 complete a detailed handover of the child's SEN
- Plan additional visits for them to their new classroom and their new teacher
- Schedule lessons with the incoming teacher (where possible) towards the end of the summer term
- Transition day in school for children to meet their new teacher and in their new classroom
- Provide visuals for parents to share with children that include photos of the teacher and classroom.

Between schools

When your child is moving on from our school, any SEN support plans, reports or other documentation will be shared with the school your child is moving to.

Between phases (for primary schools)

The SENDCO of the secondary school will speak to the SENDCO or Year 6 teacher. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Learning how to get organised independently
- Plugging any gaps in knowledge
- Additional transition will be provided to pupils who need it in the form of groups in school or additional transition sessions at the secondary school.

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

Ms Rosie Strudwick (Inclusion Manager) will work with Miss Gemma Anderson, 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?

Complaints about SEN provision in our school should be made to the class teacher in the first instance and then the SENDCO if you are still not satisfied. They 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.

Details of the team SENDIAS can be found here:

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

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.

To see what support is available to you locally, have a look at Buckinghamshire local offer. Bucks publishes information about the local offer on their website:

<https://familyinfo.buckinghamshire.gov.uk/send/about-local-offer/>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

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

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 and disabilities co-ordinator
- **SEND** – special educational needs and disabilities
- **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