



Hughenden Primary School

Special Educational Needs (Information) Regulation Annual Report September 2025

Hughenden Primary School provides a holistic, personalised education which is underpinned by quality teaching throughout. Our aim is for each child to fulfil their whole potential and develop lifelong skills; supporting, encouraging and challenging every child to recognise their achievements and build on their individual strengths.

We understand that for some children there are times during their school life when additional support may be needed. We are very proud of the excellent relationships we have built both with parents and with a wide range of outside agencies which enables us to meet the needs of individuals when a potential special educational need has been identified.

What kind of provision is in place for special educational needs at the school?

Our school is an inclusive setting where every child is valued. We aim to address children's needs and support their development in the most appropriate way possible and celebrate effort and progress as much as achievement and attainment. Our school's SEND policy document is available on our website, detailing our philosophy in relation to SEND.

<https://hughenden.eschools.co.uk/web/policies/160203>

Our Team

Our Special Educational Needs and Disabilities Co-Ordinator is Mrs Zafra Bendall.

We have a team of 12 LSAs, one of whom is a Higher-Level Teaching Assistant. All these staff members have experience and training in planning, delivering and assessing intervention programmes.

LSAs receive training related to the specific needs of children in their class, each year. SEND training forms part of the continuing professional development of all teachers and LSAs and is organised in accordance with the needs of the pupils.

The school works closely with other local settings, sharing training opportunities and outside experts. The SENDCo works closely with the other members of the Senior Leadership Team to review and plan the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our pupils.

What expertise and training does the school's staff have to support pupils with SEND?

- The SENDCo has worked with children with a wide range of needs since qualifying as a teacher in 1999. During this time, she has also held the role of EYFS Leader.
- We employ and train LSAs to deliver a range of interventions
- All members of staff are trained first aiders
- Staff are trained at least annually with regards to asthma, epilepsy, and anaphylaxis
- This year, staff have received training on Sensory Circuits, Scaffolding Learning Role of the LSA, Behaviour, Ordinarily Available Provision, Dyslexia, Autism.
- Staff have been trained in the Buckinghamshire Steps positive behaviour programme and the SENDCo is a Buckinghamshire Steps tutor.
- We have a trained Lego Therapy practitioner and are visited weekly by a Therapy Dog.
- Specialist information gained through research and training is disseminated via hand-outs and staff meetings
- As specific needs arise, the SENDCo approaches specialists from agencies. They offer advice clinics and the information that comes from this is imparted to appropriate members of staff and parents.
- General support and advice are offered to staff from the SENDCo, when appropriate.

Additional and/or different provision is currently being made at our school for our children with a range of needs including:

- **Cognition and Learning** – moderate learning difficulties, specific learning difficulties including dyslexia
- **Sensory, Medical and Physical** – sensory processing difficulties, gross and fine motor skill challenges
- **Communication and Interaction** – Autism, speech and language difficulties
- **Social, Emotional and Mental Health** – Attention Deficit Hyperactivity Disorder, Attachment Disorder, Anxiety

What is the school's policy with regard to the identification and assessment of children with SEND?

We aim to identify children with particular needs as early as possible. Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- 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
- widens the attainment gap

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or to make a successful transition to the next academic year or secondary school.

Parents are always informed if school staff consider that their child has an additional need. Parents and children (as appropriate depending on age and capability) are involved in planning to meet individual needs.

At Hughenden Primary School, a range of tests and observations are used to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use a benchmark for measuring the impact of subsequent interventions.

To obtain further understanding of a child's learning difficulties we may use:

- Holistic Profile Checklist
- Read Write Inc Assessments
- IDL Reading and Spelling Test
- Children's Happiness Scale
- ELSA Questionnaire
- Strength and Difficulties Questionnaire
- OT screening test (provided by County)
- Specific programme assessments e.g. Speech Link and Language Link
- Speech, Language and Communication Progression Tool (Communication Trust)

In addition, the school accesses the services of other professionals. When appropriate, we also commission an Educational Psychologist who supports us in identifying needs of our children using a range of specialist assessments.

What is the school's approach to teaching pupils with SEND?

Teachers are responsible and accountable for the progress and development of all the pupils in their own class. **High quality teaching** is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

High quality teaching is characterised by:

- Developing positive relationships and knowing pupils well
- High expectations for all, with a strong belief that attainment can be improved through effort
- Ensuring that our learning environments are inclusive: calm and orderly with clear and consistent rules and systems
- Quality feedback that is specific, accurate and clear and delivered in a way that meets all learners' needs
- Focused planning to provide suitable learning challenges for all pupils
- Engagement and challenge to ensure that children are learning at an optimal level
- Effective questioning and modelling
- Developing independence by encouraging pupils to develop their own problem-solving strategies and thus having more autonomy and control over their learning behaviour
- Using the Buckinghamshire Ordinarily Available Provision document to identify and implement appropriate strategies.

Children with SEND receive support that is additional to or different from the provision made for other children. All our teachers take account of a child's SEND in planning and assessment. They plan to enable children to fully engage in learning, physical and practical activities.

Every teacher works in line with each child's Individual Learning Plan, making sure they focus on the graduated approach in order to support children with SEND achieve their short term and long-term outcomes.

Ultimately, we focus on the whole child and recognise it is not just about the attainment at the end of the year, it is about equipping children with vital learning skills and values to make progress and be happy, self-motivated learners. As part of this holistic approach, we also support children in developing social and emotional resilience so that they thrive inside and outside the classroom.

Each class is provided with a Universal Provision Folder, containing resources that support and scaffold learning, such as task boards, reading windows, writing frames and 5-Point Scales for emotional regulation.

How does the school adapt the curriculum and learning environment?

Hughenden Primary School is committed to inclusive mainstream education and equal opportunities for all.

Curriculum

- The curriculum is scaffolded in order to be accessible to all children. This may occur by grouping (e.g. small group, 1:1, ability, peer partners), content of the lesson, teaching style, lesson format, provision of alternative recording methods, outcomes expected from individual children, materials used, support level provided, provision of alternative location for completion of work.
- The school always acts upon advice received from external agencies.

Learning Environment

- We endeavour to ensure that all classrooms are dyslexia friendly. This may include word walls, prompt mats, reading rulers, coloured backgrounds for presentations, individual resources, alternative means of recording, software, apps, reading resources, exercise books.
- We endeavour to ensure that all classrooms are autism friendly including the use of neutral backing paper, visual timetables, personalised timetables, now and next boards, Velcro under tables, step plans, prompt cards, quiet work-stations, sensory boxes/area, structured playground games.
- We endeavour to ensure that all classrooms are speech and language friendly including use of visual feedback, additional processing time included in teaching approach, preteaching of key vocabulary, word wall and consolidation of key vocabulary.
- Small group rooms are available for all Key Stages to provide quiet work areas for 1:1 or small group work.

The Wider Environment

- All academic, sporting and play areas are of an adequate size and layout to allow access for all pupils.
- We have chairs from the occupational therapy team specially adapted to enable children to access classroom and dining room tables.
- The main buildings are accessible for wheelchair users and ramps are in place to allow access to areas where there would have been a raised curb or steps.
- The school building has a toilet adapted for users with a physical disability.
- Visitor parking bays, nearest to reception, are made available in order to provide easier access for disabled pupils and/or parents/carers.

A range of provision to support children's needs includes but is not limited to:

Phonics and Maths

- Additional Read Write Inc phonics support carried out by suitably trained Learning Support Assistants (LSAs)
- Phonological Awareness screening for all children in Foundation, followed by targeted intervention, when appropriate.
- Daily, individual direct teaching sessions to work towards specific reading, spelling or number targets. These sessions are carried out by suitably trained LSAs, using the SNIP, White Rose or IDL programmes.
- LSAs are used for both in-class support, small focus group support and on an individual basis, when necessary. We recognise the vital importance of encouraging learners to develop independence and not become over-reliant on adult support.

Social, Emotional and Mental Health

- Social Skills groups to support pupils across the school. This may include using the Talkabout, Calming Cat or Lego Therapy programme.
- Individual and small group emotional support sessions.
- Daily check-ins for key children.
- Therapy dog visits weekly.
- Additional transition support for new pupils as well as at the end of each year; within and between Key Stages, with a particular focus on moving to Secondary school.
- Outdoor Learning sessions to support well-being and emotional literacy.

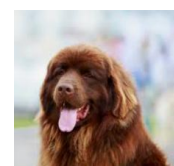
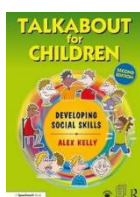
Communication and Language

- In Foundation and KS1, Speech Link and Language Link assessments identify children who may need additional support with forming speech sounds or understanding and using language. The programme then provides tailored interventions for individual children or groups.

Physical Needs

- Activities from the Bucks Occupational Therapy Resource Pack are used by trained practitioners to support children in specific areas, such as fine-motor skills or daily self-care.

In some cases, where complex special educational needs have been identified, additional 1:1 support is



What are the school's arrangements for assessing and reviewing the progress of children with SEND?

- Our school's Assessment Policy, available on our website, outlines the range of assessments regularly used throughout the school.
- Evaluation of Individual Learning Plans at least three times a year.
- Tracking of pupil progress in terms of National Curriculum bands at least three times a year.
- Progress of children with speech and language needs is assessed and reviewed regularly throughout the year using Speech Link or the Speech, Language and Communication Progression Tool from the Communication Trust. Our Link Speech and Language Therapists provide support to those children with EHCPs.
- Progress of children with social, emotional and mental needs is assessed and reviewed regularly throughout the year by teachers or our Emotional Literacy Support Assistant. The Boxall Scale, the Children's Happiness Scale, ELSA Questionnaires or Strength and Difficulty Questionnaires may be used, as appropriate.
- An Annual Review is held for children with EHCPs. Interim reviews can also be arranged throughout the year if deemed necessary

How does the school evaluate the effectiveness of provision for children with SEND?

- Use of ILPs (Individual Learning Plans) to measure progress and achievements against individualised outcomes.
- Use of assessment information/progress rates pre and post interventions.
- Use of attainment and progress data for children with SEND across the school
- Use of pupil/parent feedback.
- Monitoring by SENDCo, including Learning Walks, Book Looks and Parental and Pupil Voice.
- When children are assessed by the SENDCo or external agencies, meetings take place with parents/carers and the class teacher to discuss findings and how best to address needs and meet targets.
- When assessing children with SEND, consideration is given to recording needs e.g. reader, scribe, additional time or rests breaks may be necessary. Generally, whatever support is provided in the classroom is provided, as far as is permitted, during tests.
- Initial concerns about a child's progress are recorded on a SENDCo Referral Form, followed by discussion with the SENDCo and parents. Advice may then be sought from external agencies or the child may be placed on intervention programmes, as deemed appropriate.
- Access arrangements are considered for formal exams e.g. SATS and the Secondary Transfer Test

What additional support for learning is available for children with SEND at the school?

- We have 12 LSAs employed in our school, providing higher staff to pupil ratio, which maximises learning potential for all our children. All are trained to deliver a number of intervention programmes throughout the school. Some LSAs are deployed in classes to support children on a 1:1 or small group basis or to cover the class in order that the class teacher can provide 1:1 or small group support.
- A large number of intervention and support programmes are available for children who require additional support across the areas of need.
- For pupils with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place, e.g. Educational Psychologist, CAMHS, Occupational Therapists, Speech and Language Therapists, Mental Health Support Team, School Nurse, Family Support Service and Specialist Teachers. Meetings are often held in school involving specialists and/or parent to set outcomes, evaluate progress and ensure consistency of approach in addressing needs in our setting and at home.
- Specific resources or strategies are in place for many children recommended by external agencies e.g. coloured overlays/exercise books, sloping boards, ear defenders, fiddle toys, OT pens/pencils, sensory circuits, sensory cushions, access to a quiet area, personalised schedules.
- We follow the Code of Practice for SEND January 2015

What are the school's arrangements for consulting children with SEND and involving them in their education?

- Pupil survey forms are used at annual/interim reviews to obtain pupils' views about their SEND support in place to address needs and any modifications to this support which pupils feel may be helpful
- Pupils are invited to termly meetings in order to contribute towards evaluating support in place and progress towards targets.

This is a screenshot of a pupil's Individual Learning Plan (Autumn 2024). The form is divided into several colored sections for a pupil to fill in:

- Photo or drawing of me:** A box for a personal drawing or photo.
- What people like or achieve about me:** A red-bordered box for positive feedback.
- I learn best when:** A box for describing preferred learning methods.
- What is important to me:** A green-bordered box for personal interests or values.
- What I am good at:** A blue-bordered box with a checkmark icon for strengths.
- Things I find more difficult:** A box for identifying challenges.
- Area for the future:** A yellow-bordered box for future goals.

This is a screenshot of a 'Long Term Outcomes for Child or Young Person' form. It includes a header section for identifying specific, measurable, achievable, realistic, time-based outcomes, followed by a table for tracking progress over time.

	What can I do now? (Present)	What would I like to be able to do? (Plan)	How well I learn to do it? (Do)	What progress has been made towards the long-term term? (Review)
Child's Name				

What are the school's arrangements for consulting parents of children with SEND and involving such parents in the education of their child?

- We are proud of our open-door policy and encourage parents/carers to speak to staff about any concerns they might have.
- Children with SEND will have an ILP or Pupil Passport written with them and their parent/carer and reviewed every term. Recommendations for new outcomes will be discussed alongside suggestions for supporting their child in the home setting, where appropriate.
- Some pupils who are being supported by a specific LSA will require more frequent communication with the parent/ carer and it may be appropriate to use a communication diary.
- Pupils with an EHCP will have an additional, formal Annual Review (an Interim Review may be set up if deemed necessary). Parents and children are invited to these meetings.

How are equipment and facilities to support children with SEND secured at the school?

- Through discussion with specialist agencies involved, parents and our Head teacher
- Equipment and facilities to support pupils with SEND are non-negotiable at our school; whatever our pupils with SEND require, within the parameters of our mainstream setting, we will always provide, e.g. coloured overlays/books, quiet areas, sensory circuit equipment/space, sensory cushions, ear defenders, writing slopes, fiddle toys, OT recommended pencils and pens, software, apps.
- We regard our duty to make reasonable adjustments as an anticipatory duty, e.g. it applies not only to disabled pupils who may already attend our school but also to disabled pupils who may attend in the future.

Which activities are available at the school for children with SEND in addition to those available in accordance with the curriculum?

- All extra-curricular activities are available to all our pupils
- Before and after school care is available for all our pupils
- Residential trips are available to all our children
- Lunch Club is available to pupils with social communication issues and structured lunchtime games sessions are also available.

How do we handle complaints from parents of children with SEND, about provision made at the school?

It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our SEND complaint procedure is as follows:

1. The complaint is dealt with by the class teacher
2. If the matter remains unresolved the complaint is dealt with by the SENDCO
3. If there is still no resolution the Head teacher would become involved
4. If the matter is still not resolved the complainant must put their complaint in writing to the Chair of Governors
5. The Governing Body will deal with the matter through their agreed complaint resolution procedures
6. In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority or request independent disagreement resolution and the school will make further information available about this process on request.

How does the school's governing body involve other bodies in meeting the needs of our pupils with SEND?

The school's governing body involves other bodies to ensure the needs of pupils with SEND and their families are met by seeking the advice of:

- Specialist Teaching service to support students with Down Syndrome, Visual Impairment, Hearing Impairment, Speech, Language and Communication Needs and Physical Disabilities
- Educational Psychologist
- CAMHS (Child and Adolescent Mental Health Service)
- The School Nursing Team
- Specialist Diabetes Nurses
- Community Paediatrics
- Social Care
- Family Resilience
- Mental Health Support Team
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Pathways Primary Pupil Referral Unit (PRU)
- County SEND Team

Our SEND Governor works closely with the SENDCO to champion the issue of special educational needs within the work of the governing board and to have specific oversight of the school's arrangements and provision for meeting special educational needs.

What are the school's arrangements for pupils with SEND transferring between other education providers or preparing for adulthood & independent living?

- We work closely with pre-school settings prior to children joining the school. This involves additional visits to the child in their current setting or at home as well as planning for the child to spend time with us. Together, we will create an Individual Learning Plan to ensure the correct provision is in place as soon as the child joins our setting.
- We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.
- When moving to a new year group within the school, the following Enhanced Transition are in place for children with SEND:
 - ILP updated with parental and child's views for their new teacher
 - Transition Booklet with letter from new teacher and photos of staff and new classroom
 - Additional transition visit to the new classroom at the end of August
 - Extra time with their teacher, 1:1 time going to their new learning environment frequently throughout the day/week, taking on a responsibility that requires daily contact with the new team and the new learning environment.
- We have strong links with the local secondary schools and provide a detailed transition programme to support our Year 6 pupils with SEND. The SENDCo will meet with the Secondary SENDCos and other key staff to share data and information.

Which support services are available to parents?

There are a number of support groups and specialist providers. Please see list below:

- Carers Bucks
- FACT Bucks (Families and Carers Together in Buckinghamshire)
- Contact a Family
- Specific Conditions' Support Groups (Bucks)
- Bucks SEND IAS Service – impartial information, advice and support on special educational needs and disabilities Please go to: <https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page>

This website will provide details on each group and how to access them.

Please also feel free to speak to our SENDCo for any advice and support accessing these services.

Who can young people and parents contact if they have concerns?

Specialist Teaching Service to support students with Down Syndrome, Visual impairment, Hearing Impairment, Speech, Language and Communication Needs and Physical Disabilities

<http://www.learningtrust.net/contact/>

CAMHS (Child and Adolescent Mental Health Service) www.oxfordhealth.bucksamhsspa@nhs.net Social Care 0845 4600001 Family Services www.familyinfo@buckscc.gov.uk County SEND Team 01296 395000

Where can the LA's local offer be found?

Information for the Local Offer for Buckinghamshire is available at www.bucksfamilyinfo.org/localoffer

The Bucks Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority.

If you wish to contact Buckinghamshire County Council about the Local Offer please call 0845 688 4944 or email www.familyinfo@buckscc.gov.uk

Name and contact details of the school's SENDCo:

Name: Zafra Bendall Email: sendco@hughendenprimary.co.uk Tel: 01494 562501

Name and contact details of the school's Head teacher:

Name: Katherine Mann Email: office@hughendenprimary.co.uk Tel: 01494 562501

Key

SENDCo – Special Educational Needs and Disabilities Co-ordinator

SEND – Special Educational Needs and Disabilities

OT – Occupational Therapist

CAMHS - Child and Adolescent Mental Health Service

EP – Educational Psychologist

SALT – Speech and Language Therapist

PRU – Pupil Referral Unit

LSA – Learning Support Assistant

SLT – Senior Leadership Team

KS1 – Key Stage One

KS2 – Key Stage Two