



Ickford School Special Educational Needs and Disabilities Annual Information Report 2025 - 2026

1. The School's Provision

- The types of Special Educational Needs and Disabilities (SEND) provision that Ickford School caters for include pupils who have learning difficulties, physical disabilities, or neurodevelopmental differences (for example autism or ADHD).
- In accordance with the SEND Code of Practice (2015), pupils' needs are broadly identified within four areas:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health
 - Sensory and/or Physical Needs
- We also ensure that those pupils who are identified as being Gifted and Able are catered for appropriately.
- All pupils on the SEN Register are supported through the Assess–Plan–Do–Review (APDR) cycle, ensuring that interventions are tailored, monitored and reviewed in line with the SEND Code of Practice (2015).

2. The School's Procedures

- The school's policy determines ethos and approach towards SEND.
- The school's procedure for identifying pupils who require Learning Support is to use teacher assessment, medical recommendations, parental input, and professional advice as appropriate.
- Some pupils may require reasonable adjustments to enable them to access the curriculum effectively but do not meet the definition of SEND under the Children and Families Act 2014. In these cases the school may implement an Adjustments Plan. Pupils with an Adjustments Plan are not placed on the SEND Register.
- Children who are identified as requiring SEND Support are added to the SEND Register.
- Pupils with SEND have an Individual SEND Support Plan, which is reviewed at least three times a year in collaboration with parents and, where appropriate, the pupil.
- The school's procedure for evaluating the effectiveness of provision is to regularly assess progress against an individual baseline and evaluate the impact of interventions.
- The school's procedure for assessing and reviewing progress includes ongoing formative assessment and the use of outside agencies for summative assessments where necessary.

3. The School's Approach to Teaching

- Class teachers remain responsible and accountable for the progress and development of all pupils in their class, including those who receive additional support from teaching assistants or specialist staff.
- We make reasonable adjustments to the school environment and curriculum to ensure that all pupils, including those who access learning support, can achieve their best. Adjustments are tailored to individual needs.
- Quality First Teaching is the priority in all classrooms, and pupils may access personalised resources or support from learning support assistants where appropriate.
- Progress of pupils with SEND is monitored regularly by class teachers and the SENCO to ensure that provision remains effective and that pupils are able to make good progress.



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- Extra-curricular activities are made available to all children, with reasonable adjustments to ensure inclusion.
- Support for emotional and social development is available for pupils with SEND, including liaison with the Educational Psychologist and the school's Wellbeing Lead.

4. The School's Facilities

- We make reasonable adjustments to the school environment to ensure access for all pupils.
- Where necessary, specialist equipment is obtained through liaison with parents and external agencies.
- The school's Accessibility Plan outlines how access to the curriculum, the physical environment and information is improved for pupils with disabilities.

5. The School's Training

- Staff are trained in relation to pupils with SEND through INSET sessions, either internally from the SENCO or Headteacher or via external agencies.
- Specialist expertise is accessed through liaison with outside professionals, including the Educational Psychologist, Occupational Therapist, and Speech and Language Therapists.

6. The School's Consultation

- Parents/carers of pupils with SEND are consulted at least termly through review meetings involving class teachers, parents and the SENCO (as required).
- Pupils' views are actively sought in ways appropriate to their age and understanding and are considered when reviewing provision and setting outcomes.

7. The School's Partnerships

- The school works with external bodies to meet the needs of pupils with SEND, including Health and Social Care, the School Nursing Team, Buckinghamshire County Council (BCC) support groups, and voluntary/community organisations.
- During transitions, SEN Support Plans and relevant information are shared with receiving teachers or schools to ensure continuity of support. Pupils may undertake additional visits or activities to ease transitions.
- The school collaborates with a range of external professionals, which may include:
 - o Educational Psychologist Service
 - o Oxfordshire NHS Speech and Language Therapy Service
 - o Pupil Referral Unit (PRU)
 - o School Nursing Team
- Contact details for these services are shared with parents as required.

8. The School's Key Contacts

- SENCO: Mrs Emma Honey & Miss Nicole Mordente (currently on maternity leave)
 - o Email: office@ickford.org.uk
 - o Telephone: 01844 339261
 - o The SENCO is a qualified teacher and holds the National Award for SEN Coordination, in line with statutory requirements.



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- Complaints contact: Mme Basnett
 - o Email: office@ickford.org.uk
 - o Telephone: 01844 339261
- Complaints policy available on the school website: www.ickford.org.uk
- Bucks Local Offer: <https://familyinfo.buckinghamshire.gov.uk/send/>

9. EHCP Pathway

- If a pupil continues to make less than expected progress despite SEN Support, the school, parents, or outside professionals may request an Education, Health and Care Needs Assessment from the Local Authority.
- Where an Education, Health and Care Plan (EHCP) is issued, the school implements the plan in full accordance with statutory guidance.

10. Review and Publication

- This SEND Information Report is reviewed and updated annually to reflect current provision and policy.