Special Educational Needs and Disability (SEND) Annual Report 2026

The SEND provision outlined below takes into account: SEND Policy, Accessibility Plan, and Healthcare, First Aid & Administration of Medicines Policy. These documents are also published separately on our school website in the policies section: https://www.swr.school/Policies/

The SEND Team

- **Mrs Zoe Peck** - Assistant Head Teacher & SENDCO
- **Miss Tayla Parker** – Assistant SENDCO
- **Mrs Ann Cullen**– SEND Administrator
- **Mrs Jane Thompson** – Interventions Lead
- **Mrs Penny Hickson** – Interventions Lead
- **Miss Priscilla Gan**– EAL Interventions Lead

1. The School's procedures in identifying and assessing pupils with SEND:

- The school caters for students with a range of SEND needs covering the 4 broad areas of SEND: Cognition and Learning, Communication and Interaction, Sensory and Physical and Social, Emotional and Mental Health. At Sir William Ramsay School these include Autism, ADHD, Dyslexia, Visual and Hearing impairment and, Social, Emotional and Mental Health needs. This list is not exhaustive.
- The school has an 8 place Additionally Resourced Provision for students who have a primary diagnosis of deafness and many have associated language needs.
- A place in the ARP requires an EHCP and students are allocated by Buckinghamshire Council.
- Before entry to our school students are visited in their current setting as part of the transition process. The school liaises with staff members at the primary or junior school.
- It is recommended for families of students with SEND that they contact Sir William Ramsay School prior to their child starting with any relevant or additional information that may aid support at school. This liaison, between the school and parents informs us of any pupils with SEND, their past history, plus any current strategies.
- We welcome families to visit the school and the SENDCO will be available to meet with families if requested prior to the tour.

- There is an opportunity for additional transition and induction visits for some students with SEND transferring into Year 7. Priority for these is given to those with EHCPs in the first instance.
- Upon arrival at Sir William Ramsay School, students are assessed in reading, and from September 2026 spelling and handwriting. This provides early identification of any areas where support may be needed.
- Through regular assessment points each year, all students are monitored closely by the teaching staff and Heads of Subject Department in the school.
- The SEND team also monitors assessment and progress data of students with SEND.
- If a concern is raised to the SEND team by parents, staff or a student that there may be an additional or SEND need, the school will look to provide support for that student in their lessons, at break times or through specific intervention. The school may also be able to refer parents or students to external agencies who can help with any formal diagnosis of needs. Schools cannot make diagnoses themselves.
- SEND students will be placed on the school's SEND list. All students on the list at EHCP level or SEND Support receive support and intervention that is above and beyond normal classroom level of support.
- These students have a Person Centred Learning Plan written which outlines needs and support strategies. This is shared with all staff and is updated and shared frequently.
- Not all students with a SEND diagnosis require support that is above and beyond normal classroom levels, however staff will still be made aware of any diagnosis or needs.

2. Admissions of pupils with a disability

- Students identified as having a disability during admissions processes, will have an opportunity to discuss what the school has in place to support them. This includes an admissions meeting with the parents/carers and the student, where information can be shared and support discussed and planned.
- Students with an EHCP are subject to the Consultation process set out in the SEND code of practice.

3. The effectiveness of provision for pupils with SEND is evaluated through:

- SEND Department meetings and feedback from Assistant Teachers.
- Students' on-going progress is monitored closely and interventions put into place to address any difficulties as and when they arise.

- The success of intervention programmes is monitored closely to ensure they provide high quality outcomes and remain good value for money. The school follows the Assess, Plan, Do, Review process as stipulated in the SEND Code of Practice 2015.
- Person Centred Learning Plans are usually reviewed once a term but may be done so more regularly. Targets are set and reviewed as part of this process.
- The individual opinions of students and parents regarding the effectiveness of support are recorded and used to inform decisions about future provision.
- Student provision is closely monitored by the subject teacher and the SEND department, and reviewed regularly as part of an on-going process.
- The school uses Provision Map software to monitor all interventions and how effective they have been and use this data to inform next steps.
- Attendance and behaviour data is reviewed as part of ongoing support for all students.

4. Assessing and reviewing the progress of pupils with SEND is achieved by:

- All school staff have high expectations for all students.
- Monitoring of progress takes place on a day to day basis by class teachers as they are often best placed to identify where progress is exceeding or not meeting expectations.
- Analysing data at each Assessment Point (3 times per year) through the year and appropriate action taken.
- Where additional levels of support are required, beyond what is available in the classroom, a Person Centred Learning Plan is created which will outline the support and needs of a student. This will be shared with parents, the student and all staff.
- Interventions are regularly monitored by those staff delivering the interventions, Heads of Department and the SEND team.
- Student Reviews occur at least three times per year. These may be completed by any of the SEND Department including by Assistant Teachers as key workers for SEND students.
- Analysis of examination outcomes by the SEND Department, Heads of Department and Leadership Team.
- Attendance and behaviour data is reviewed as part of ongoing support for all students.
- Overview and scrutiny by the SEND Governor.

5. Approach to teaching SEND:

- It is our aim that all students are given the opportunity to access appropriate learning opportunities in an inclusive manner. Our priority is the provision of high Quality First Teaching (QFT) which is adapted to meet the needs of all our students.
- Every effort is made to ensure that the opinions, thoughts and feelings of our students are included in any plans made about their education. Students' opinions are sought at a level which is accessible to the individual.
- From Year 7-11 bespoke programmes of intervention are often implemented, which may be in small groups on a one to one basis.
- Intervention may require the withdrawal from mainstream lessons for a short period of time. (Example: Literacy, Numeracy, Occupational Therapy, Speech and Language Therapy, Social Communication Skills).
- All students have access to the full curriculum of subjects regardless of SEN needs. We do not withdraw students from curriculum subjects fully unless there are exceptional circumstances and these are on a case by case basis.
- For students in the ARP, they attend lessons with their peers for the majority of their time and use the ARP for additional intervention and support. There are no curriculum lessons in the ARP.
- All class teachers take responsibility for meeting the needs of all students in their class. Where students have SEND, class teachers will be aware of the students' areas of strengths and weaknesses and will meet these needs in order to ensure continued progress.
- The school has a number of Assistant Teachers who support teachers in adapting the lessons and material, and supporting within lessons. They work, predominantly in the three core subjects: Maths, English and Science. We do not have 1:1 ATs.
- Students with SEND also have access to support with social and emotional development through support of the pastoral team and explicit teaching in PSHE and the Personal Development curriculum. Some students with SEND have additional support or intervention with social and emotional development through Social and Communication skills interventions.
- Some students may be referred to external agencies for further advice and support. Acceptance to external agency support is based on their own criteria and is not within the schools control. This can include the LA's Inclusion Teachers, CAMHS or other relevant agencies.
- A register of additional support (provision mapping) is kept by the SEN team in order to monitor the progress and plan the provision needed to continue here in school.
- Regular Professional Development and training for all staff, including Assistant Teachers around SEND, interventions and supporting students who may have barriers to their learning.

- During times of school closure, due to events such as Industrial Action or extreme heat, the school makes provision for students with SEND and those considered at risk or vulnerable. This may include the opportunity to attend school on those days.

6. How the schools resources are allocated and matched to the students' needs:

- Extensive planning is given to interventions based on student need. This may include the use of external providers to meet the needs outlined in Section F of EHCPs. Most intervention is delivered by the SEND team.
- The SEN budget is the responsibility of the Executive Headteacher, Head of School and the Assistant headteacher (SENDCo). Regular discussion and monitoring takes place to ensure that resources are cost-effective and allocated appropriately.
- The Assistant Headteacher (SENDCo) and the Academy Trust Chief Finance Officer liaise closely on allocating budgets and resources.
- Interventions are planned and reviewed for effectiveness and costs of external interventions are factored into the departmental spending for each year.
- The SEND Budget is used for the support of students in school. This is the provision of interventions, including those identified in EHCPs, and for the provision of additional adult support across the school which includes Assistant Teachers.
- The school worked closely with the LA Virtual schools to support students who are Looked After Children, Previously Looked After Children, and those known to social care, though clinic drop ins, regular meetings, and applying a Trauma Informed approach to practice.
- The school allocates our internal SEND resources to provide interventions and support for students on the SEND register. While we do not typically fund private external support or Alternative Provision from this internal budget, we ensure our internal provision is effective, adaptable, and matched to student needs.

7. Equipment and facilities to support students with SEND:

- The school possesses a range of equipment and facilities including:
    - Coloured overlays and modified resources such as large print texts, reading rulers etc.
    - Social areas within the department which are available at break and lunchtime for use.

- Quiet changing areas, toilets and lockers.
- Small group intervention classrooms.
- Small rooms for one to one intervention such as speech and language therapy.
- Access to the SEND area and quiet room if overwhelmed.

- Where there are students with medical needs that require specialist support or equipment, advice and guidance will be sought from external professionals such as the NHS and occupational therapy and where and how these can be sourced. Funding for these will be determined through service level agreements and usually through the use of 'equipment loans'.

8. Additional support for learning can be given through:

- Intervention leads who deliver numeracy, literacy, social skills, EAL and other standardised intervention or needs led intervention.
- Key Worker who will meet with students with SEND to discuss any issues and plan support.
- Assistant teacher support in departments and within classes, as appropriate. This is not 1:1 support.
- Individualised resources as appropriate, e.g. visual prompts, overlays, larger font etc.
- Speech and Language Therapy - provided by the NHS and followed up in school as required. For students in the ARP this is provided by a therapist employed by the school.
- Occupational Therapy provided by the NHS and followed up in school as required.
- Social and Communication Skills Sessions (SCS) including interventions such as Zones of Regulation and Social Thinking.
- We recognise that some students can experience a range of social and emotional issues. We offer a range of provision to support the improvement of emotional and social development of all students. This provision is bespoke to the individual and is generated through discussion with students and their families. See below:
  - Pastoral support.
  - Social Communication Skills.
  - Emotional regulation sessions.
  - Keyworker meetings.
  - Referrals to CAMHS and the Mental Health Support Team.
  - Referrals to Family support and other external agencies as appropriate.
- For students with identified Emotionally Based School Non-Attendance (EBSNA), the school has attendance mentors to support reintegration and school attendance.
- Students with SEND are encouraged to join extracurricular activities to support learning beyond the classroom. Students have an opportunity to access the same

extracurricular activities as their peers with additional support as required. Students with SEND attend trips including those that are residential.

9. Facilities to include students with SEND and how you obtain new or specialist equipment & facilities:

- The SEND department including the ARP is located in one key area of the school. The range of rooms within this area means that small groups and one to one interventions can take place in a quiet and dedicated area of the school.
- The SEND department has a range of small rooms for interventions and for specialist teaching. The Department offers social spaces at break and lunchtime for students.
- The school is a fully accessible site and we able to make reasonable adjustments to the teaching rooms by moving lessons to downstairs classrooms.
- New equipment and facilities are obtained annually through department budget allocations. If a student requires equipment such a radio aid or specialist furniture, this may be obtained through the appropriate specialist at the LA.

10. SEND Training:

- All staff including specialist staff in the SEN Department, have access to on-going INSET and CPD. Staff are asked their views on any training needs and support they may need in relation to SEND.
- CPD is provided for all new staff on joining school and trainee teachers.
- All staff have access to the 'SEND' drive which contains relevant information related to students such as Person Centred Learning Plans. Staff are informed of how to access this.
- Updates are shared directly with staff through school systems such as email when required.
- Local Authority Specialist Teachers and NHS Staff support on-going training e.g. Speech and language therapy or Social and communication skills etc.
- All staff are able to request CPD in SEND.

11. Specialist expertise is obtained by the school:

- Expertise may be drawn upon by the school to support students. Referrals may be made to outside agencies such as, but not limited to: Educational Psychologist training and support, Occupational Therapists, Speech and Language Therapists,

CAMHS and MHST, LA Inclusion Teams (Autism, Cognition and Learning, Hearing and Visual impairment), Family Support Service, and Pupil Referral Unit.

- Access to Private Educational Psychologist assessments is determined by the SENDCo through a needs-led triage process. We continually use our best endeavours to secure the right external expertise for our students based on their specific barriers to learning, ensuring targeted support is prioritised effectively. We do also have termly access to LA Educational Psychologists for discussion and consultation, although they do not currently carry out assessments.

12. Consultation process:

- The school's arrangements to consult with and involve parents/carers of students with SEND about the education of their child/ young person include: Parent's evenings, Annual Reviews, Telephone/email contact often via Key Workers, and Regular informal contact and meetings.
- If a parent has concerns about their child's education the first point of call should be the Form Tutor. The Form Tutor may then seek advice from the SEND team.
- At every stage the students are consulted to discuss their ongoing provision through: Mentoring programmes, Key Worker sessions, and Involving students in decision-making.
- Students also are included in writing and reviewing their PCLP which is shared with staff.
- Student reviews of their interventions.

13. Partnerships:

- Sir Henry Floyd Grammar School, The Mandeville School, Kingsbrook School, Princes Risborough School, and Ashmead Combined School, as part of Insignis Academy Trust. This includes a SEND Reference group with particular focus on developing and supporting SEND provision.
- LA Virtual schools to support students who are Looked After Children, Previously Looked After Children, and those known to social care.
- The Local Authority SEND team and in particular the School EHC coordinator.
- The school also works with a number of LA and DFE approved Alternative Provision providers.

14. Arrangements for pupils with SEND transferring between other education providers or preparing for adulthood & independent living:

- Close liaison between school and onward transition placement including accompanying students on taster Days, visits and interviews.
- Wherever possible we prepare students for transition to other settings in a manner most appropriate to the individual. For some students this takes the form of additional visits to the new setting, for others this may be working through materials which address key aspects of the new setting.
- Some of our students benefit from lengthy transition work whereas others may find extended transition stressful and require a shorter introduction. We work closely with families and next settings to ensure consistency of information.
- Providing necessary paperwork for colleges and other relevant agencies and placement providers.
- The school collaborates between the following education providers and other settings: Other Schools within Insignis Academy Trust, Aylesbury College, Amersham and Wycombe College, Bucks UTC (University Technical College), BCA (Berkshire College of Agriculture), Henley College, Animal Antiks, and Aspire.

15. The school communicates the contact details for the support listed above to pupils with SEND and their families by:

- The school website including all relevant SEND policies and staff contact information.
- 1:1 discussions with stakeholders including parents.
- Annual Reviews and review meetings.
- Telephone or email contact

16. Complaints regarding SEND provision

- Initial concerns regarding SEND provision should be raised with Mrs Peck - Assistant Headteacher-SENDCo.
- If the matter is not resolved any complaints should follow Insignis Academy Trust's normal complaints policy. This policy is based on the principle that concerns expressed by a student, parent or any other individual or organisation should be resolved as quickly as possible without the need to escalate to the formal stages of the procedure. However, where resolution has not been achieved and the person raising the concern is unhappy and wishes to take the matter further, the formal procedure for dealing with complaints will be followed.
- The complaints policy for the school can be found here: IAT Complaints Policy.

17. Key contacts:

- Mr S Baker - Executive Headteacher. sbaker@insignis.org.uk
- Mr N Stocking - Head of School nstocking@swr.school
- Mrs Z Peck - SENDCo zpeck@swr.school
- Miss T Parker - Assistant SENDCo tparker@swr.school
- Mrs A Cullen - SEND Administrator acullen@swr.school
- Contact Phone No: 01494 815211

18. The Local Offer

- Local Authorities have a range of SEND and support services available for families. This is called the local offer.
- Buckinghamshire Local Offer can be found here: https://familyinfo.buckinghamshire.gov.uk/send/.
- Oxfordshire Local offer can be found here: https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer.