



Great Kimble Church of England School

Special Educational Needs (SEN) Information Report

Approved by:	Great Kimble C of E School Local Governing Board
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Dear parents and carers,

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

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website <https://www.greatkimbleschool.co.uk/special-educational-needs-and-inclusion/>.

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
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties dependant on the need and school resources
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 (SENDCo)



Our SENDCO is Mrs Samantha Ing.

They have 9 years experience in this role and have worked as a Primary School Teacher for 4 years prior to becoming a SENCO.. They are a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination in 2018.

They are allocated 2 days a week to manage SEN provision.

Class teachers

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

Staff also receive training from outside agencies such as Occupational Therapy training in Interoception and Bucks SEND in areas such as Neurodiversity, Makaton, Supporting children with SEN through Universal provision including training in different interventions, de-escalation techniques (Step on and up) and traumainformed practice via the Virtual School.

Learning Support Assistants (LSAs)

We have a team of 4 LSAs, including 1 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have 3 learning support assistants who are trained to deliver interventions such as Precision Monitoring, Zones of Regulations, ELSA (Emotional Literacy Support Assistant), Interoception curriculum and Lego Therapy.

In the last academic year, LSAs have been trained in Precision monitoring, Lego Therapy and Interoception curriculum.

External agencies and experts

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

These include:

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

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

If you feel your child needs more support or they are displaying behaviours at home that may be different to those seen in school, please talk with your child's teacher in the first instance. We have an open-door policy and welcome parents to voice their concerns.

Our School Special Educational Needs Co-ordinator (SENCO) is Mrs S. Ing and can also be contacted if you feel you need more support. Please call the school office on 01844 346 189 if you would like to arrange an appointment with her, or alternatively, she can be contacted via email: senco@gkglt.co.uk

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

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

This can be done via the class email address, which is detailed on the class page on the website, or by emailing the office at office@gkgl.co.uk

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

You can also contact the SENDCO directly. senco@gkgl.co.uk

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

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

We will make a note of what's been discussed and add this to your child's record.

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

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

All our teachers are teachers of SEN. Pupil progress is monitored regularly in partnership with SLT and the SENCO.

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

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers.

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

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

Where additional support above our core offer (Universal provision) is needed, the Class Teacher and SENCO will meet to discuss identified strengths and areas of difficulty. Usually, the SENCO will complete an observation of the pupil in the classroom/on the playground. Parents will then be invited in to discuss any concerns or areas of difficulty that have been identified. This is also an opportunity for parents to raise any concerns they may have regarding their child's progress or potential needs.

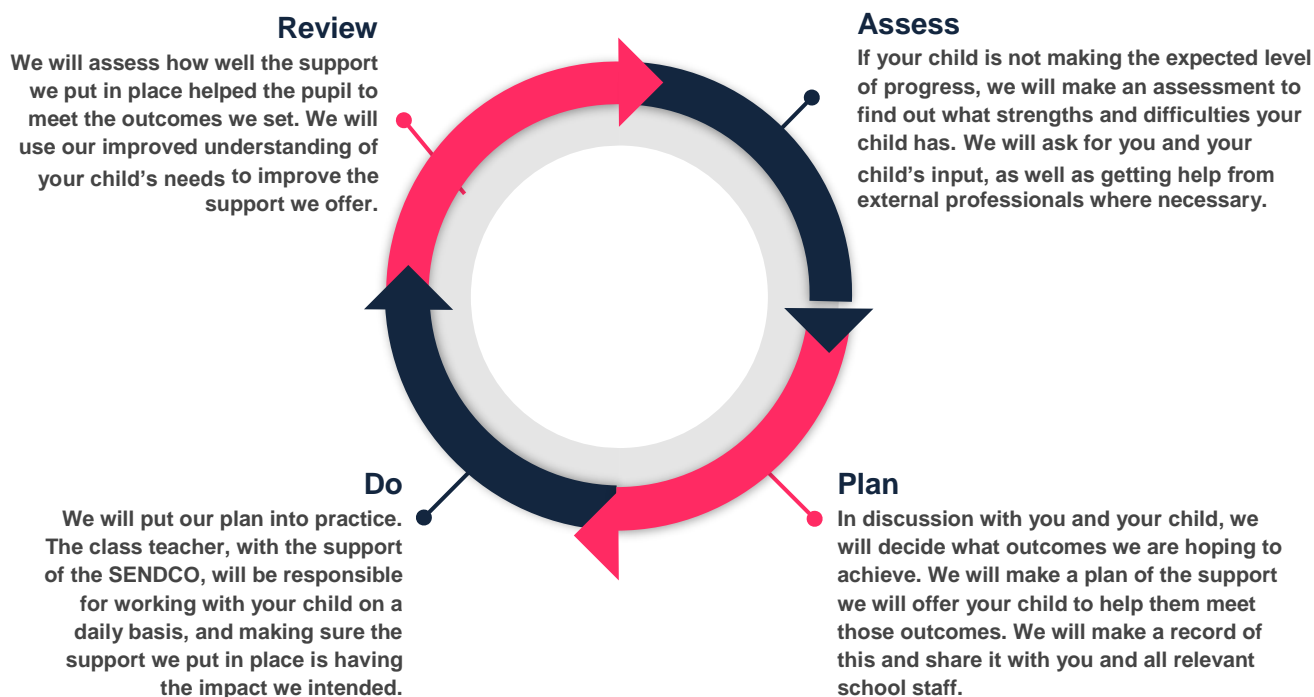
During this meeting, staff may ask for consent to speak to external experts such as Speech and Language Therapists, an Occupational Therapist, Educational Psychologist or a Specialist Teacher from the Bucks ISEND team.

A decision will then be made as to whether or not your child requires SEND support in School. If they do, your child will be added to the School's SEND and the SENCO will work with yourself and the Class teacher to create a SEND support plan.

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

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

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



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

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

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

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

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

We will provide termly reports on your child's progress in line with the SSP cycle. **Cycle 1** – June to October, **Cycle 2** – October to February, **Cycle 3** – February to June (year 6 until July). If you need to further discuss the provision available and your child's progress, arrange a meeting with the class teacher or SENDCO. 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.

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 of the updated plan.

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 two 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:

- Pupil Passports
- Attend meetings to discuss their progress and outcomes within an Annual Review (EHCP pupils only)
- Discuss their views with a member of staff who can act as a representative during the meeting
- Pupil voice with the SENDCo, subject leaders and the senior leadership team.

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

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

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

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

These adaptations include:

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

We may also provide the following interventions: change this depending on what your school offers

- Phonics tacker intervention
- PIXL Reading therapies
- PIXL Maths therapies
- Targeted Writing support
- Booster Reading/spelling, including online Nessy subscriptions
- Booster maths/ White Rose
- Social skills
- Sensory circuit
- Occupational Therapy programs will be run according to specialist advice
- Speech and language programs, including Speech Link and Infant Language Link
- Pastoral Care / Mentoring
- Pre-teaching
- Lego Therapy
- Precision monitoring
- Zones of Regulation

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
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Communication and interaction	Autism	Visual timetables Social stories Now and next boards
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Dyslexia-friendly fonts Classroom scaffolding sheets SEN Phonics Manipulatives Nessy
	Moderate learning difficulties	As advised by external professionals.
Social, emotional and mental health	ADHD, ADD	Sensory circuits Movement breaks Fiddle toys Visual timetables
	Adverse childhood experiences and/or mental health issues	Nurture group support Pastoral support
Sensory and/or physical	Hearing impairment	As advised by external professionals Universal Provision
	Visual impairment	As advised by external professionals Universal Provision
	Multi-sensory impairment	As advised by external professionals Universal Provision
	Physical impairment	As advised by external professionals Universal Provision

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

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

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

- Reviewing their progress towards their long-term and short-term targets at each cycle point (3 times a year)
- Using pupil questionnaires and voice
- Monitoring by the SENDCO
- Using SEND support plans (SSPs) and PiXL data to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

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

The SENDCO will have discussions with the headteacher and the finance team to secure equipment and facilities to support pupils with SEN.

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

- Extra equipment or facilities
- More LSA hours if needed
- 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.

If additional funding is required to secure resources, the SENDCO will apply to the Bucks ISEND team following their application process for the appropriate funding avenue.

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

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

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

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

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?

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority. The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs. As a school we advise any families to visit the school prior applying and have a discussion with the headteacher and SENDCO to ensure that Great Kimble C of E School can meet their needs.

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

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

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

13. How does the school support pupils with disabilities?

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

- We will take all necessary steps to prevent disabled pupils from being treated less favourably than other pupils
 - We will endeavour to secure all necessary facilities to help disabled pupils access our school, including the provision of auxiliary aids and services as appropriate to their needs
- Great Kimble C of E School Accessibility plan can be found on the School website under Special Educational Needs and Inclusion.

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

At Great Kimble C of E School we provide support for pupils to progress in their emotional and social development in the following ways:

- Ensure pupils have access to all areas of the curriculum.
- Regular Learning 4 Life lessons exploring how to care for our mental health, develop emotional regulation and empathy.
- Running Zones of Regulation workshops to develop pupils emotional regulation and well being.
- Running social skills groups to help pupils to develop their social skills.

As a School, we provide a caring and supportive environment for all pupils, ensuring that all pupils feel valued and welcome. Through our School vision and values, we aim for all pupils to be included in all aspects of school and for them to feel nurtured and supported throughout their time with us.

Further ways in which we can support pupils, particularly those with disabilities can be found in our Accessibility Plan which can be found on the School website under Special Educational Needs and Inclusion.

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

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. All pupils have induction session days in their new school when moving to Year 7.

Between years

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

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

Between schools

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

Between phases

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 SEN support.

Pupils will be prepared for the transition by:

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

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

Mrs Samantha Ing, the SENCO, is the designated member of staff for Looked after and previously looked after pupils. She can be contacted via email at senco@gkgilt.co.uk.



Mrs Samantha Ing, our SENDCO, will work with teachers 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?

The complaints policy and procedure can be found on the Great Learner's Trust website under Policies.

Complaints about SEN provision in our school should be made to the headteacher 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.

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

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

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

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

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

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

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

SENDIAS Contact details;

01296 383 754

E-mail: sendias@buckinghamshire.gov.uk

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

General

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

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

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

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

Autism

<https://www.autism.org.uk/> <https://autism-bucks.charity/>

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

ADHD

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

Mental health

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

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

OT

<https://www.buckshealthcare.nhs.uk/cyp/occupational-therapy/>

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

SALT

https://chatterpack.net/?utm_campaign=2654135_CoP%20e-news%20May&utm_medium=email&utm_source=Nasen&dm_i=2F68,1KVXZ,9O8CFW,5DL6C,1
<https://www.buckshealthcare.nhs.uk/cyp/speech-and-language-therapy/>

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

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

19. Glossary

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

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

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

CAMHS – child and adolescent mental health services

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

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

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

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

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

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

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

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

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

SENDCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

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

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

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

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