



## Long Crendon School Special Educational Needs (SEN)

### Information Report January 2026

Approved by: Full Governing Board

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Next review due by: January 2027

Dear Parents and Carers,

This report sets out information about the ways in which Long Crendon School implements the special educational needs and Disability (SEND) policy. We would like to show you how SEND support works in our inclusive school. If you would like support to access this report please contact the school office and we will be very happy to provide you with all that you need to ensure accessibility.

At Long Crendon School we believe that all children should feel positive about themselves and who they are. All children are incredible and should feel that way about themselves. Every child can feel challenged in different ways whilst at school and by making adaptations we can support all children to flourish in the way that they should.

### What types of SEND does the school provide for?

We are an inclusive school and we aim to meet the needs of **all** pupils, including those with and without a formal diagnosis. We provide support for children based on need not a diagnosis.

The 4 broad areas of need are listed below:

- **Communication and interaction**

- Autism spectrum disorder
- Speech and language difficulties

- **Cognition and learning**

- Specific learning difficulties including dyslexia, dyspraxia and 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

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

**The Headteacher, Mr Gareth Owens and SENDCO, Mrs Madeline Poote work together to ensure that the SEND policy is implemented throughout the school.**

**Our inclusion leader and special educational needs co-ordinator** is Mrs Madeline Poote (BEd Hons). Mrs Poote is a qualified teacher and has completed the National Award in Special Educational Needs Co-ordination. Mrs Poote has many years teaching and Senior leadership experience across both KS1 and KS2 in many different settings. As SENDCO, Mrs Poote is allocated 2.5 days a week to facilitate SEND and pastoral provision in collaboration with Mr Owens and the senior leadership team. Mrs Poote has completed a Youth Mental Health First Aid Course and has become a Drawing and Talking practitioner.

### **Class teachers**

All of our teachers receive in-house SEND training, and are supported by the SENDCO to meet the needs of pupils who have SEND. Recent training includes an Autism course led by Jane Lewis from the inclusion teacher service. The LSA's are also in attendance at all SEND training where possible.

'Step On' training is a de-escalation programme to support positive behaviour and training is kept up to date for all staff.

### **Learning Support Assistants (LSA's)**

We have a team of very committed LSA's who are supported to deliver SEND provision.

In the last academic year, LSA's have been delivering interventions such as: Nurture Group, Early morning maths group and Rapid phonics. We are an inclusive school and we aim for quality first teaching. Teachers plan and implement activities which meet the needs of all learners. We aim to support children in the classroom rather than removing them whenever possible by making appropriate adaptations.

### **Outside Agencies**

Whenever necessary we will work with external support services to meet the needs of our

pupils with SEND and to support their families.

These include:

- Speech and language therapists (SALT)
- Educational psychologists
- Occupational therapists
- GPs or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Primary Referral Unit (PRU)

### **What should I do if I think my child has SEND?**

If you think your child might have additional needs the first person you should tell is your child's teacher. This can be done through a meeting arranged via the school office or a telephone call. If the teacher feels that more support is required they will liaise with the SENDCO Mrs. Madeline Poote who will be in touch to discuss your concerns.

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.

If it is decided that your child needs SEND support, we will agree to this at the meeting and your child will be added to the school's SEND register. The class teacher will then be responsible for creating a SEND Support plan for your child which will be reviewed at least once a term (3 times a year).

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

All our class teachers are aware of SEND and are always monitoring 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. Parent voice is very important to us and we listen carefully to any concerns that parents may have and act on these. We work in close collaboration with parents.

If the teacher notices that a pupil is not making progress they will give the pupil extra support by making adaptations to their teaching and strategies used. Pupils who don't have SEND usually make progress quickly with additional support.

If the pupil is still not making the expected progress, whether this is socially, academically or physically, the teacher will talk to the SENDCO. The SENDCO will observe the pupil in the

classroom and in the playground to see what their strengths and difficulties are and may seek support from external professionals. 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, or a paediatrician.

Based on all of this information, the SENDCO will decide whether your child needs SEND support. You will be part of this decision-making process.

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

### How will the school measure my child's progress?

We will follow the '**graduated approach**' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



#### **Assess**

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

#### **Plan**

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

#### **Do**

We will put our plan into practice. The class teacher, with the support of the SENDCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

#### **Review**

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer. We will hold a review meeting 3 times a year to talk through how your

child is progressing towards their expected outcomes.

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

We will track your child's progress towards the outcomes we set over time and continue to make adaptations 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 adaptations being made will be revisited and refined. These are shared with parents at least 3 times a year at a SEND Review meeting. Parents of children on the SEND register will receive an additional meeting to parents evening, or alternatively, a longer parent evening slot. This is to enable the class teacher to talk through the SEND support plan and review it together as well other progress made in class.

It is a collaborative approach at Long Crendon School and we aim to work very closely with parents and carers to support our pupils.

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

We will review and share updated SEND support plans with you three times a year during SEND Review meetings, in October, March and July. At these meetings we will:

- 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 where necessary.

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. 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. Working collaboratively is key to a positive outcome.

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.

If you have concerns that arise between these meetings, please contact your child's class teacher. This can be done through email contact via the office.

## 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 two children are the same, so we will decide on each individual 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

## How will the school adapt its teaching for my child?

We use a graduated approach and are guided by the document 'Buckinghamshire SEND universal provision' for the expectations of our school's provision for all children. This is an invaluable document for professionals and parents/carers – see link below.

<file:///C:/Users/owner/Downloads/draft-buckinghamshire-send-universal-provision-sept-2025-2.pdf>

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. High-quality 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 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 the needs of individual children to make sure the adaptations we make are inclusive and meaningful to your child.

### **These adaptations may include:**

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping or 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 our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Learning support assistants will support pupils on a 1-to-1 basis when needed.
- Learning support assistants will support pupils in small groups when needed.

## **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:

- SEND Review Meetings
- Effective communication between school and home
- Using pupil questionnaires
- Monitoring by the SENDCO and learning walks
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan

## **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 learning support 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.

## **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 and are encouraged to take part in sports day, school plays and performances and other activities.

We are an inclusive school and 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. We have a SEND parent council rep who seeks parental suggestions on how we can be inclusive for all events and activities.

## **How does the school make sure the admissions process is fair for pupils with SEND 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 Local Authority.

## **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 SEND 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 SEND. Every child nominates a designated adult who they feel they would like to talk to if need be
- We run a nurture group for all pupils including those 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 listened to whilst investigating any allegations of bullying and reporting to Senior Leaders.

## **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/meet with 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
- 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.

### **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 a transition meeting at the end of the year when the pupil's SEND needs are discussed and the SEND plan is shared in detail
- Schedule lessons with the incoming teacher towards the end of the summer term - Transition day in school for children to meet their new teacher and in their new classroom
- SEND pupils have additional transition activities such as regular visits to their new classroom

### **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 will come into our school for a meeting with our SENDCO. They will discuss the needs of all the children who are receiving SEND support.

Pupils will be prepared for the transition by:

- Learning how to get organised independently
- Plugging any gaps in knowledge

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

Mr Gareth Owens (Headteacher) will work with Mrs Madeline Poote, our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND 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) written by relevant social care professionals. We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

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

Complaints about SEND provision in our school should be made to the class teacher or SENDCo in the first instance. 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 special educational needs and disabilities information advice and support services (SENDIAS) can be found here:

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

## 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.

## Welcome Coffee Mornings

On the first Tuesday of each month Mrs Poote, the SENDCO, organises a coffee morning in the school library 8.45am - 9.45am. All parents and carers are welcome to come along to these coffee mornings, you may have a child already on the SEND register, need advice or support in managing behaviour at home, be considering a possible diagnosis for your child or perhaps your child struggles to sleep at night. Everyone is welcome to come along and it is not just for parents and carers of SEND children. A warm welcome will await you and a hot

drink and biscuit!

The intention for these coffee mornings is to provide an informal space for parents and carers to build relationships both with each other and the staff at Long Crendon School. Working in collaboration with parents and carers provides the best outcomes for all children. We invite visitors to some of the sessions, for example we have had the school nursing team, the autism specialist teacher, a dyslexia specialist, Thomley Hall activity centre as some of our guest speakers. On other occasions we chat informally amongst ourselves working together in partnership to further improve outcomes for SEND pupils.

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**

## **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

**SENCO** – 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

**SENDIASS - Special Educational Needs and Disabilities Information Advice and Support Service**

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