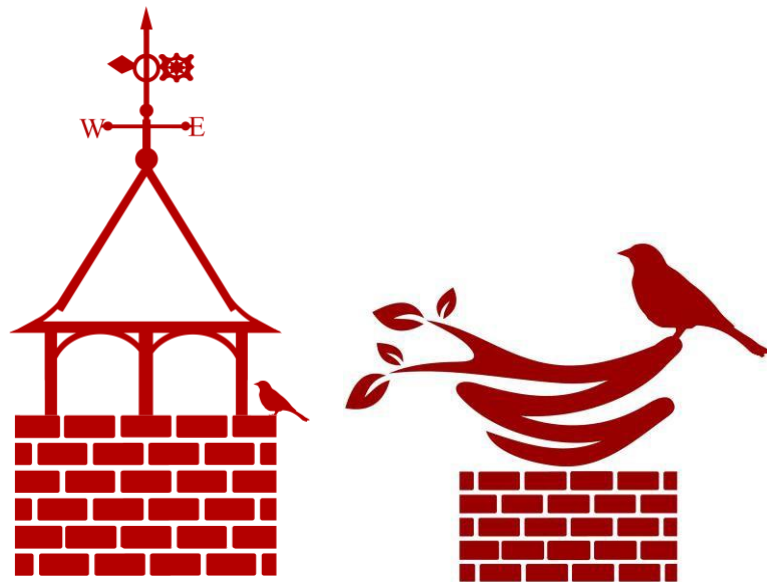


Juniper Hill School

SEND Information Report



Kindness Enjoyment Achievement

Written June 2026

Review Date June 2027

Juniper Hill School SEND Information Report

Our Special Educational Needs and Disabilities (SEND) Information Report is designed to provide parents and carers with clear information about how Juniper Hill School supports and makes provision for pupils with special educational needs and disabilities (SEND), in line with the requirements set out in Schedule 1 of the Special Educational Needs and Disability Regulations (2014). This report explains how our SEND policy is implemented in practice and outlines the support available within our mainstream provision, including The Nest, our specialist SEMH provision. The report is reviewed and updated annually to reflect our current provision and practice. If you would like further information about our approach to SEND, please refer to our SEND Policy, which is available on the school website. This report should also be read in conjunction with Buckinghamshire Council's Local Offer, which provides information about support and services available across the local area:

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

Areas of Special Educational Needs and Disabilities

Children's SEND needs are identified within four broad areas:



Communication and Interaction

Children may need support to understand and use language, express their needs, or follow the social rules of communication. This includes pupils with Autism Spectrum Condition (ASC), who may experience differences in social interaction, communication, and flexible thinking.



Cognition and Learning

Children may learn at a slower pace than their peers or have specific difficulties in areas such as reading, writing, number, or coordination (e.g. dyslexia, dyscalculia, developmental coordination disorder).



Sensory and/or Physical Needs

Children may have a physical disability or sensory need (e.g. vision or hearing impairment) that affects their access to learning and requires adaptations, specialist support, or equipment.



Social, Emotional and Mental Health (SEMH)

Children may experience difficulties with emotional regulation, relationships, or behaviour. This can include anxiety, trauma, attachment needs, or neurodevelopmental differences such as ADHD, which impact engagement in learning.

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

Senior Leadership for SEND

SEND and Inclusion at Juniper Hill School is led by Mrs Lauren Long, Assistant Headteacher, Designated Safeguarding Lead and the school's SENDCo. Mrs Lauren Long works closely with class teachers and support staff across the school to ensure that pupils with SEND receive appropriate, high-quality provision.

Class Teachers

Class teachers have responsibility for the progress and attainment of all pupils in their class. All teachers receive regular SEND-focused CPD and are supported by the SENDCo to adapt teaching, plan targeted support, and meet individual needs.

Learning Support Assistants (LSAs)

Our LSAs work alongside teachers to provide in-class support, small group interventions, and targeted programmes tailored to pupils' needs. They receive ongoing training across a range of SEND areas.

The Nest Provision

Within The Nest, our specialist SEMH provision, trained LSAs provide enhanced support for pupils with

more complex social, emotional and mental health needs. Staff are experienced in trauma-informed practice and support pupils with regulation, relationships, and engagement in learning.

Speech and Language Therapy (SaLT)

We work with a privately commissioned Speech and Language Therapist, Lilo Seelos, who assesses and supports pupils with communication and language needs. Programmes and strategies are delivered in school by trained staff.

External Agencies

Where additional expertise is required, we work closely with Buckinghamshire external services to support pupils and their families. These may include:

-  Educational Psychology Service
-  Speech and Language Therapy (NHS services)
-  Occupational Therapy
-  CAMHS (Child and Adolescent Mental Health Services)
-  School Nursing Team
-  Specialist Teaching Service (e.g. ASC, Cognition and Learning, SEMH, Sensory Needs)
-  Hearing and Vision Support Services
-  Early Help and Social Care services
-  Virtual School (for children in care)
-  Relevant voluntary and community organisations

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

If you have any concerns about your child's progress or attainment, please speak to your child's class teacher in the first instance. They will be happy to meet with you to discuss your concerns and agree next steps.

Where appropriate, this may include involving the SENDCo (Mrs Lauren Long) to explore additional support and identify any external professionals who may be able to help. We work closely with families to ensure that concerns are addressed promptly and the right support is put in place.

Share Your Concerns

If you think your child may have Special Educational Needs, we encourage you to speak to your child's class teacher in the first instance. They know your child well and will be happy to listen to your concerns and discuss what they are seeing in school.

The class teacher will liaise with the SENDCo (Mrs Lauren Long), who may contact you to discuss your concerns further. You are also welcome to contact the SENDCo directly via email –

SEND@Juniper.school.

Meeting with You

We will invite you to meet with us to explore your concerns in more detail. This meeting will help us to build a shared understanding of your child's strengths, needs, and experiences both at home and in school.

Together, we will:

-  Share information and observations
-  Agree desired outcomes for your child
-  Plan clear next steps and any additional support

Meetings notes with class teachers will be kept and logged on our SEND provision mapping system. This ensures that agreed actions and next steps can be reviewed, monitored, and clearly shared with staff, including during transition between classes or key stages.

SEN Support Decision

We will work in partnership with you to agree the most appropriate next steps for your child. This may include implementing targeted support within school and, where appropriate, making referrals to external professionals for further advice and assessment.

Where a child's needs require provision that is additional to or different from that ordinarily available, we will discuss whether SEN Support is appropriate. This may include creating a SEN Support Plan to clearly outline your child's needs, agreed outcomes, and the support in place. Any decision regarding SEN Support or placement on the SEN register will always be made collaboratively with you.

All agreed strategies, outcomes, and next steps will be recorded on our SEND provision mapping system. This ensures that support plans and interventions are clearly documented and accessible to both staff and families, enabling everyone to understand the provision in place and work together to support your child effectively.

How will the school know if my child needs SEND support?

At Juniper Hill School, all class teachers regularly assess pupils' learning, progress and wellbeing. They are attentive to any child who may not be making expected progress academically, socially or emotionally.

If a concern arises, the class teacher will first look closely at your child's learning to identify any gaps or barriers. Short-term support or targeted interventions may be put in place to help address these. Many children make good progress once these gaps have been identified and supported.

If your child continues to find learning or school life difficult, the class teacher will discuss this with the SENDCo and will arrange to speak with you to share concerns and gather your views.

The SENDCo, alongside the class teacher and inclusion team, may then:

-  Observe your child in class and at other times of the day (e.g. playtimes)
-  Review their progress, attainment and wider development
-  Speak with staff who know your child well
-  Compare their progress with that of their peers

We place great importance on working in partnership with families, so your views - and your child's views - will always be sought as part of this process.

Where appropriate, we may also seek advice from external professionals (such as a Speech and Language Therapist, Specialist Teaching Service or Educational Psychologist) to build a fuller picture of your child's needs.

Using all of this information, the SENDCo will decide whether your child requires SEN Support. We will always discuss this decision with you.

If your child does require SEN Support, they will be added to the school's SEND register, and a personalised SEN Support Plan will be created and shared with you via Provision Map. This will outline the support in place, with clear targets and next steps, and will be reviewed termly, in partnership with you.

How will the school measure my child's progress?

At Juniper Hill School, we use the graduated approach to support children with SEND. This follows a continuous four-part cycle: assess, plan, do, review.

As part of this process, we will:

-  Carefully assess your child's needs and current levels of attainment
-  Agree clear, personalised outcomes for your child to work towards
-  Put appropriate support and interventions in place
-  Regularly review progress and adapt support as needed

When your child begins a targeted intervention, we often carry out a baseline assessment first. This helps us to understand your child's starting point so we can measure the impact of the support over time.

Your child's progress will be monitored:

-  Through ongoing teacher assessment and termly progress reviews
-  Against the outcomes set in their SEN Support Plan
-  By evaluating how well they respond to different strategies and interventions

We record and review this information using Provision Map, which allows us to track progress over time and ensure consistency between staff and with families.

This is an ongoing cycle. If your child makes good progress and is able to access learning independently, they may no longer require SEN Support. For others, we will continue the cycle, refining targets, strategies and provision to ensure we are meeting their needs as effectively as possible.

We will always involve you in reviewing your child's progress and next steps, as working in partnership with families is central to our approach.

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

At Juniper Hill School, we value working in close partnership with families and recognise that you know your child best. We aim to involve you fully in all decisions about your child's support and provision.

Throughout the year, there are regular opportunities to meet with your child's class teacher, including:

-  Two parents' evenings and an additional drop-in session
-  A 'Meet the Teacher' session at the start of the academic year
-  Opportunities to share information through our transition forms, where you can highlight any SEND or wellbeing needs for the new class teacher

-  You can contact your child's class teacher at any time via the school office office@juniper.school with any questions or concerns. The teacher will respond by email or arrange a meeting, depending on what is most appropriate.

If your child is receiving SEN Support, we will work more closely with you through a structured cycle of planning and review:

-  Depending on your child's SEN need, they may have a SEN Support Plan, which is reviewed regularly (typically three plans and four review points across the year)
-  The class teacher may arrange an additional meeting with you to:
 - Set and review outcomes for your child
 - Discuss the support and interventions in place
 - Agreeing next steps and responsibilities for school, home and your child

The SENDCo may attend these meetings where additional support or guidance is helpful.

All SEN Support Plans and reviews are recorded on **Provision Map**, which allows you to:

-  View your child's targets, provision and progress
-  See which interventions your child has accessed
-  Contribute your views and share updates from home

If your child has an EHCP, you will also have more formal review meetings, including the statutory annual review, and may meet with the SENDCo more regularly.

We will always seek your views when assessing and reviewing your child's needs. We also welcome ongoing communication - if your child's needs or circumstances change at any time, please let us know so we can adapt support quickly.

Following meetings, we record agreed actions and next steps, which are shared with relevant staff. You can request a copy of this at any time.

If you have any concerns between meetings, please contact your child's class teacher in the first instance.

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

At Juniper Hill School, we value pupil voice and ensure children are involved in decisions about their learning in an age-appropriate way.

The level of involvement will depend on your child's age and stage of development, but may include:

-  Sharing their views with a trusted adult or, where appropriate, contributing to meetings
-  Contributing to their SEN Support Plan, including their targets and support

All SEN Support Plans include pupil voice, and the 'All About Me' section is shaped by your child's views (as appropriate), helping us to understand their strengths, interests and what helps them to learn best.

We take a strengths-based approach, celebrating what children do well while sensitively supporting them to develop further.

How will the school adapt its teaching for my child?

At Juniper Hill School, the class teacher is responsible and accountable for the progress and development of all pupils in their class.

Our first and most important approach is Quality First Teaching (QFT). As outlined on our school website (SEND section), this means high-quality, inclusive teaching within the classroom that is carefully adapted to meet the needs of all learners. We believe that the most effective support for most children is to remain in class, learning alongside their peers, with well-adapted teaching from their class teacher.

We ensure all pupils have access to a broad and balanced curriculum, and teaching is tailored on a case-by-case basis. Adaptations may include:

-  Differentiating learning through flexible grouping, targeted adult support, or adapted tasks
-  Adapting teaching approaches (e.g., modelling, scaffolding, pre-teaching key vocabulary, additional processing time, breaking instructions down)
-  Using supportive resources (e.g., visual timetables, concrete resources, assistive technology, enlarged text)
-  Providing structured opportunities for small group or 1:1 support where needed

All staff receive ongoing training and continuing professional development (CPD) to ensure they are confident in meeting a wide range of needs within the classroom.

Where additional support is required, this will always build on strong classroom practice rather than replace it.

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

At Juniper Hill School, we regularly review the impact of support to ensure it is effective and responsive to your child's needs.

We do this by:

-  Monitoring progress against targets on your child's SEN Support Plan via Provision Map
-  Evaluating the impact of interventions (typically after 6–8 weeks)
-  Gathering pupil voice to understand how your child feels about their support
-  Ongoing monitoring and review by the SENDCo

This is part of our assess–plan–do–review cycle. Support is adapted as needed, ensuring we respond quickly to what is working best for your child.

If your child has an EHCP, their progress and provision will also be formally reviewed as part of the annual review process.

How will resources be secured for my child?

At Juniper Hill School, we ensure that resources are carefully allocated to meet the needs of our pupils with SEND.

Where additional support is required, this may include:

-  Specialist equipment or adapted resources
-  Additional adult support
-  Further training for staff
-  Advice and support from external professionals

We may work with external agencies (such as Educational Psychologists, Speech and Language Therapists, or Occupational Therapists) to ensure we are providing the most appropriate support for your child.

Like all mainstream schools, we provide support for pupils with SEND from our delegated budget (up to the nationally agreed threshold). Where a child requires support beyond this, we may work with Buckinghamshire Council to seek additional funding.

All decisions about resources are made with your child's needs at the centre, ensuring they can access learning and make progress alongside their peers.

How does the school support pupils with disabilities?

At Juniper Hill School, we are fully committed to inclusion and ensuring that all children are welcomed, valued and supported to succeed. We aim to remove barriers to learning and participation so that pupils with disabilities can access all aspects of school life alongside their peers.

We:

-  Ensure a broad and balanced curriculum that is adapted to meet individual needs
-  Provide a positive, supportive environment where all pupils are respected and included
-  Use appropriate resources, adaptations and support to meet individual needs
-  Promote understanding, awareness and acceptance of disabilities across our school community

We take a proactive approach to removing barriers by:

-  Adapting teaching and the curriculum in line with our Quality First Teaching approach
-  Setting ambitious but appropriate learning challenges
-  Responding to a wide range of learning styles and needs

Juniper Hill School has a strong foundation in supporting pupils with physical disabilities. We previously hosted a Physical Disability Additionally Resourced Provision (ARP), and as a result:

-  The school site is fully accessible, with all areas on one level
-  There is ramped access to the Year 6 block
-  Classrooms are spacious, with wide doorways
-  We have specialist facilities, including a hoist and adaptable bed

This enables us to support pupils with a range of physical needs effectively and ensures they can access learning and the wider school environment safely and with dignity.

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

At Juniper Hill School, we recognise that positive mental health and emotional wellbeing are fundamental to children's learning, development and overall quality of life, just as much as their physical health. We take a whole-school, inclusive approach to promoting wellbeing for all pupils.

All staff are trained in attachment-aware and trauma-informed approaches, enabling them to understand and respond sensitively to children's emotional needs. We use emotionally literate practices to help pupils develop self-awareness, regulate their emotions and build positive relationships.

We follow the Department for Education's guidance that schools play a key role in supporting children to become resilient and mentally healthy individuals. Our aim is to ensure that pupils:

-  Feel safe, valued and included within the school community
-  Develop a strong sense of belonging
-  Are able to express a range of emotions appropriately
-  Build and maintain positive relationships
-  Learn strategies to cope with change, challenge and everyday stresses
-  Know how and where to seek help when needed

We actively promote understanding of mental health and work to reduce stigma, helping children to talk openly about their feelings and wellbeing.

To support this, Juniper Hill offers a range of targeted and universal provision:

-  A designated Wellbeing Lead (Mrs Hunt) who oversees emotional wellbeing provision across the school
-  A team of trained Emotional Literacy Support Assistants (ELSAs) who deliver targeted interventions for pupils experiencing social, emotional or mental health needs, including support around bereavement, anxiety or transitions
-  Access to external support through the Mental Health Support Team (MHST), which works in partnership with school to support children with emerging emotional wellbeing needs
-  Where needs are more complex, the school may also support referrals to specialist services such as CAMHS
-  A structured PSHE and life skills curriculum which explicitly teaches emotional literacy, resilience and healthy relationships
-  Termly wellbeing afternoons to promote positive mental health and a sense of community
-  Weekly positive affirmations, shared by pupils across the school, supporting confidence, self-esteem and a culture where children celebrate themselves and each other
-  Opportunities for pupils to share their views through wellbeing questionnaires, ensuring their voice informs provision and support

Where needed, additional bespoke support is put in place through the graduated approach (assess–plan–do–review), ensuring that interventions are tailored to individual needs and regularly reviewed.

Through this layered approach, we aim to ensure every child at Juniper Hill feels supported, understood and equipped to manage their emotional wellbeing both in school and beyond.

What support will be available for my child as they transition between classes or settings?

We recognise that transitions can be a significant time for children, particularly for those with SEND. At Juniper Hill School, we take a carefully planned, consistent and personalised approach to ensure that all pupils feel safe, prepared and supported during periods of change.

When moving to a new school year

At Juniper Hill, pupils move through the school with their established peer group, which supports continuity, security and positive relationships. We only consider changes to class groupings in exceptional circumstances, where this is clearly in the best interests of the child.

To support a smooth transition into the next year, we:

-  Carefully assign staff to classes through whole-staff discussions, taking into account pupils' needs and staff expertise
-  Ensure that current and receiving teachers meet during the summer term to share detailed information about each child's needs, strategies and provision
-  Provide whole-class transition opportunities, including the Buckinghamshire transition day, where pupils spend time with their new teacher and take part in engaging activities to build relationships

To further support pupils:

-  In younger year groups, children may have additional story times or informal visits with their new teacher
-  Pupils may have additional visits to their new classroom, key adults and areas of the school where needed

For pupils requiring additional support:

-  A personalised transition plan may be created
-  Pupils may attend a weekly ELSA-led transition group, where they:
 - Develop confidence and discuss any worries
 - Create a personalised transition book to take home over the summer holidays, supporting preparation with their families
-  Where a number of pupils require additional support, a small group transition intervention may be delivered by a class LSA, supported by the ELSA team

When moving between schools (e.g. primary to secondary)

We work closely with receiving schools to ensure that transitions are well planned, supportive and based on a clear understanding of each child's needs.

We do this by:

-  The SENDCo meeting with SENDCos from feeder and receiving schools to share detailed information about pupils' Special Educational Needs, wellbeing and effective support strategies, alongside relevant documentation
-  Providing opportunities for secondary SENDCos and staff to visit Juniper Hill to meet with Year 6 teachers and discuss pupils receiving SEN support

-  Supporting families to access additional and quieter transition visits offered by secondary schools
-  Arranging and supporting any extended or enhanced transition programmes where required

To prepare pupils for secondary school, we provide:

-  Support to develop independence and organisational skills
-  Opportunities to consolidate key learning where needed
-  Enhanced emotional support throughout the summer term

For pupils with the highest level of need:

-  A targeted Year 6–7 transition group is offered to a small number of pupils
 - This small group provision supports pupils to build confidence, manage anxieties and prepare both practically and emotionally for the transition to secondary school

The SENDCo can also provide families with a range of ELSA transition resources and leaflets, which can be used at home to further support children in preparing for change.

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

At Juniper Hill School, we recognise that children who are looked-after or previously looked-after may have additional vulnerabilities, particularly where this intersects with Special Educational Needs. We are committed to providing consistent, nurturing and well-coordinated support to ensure these pupils feel safe, understood and able to thrive.

Mrs Claire Garnett (Headteacher) and Mrs Lauren Long (SENDCo) are both Designated Safeguarding Leads for looked-after children, ensuring that safeguarding, wellbeing and SEND provision are closely aligned, regularly reviewed and carefully monitored.

All staff receive regular training, including a strong focus on attachment and trauma-informed approaches, so that they understand how children's lived experiences may impact on their learning, behaviour and emotional wellbeing. We place high importance on developing safe, trusting relationships with key adults and peers, as these are fundamental to supporting children's progress and sense of belonging.

Children who are looked-after or previously looked-after and have SEND are supported through a joined-up approach, which may include:

-  High-quality teaching and targeted support, in line with our graduated approach
-  A strong focus on emotional wellbeing, regulation and relational practice
-  Access to additional support such as ELSA interventions, play therapy and/or Speech and Language Therapy (SaLT) where appropriate
-  Close monitoring of both academic progress and social, emotional and mental health needs

All looked-after children have a Personal Education Plan (PEP). We ensure that the PEP is closely aligned with any SEN Support Plan or Education, Health and Care Plan (EHCP), so that provision is consistent, complementary and centred around the child's individual needs.

We maintain strong, effective partnerships with the Virtual School, working collaboratively to ensure that pupils receive coordinated and well-informed support. Regular communication ensures that strategies are shared and provision is responsive to each child's needs.

At Juniper Hill, we have a significantly higher-than-average number of pupils who are looked-after or previously looked-after. This has enabled us to develop strong expertise and a consistent, informed approach, ensuring that every child is supported through high expectations, relational practice and a deep understanding of individual need.

How will my child be included in enrichment activities outside of the classroom, including school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.

A child with a physical disability / hearing impairment/ visual impairment will have an individual risk assessment for trips and physical activities e.g., swimming, residential trips, etc. We may also consult with their medical teams to ensure suitability of the activity or suggested adaptations.

The school offers a variety of after school club. We aim for these to be as inclusive as possible. Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Each child's needs will be considered on an individual basis. Breakfast Club is run by the school, we welcome all Juniper children and will work with our families to make any reasonable adaptations for children with SEND. Our afterschool provision is run by Teatimers, they are committed to meeting the needs of all children. They can be contacted to discuss how they can meet the needs of individual children.

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

At Juniper Hill School, we work closely in partnership with parents and carers and aim to resolve any concerns quickly, openly and collaboratively.

If you have a concern about your child's SEND provision, we encourage you to:

-  Speak to your child's class teacher in the first instance, as many concerns can be addressed promptly through discussion
-  If needed, you can then speak with the SENDCo or a member of the Senior Leadership Team, who will work with you to understand the concern and agree next steps

We are committed to listening to families and working together to find positive solutions wherever possible.

If your concern remains unresolved, you can follow the school's formal complaints procedure, which is available on the school website or from the school office.

If you are still not satisfied with the outcome, there are further options available:

-  You may seek independent support through disagreement resolution or mediation services
-  You have the right to make a complaint to the First-tier SEND Tribunal if you believe your child has been discriminated against because of their SEND

This includes concerns relating to:

-  Admissions
-  Exclusion
-  Provision of education and associated services
-  Reasonable adjustments, including the provision of additional support or equipment

Further information about making a disability discrimination claim can be found here:

[Complain about school discrimination](#)

For full details about complaints relating to SEND, you can also refer to the SEND Code of Practice.

What support is available for me and my family?

At Juniper Hill School, we work closely in partnership with families and recognise that supporting a child with SEND can sometimes feel overwhelming. We want you to know that you are always welcome to speak with us - we are here to support you, your child and your family.

If you have any questions or concerns, please do contact your child's class teacher or the SENDCo. We will always aim to listen, offer advice and work with you to find the most helpful support.

Local support available in Buckinghamshire

There is a wide range of support available to families locally. You can find information about services, support and guidance through the Buckinghamshire SEND Local Offer:

-  [View the Buckinghamshire SEND Local Offer](#)

This provides information, advice and access to services for children and young people with SEND (aged 0–25) and their families, including education, health, social care, activities and financial support [\[familyinfo...ire.gov.uk\]](#)

You can also access independent advice through:

-  **Buckinghamshire SENDIAS (SEND Information, Advice and Support Service)**

- Offers free, confidential and impartial advice and support for parents, carers and young people with SEND [\[nhs.uk\]](#)
- Contact via voicemail: **01296 383754** [\[buckingham...ire.gov.uk\]](#)
- Or visit: [Contact Bucks SENDIAS](#)

SENDIAS can help you to:

-  Understand your child's needs and support

-  Prepare for meetings with school or the local authority
-  Understand your legal rights, including EHCP processes and appeals

Further support

There are also national organisations which provide information and support for families of children with SEND:

-  **IPSEA (Independent Provider of Special Education Advice)**
-  **Family Action**
-  **NSPCC**
-  **Special Needs Jungle**

These organisations offer guidance, resources and support on a wide range of SEND-related topics.

Glossary

Access arrangements

Additional support or adjustments to help pupils with SEND access assessments or tests fairly.

Annual review

A yearly meeting to review a pupil's Education, Health and Care Plan (EHCP), ensuring that the provision remains appropriate and effective.

Areas of need

The four broad areas which describe different types of SEND:

-  Communication and interaction
-  Cognition and learning
-  Social, emotional and mental health
-  Sensory and/or physical needs

CAMHS (Child and Adolescent Mental Health Services)

Specialist NHS services that support children and young people with more complex or significant mental health needs.

Differentiation

When teachers adapt their teaching, resources or approach to meet the individual needs of pupils.

EHC needs assessment

A formal assessment carried out by the local authority to determine whether a child requires an Education, Health and Care Plan (EHCP).

Education, Health and Care Plan (EHCP)

A legal document which outlines a child's needs and the provision required to support them across education, health and care.

First-tier SEND Tribunal

An independent body where families can appeal decisions made by the local authority about EHC needs assessments or EHCPs, or raise concerns about disability discrimination.

Graduated approach

The cycle of support used in schools:

-  Assess
-  Plan
-  Do
-  Review

This ensures that support is carefully planned, monitored and adapted to meet a pupil's needs.

Intervention

A targeted, short-term programme or support put in place to help a pupil develop specific skills or achieve particular outcomes.

Local Offer

Information provided by Buckinghamshire Council about the services, support and guidance available for children and young people with SEND and their families.

Outcome

A goal or target for a child with SEND. Outcomes may relate to learning, independence, communication or emotional wellbeing.

Reasonable adjustments

Changes that the school makes to remove or reduce barriers, ensuring that children with disabilities can access learning and school life.

SENDCo (Special Educational Needs Coordinator)

The member of staff responsible for overseeing SEND provision within the school and supporting staff, pupils and families.

SEN (Special Educational Needs)

A term used when a child requires additional support to access learning.

SEND (Special Educational Needs and Disabilities)

A broader term which includes children with special educational needs and/or disabilities.

SEND Code of Practice

The statutory guidance that schools, local authorities and other services must follow to support children and young people with SEND.