



SEND Annual Information Report – September 2026

Name of SENDCo: Fiona Miles **Dedicated time weekly:** 5 days

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SEND Governors: Kate Churchouse

School Offer link:

<https://www.farnhamcommonvillageschools.co.uk/page/?title=SEND&pid=23>

Whole School Approach to Teaching and Learning:

- ✓ High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEND.
- ✓ An inclusive, differentiated, and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- ✓ Refer to Teaching and Learning Policy

Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of teaching
- ✓ Identifying and tracking the progress of children/young people that require support to keep up by monitoring their progress against age related expectations using formative, summative and diagnostic assessments.
- ✓ Identification of children/young people requiring SEND Support and initiation of “assess, plan, do, review” cycle.
- ✓ Consideration of application for Education, Health, and Care Plan.
- ✓ All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan are on our Register of Need.

How we identify children/young people that need additional or different provision:



- ✓ Language Link screeners assessing receptive language in **all** children in nursery, reception and year 3 as well as new starters
- ✓ Class teacher refers to SENDCO (Special Educational Needs and Disability Coordinator) – highlighting specific areas of concern
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data
- ✓ Further assessments by specialists, including those from external agencies

We take an integrated approach to all aspects of a child's development and well-being.

Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out in our School Offer.

Our measures to prevent bullying can be seen in our Anti-bullying policy.

How we listened to the views of children/young people and their parents:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	All pupils	Daily
Parents' Evenings/Reports	All pupils/ parents	Termly or as requested
School Dojo	All pupils	Daily
Text Messages	Individual pupils/parents	When necessary
Assess, Plan, Do, Review meetings; Face-to-Face or Virtually	Pupils on School Register of Need	Termly
Team Around the Child/Family Meetings	Individual pupils	At least Half Termly
Pupil Council	Representatives from all Class	Half termly
Questionnaires	All pupils and parents	Annually

The Assess, Plan, Do, Review Cycle:

For children/young people on our Register of Need, **an Assess, Plan, Do, Review cycle** is established by the Teacher in partnership with the child/young person, their parents and the SENDCo. Please see our SEND Policy for further details.

This year, provision made for children/young people on our Record of Need has been:

- ✓ Communication and Interaction – individual bespoke 1-1 speech therapy plans, small group speech and language interventions
- ✓ Cognition and Learning – individual 1-1 bespoke interventions, small group interventions, Small group tutoring,



- ✓ Social, Emotional and Mental Health – ELSA (Emotional Literacy Support Assistant) support, one to one mentoring, social skills groups run in liaison with external therapists, circle of friends' interventions
- ✓ Sensory and/or Physical Needs –1-1 bespoke occupational therapy following plans and sensory diets based on activities recommended by the NHS (National Health Service) occupational therapy service

During the 2025/26 academic year, the federation had 68 Children/young people receiving SEND (Special Educational Needs and disability) Support, 15 children/young people with Education, Health, and Care Plans and 57 were being monitored for special needs.

We monitored the quality of SEND provision through learning walks and observations, discussions with staff running interventions, monitoring pupil progress against targets set on a termly basis, pupils, and parental feedback.

Support Staff Deployment:

Support staff were deployed in several roles:

- ✓ Support in Classroom
- ✓ 1: 1 Provision
- ✓ Keep up Tutoring
- ✓ Small group intervention
- ✓ Playground support
- ✓ Lunchtime support
- ✓ Supporting residential and/or school trips
- ✓ Supporting at Afterschool Clubs
- ✓ Running Afterschool Clubs
- ✓ Breakfast Club
- ✓ PPA Cover (HLTAs)
- ✓ First Aid
- ✓ Support for medical needs:

We monitored the quality and impact of this support by learning walks, observations, discussions with support staff (1-1 and in groups) and canvassing the views of parents, pupils, and external professionals.

Distribution of Funds for SEND:

SEND funding was allocated in the following ways:

- ✓ Support staff



- ✓ External Services (See School Offer)
- ✓ Intervention resources
- ✓ Well-Being Provision
- ✓ Staff training

Continuing Development of Staff Skills:

Individuals' CPD (Continuing Professional Development) this year:

<u>Area of Knowledge/Skill</u>	<u>Role of Staff undertaking cpd</u>	<u>Training Received from</u>
<u>ELKLAN speech and language accredited training course</u>	<u>1 LSA</u>	<u>ELKLAN</u>
<u>ELSA supervision</u>	<u>5 ELSAs</u>	<u>Local authority</u>
<u>Epilepsy training</u>	<u>All Teachers, LSAs, lunchtime support staff</u>	<u>Online-and from specialist NHS nurse</u>
<u>Diabetes training</u>	<u>Key Learning Support staff and lunchtime support</u>	<u>NHS trust</u>
<u>Understanding autism</u> <u>Autism and play</u>	<u>2 LSAs</u> <u>SENCo</u>	<u>Bucks LA</u>
<u>First aid and anaphylaxis</u>	<u>All staff</u>	<u>Samantha Davies</u>
<u>Writing and reviewing SEND support plans</u>	<u>Teaching staff</u>	<u>SENDCo</u>
<u>Sensory regulation and sensory diets</u> <u>Interoceptive curriculum</u>	<u>Infant LSAs</u> <u>SENCo</u>	<u>NHS occupational therapist</u>

We monitored the impact of this training by staff feedback and dissemination of key learning points.

Partnerships with other schools and how we manage transitions:

We have worked with several schools in the area in the following ways:

- ✓ To assist the transition of vulnerable pupils from infant to junior settings and junior to senior school.
- ✓ Taking part in regular local authority cluster meetings (termly)
- ✓ Taking part in whole school cluster meetings (Termly)

This year, 2 children/young people requiring SEN (Special Educational Needs) Support and 1 child/young person with Education, Health and Care Plans joined us from other schools.



16 children/young people on our Record of Need in 2025/2026 made a successful to secondary schools. This included 2 pupils with EHCPs moving onto their secondary education.

We ensured that the transition into our Nursery was smooth by organising stay and play sessions in the summer term for parents and children. Nursery staff visited children in their home and the SENDCo met with parents to discuss additional needs. We supported the transition from our Nursery and other local nurseries into our reception class by having familiarisation sessions in the summer term, but staff visiting the children at home and by beginning with a reduced timetable, building up from mornings to mornings and lunch over the first week moving on to full days in the second week.

We helped children to make the move from the Early Years Foundation Stage to KS1 by having familiarisation sessions in the summer term and from KS1 to KS2 by having visits and activities in the junior school during the summer term and hosting extended, small group visits for those needing more support with transition.

The transition from year 6 to secondary school has been supported through liaison with secondary schools and arranging extended visits for those needing extra support with transition. We Liaised with family support for those families needing help sourcing uniform, visiting the schools or summer holiday transition activities.

For children/young people with SEND, we also created bespoke booklets around transitioning to the next year group and extra meetings and visits with key staff.

Parents were included in this process through feedback pre and post activities.

Ongoing development:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Development Plan, which includes our SEND Development/Action Plan.

Our complaints procedure:

Anyone wishing to make a complaint regarding SEND support and provision **should first contact the SENDCo**. If the matter is not resolved, then the head teacher should be informed. The governing body should be contacted if the matter is not able to be resolved at school level. Our SEN governors are Lynsey Marshall and Kate Churchouse Kitt.

This year governors received 0 complaints about SEND support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Juliet Wright (Infants) and David Masters (Juniors).



The Designated Children in Care person in our school is Juliet Wright (Infants) and David Masters (Juniors).

The Local Authority's Offer can be found at [What the SEND local offer means and how it can help you | Family Information Service \(buckinghamshire.gov.uk\)](#)

Our Accessibility Plan can be found on our website
<https://www.farnhamcommonvillageschools.co.uk/policies-procedures>

Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website.

<https://www.farnhamcommonvillageschools.co.uk/page/?title=Policies&pid=16>

Details about our curriculum, including how it is made accessible to children/young people with SEND can be viewed from the link on our website.

Details of how we keep children/young people safe can be found in our Child Protection Policy which can be viewed on the school website.

<https://www.farnhamcommonvillageschools.co.uk/page/?title=Policies&pid=16>

Our SEND Policy, School Offer and Annual SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

The Schools' Inclusion strategy will be published on the website by 31/12/26

The Governing Body approved this SEND Information Report on