



Ickford School Special Educational Needs and Disabilities Annual Information Report 2026 - 2027

1. The School's Provision

- The types of Special Educational Needs (SEN) for which provision is made at Ickford School include communication and interaction needs, cognition and learning needs, social, emotional and mental health needs, and sensory and/or physical needs. This may include pupils with neurodevelopmental differences such as autism or ADHD, as well as pupils with learning difficulties or physical disabilities.
- In accordance with the SEND Code of Practice, SEN is broadly described within four areas:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health
 - Sensory and/or Physical
- We also ensure that pupils who demonstrate particular strengths or high levels of attainment are appropriately challenged and supported. Pupils are not identified as having SEN solely because they are particularly able or gifted. Where a pupil has SEN as defined by the Children and Families Act 2014, their needs are identified and supported through the school's SEN arrangements.
- 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.

2. The School's Procedures

- The school's SEND Policy sets out the school's approach to identifying and supporting pupils with SEN and disabilities.
- The school identifies pupils who may have SEN through ongoing teacher assessment and observation, monitoring of progress, discussions with parents/carers and the pupil, and advice or recommendations from external professionals where appropriate.
- Some pupils may require reasonable adjustments to enable them to access the curriculum, school environment or school activities effectively but may not have SEN. Where appropriate, the school may implement an Adjustments Plan to record and monitor these adjustments. Pupils with an Adjustments Plan are not placed on the SEN Register unless they meet the definition of SEN and require SEN Support.
- Pupils who are identified as requiring SEN Support are added to the SEN Register.
- Pupils with SEN have an Individual SEN Support Plan, which is reviewed at least three times a year in collaboration with parents and, where appropriate, the pupil.
- The effectiveness of SEN provision is evaluated through regular assessment of progress against individual baselines and by monitoring the impact of interventions and support.
- The assessment and review of progress includes ongoing formative assessment, review of individual outcomes and, where necessary, specialist assessment and advice from external professionals.

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 appropriate adaptations to teaching, the curriculum and the school environment to reduce barriers to learning and participation. Where a pupil is disabled, reasonable adjustments are



Ickford School Special Educational Needs and Disabilities Annual Information Report 2026 - 2027

made where required to prevent them being placed at a substantial disadvantage. 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. Additional support may include targeted interventions, small-group or individual support, adapted resources, visual supports, pre-teaching, overlearning, scaffolded tasks and support from trained learning support assistants, according to individual need.
- 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.
- Extra-curricular activities are made available to all children, with reasonable adjustments to ensure inclusion.
- Support for emotional, mental and social development is available for pupils with SEND, including liaison with educational psychologist and the school's Wellbeing Lead. The school has arrangements to prevent and respond to bullying, including bullying related to disability or additional needs. Pupils are encouraged to share their views and concerns with trusted adults.
- Where pupils have an EHC Plan, the school will deliver the provision specified in the plan and work with the pupil, parents/carers, the Local Authority and relevant professionals to review and evaluate progress towards the outcomes identified.

4. The School's Facilities

- We make appropriate adaptations and reasonable adjustments to support disabled pupils' access to the school and to prevent them being placed at a substantial disadvantage.
- Where necessary, specialist equipment and resources are identified and secured through liaison with parents/carers, external agencies and other relevant professionals.
- The school's Accessibility Plan outlines how access to the curriculum, the physical environment and information is improved for pupils with disabilities.
- Further information about accessibility, including access to the physical environment, curriculum and information, is set out in the school's Accessibility Plan, which is available on the school website.

Admission and Inclusion of Disabled Pupils

- Ickford School welcomes pupils with disabilities and considers applications for admission in accordance with the school's published admissions arrangements. We work with parents/carers and relevant professionals to identify and address any reasonable adjustments or accessibility requirements needed to support a pupil's admission, access and participation in school life.
- The school takes steps to ensure that disabled pupils are not treated less favourably than other pupils and does not discriminate against pupils on the basis of disability. The school makes reasonable adjustments to remove or reduce substantial disadvantage, in accordance with the Equality Act 2010.

5. The School's Training

- Staff receive training and professional development in relation to pupils with SEND. This may include internal training led by the SENCO or Headteacher, or training provided by external agencies. Training needs are identified through monitoring, pupil needs, staff discussions and advice from external professionals.



Ickford School Special Educational Needs and Disabilities Annual Information Report 2026 - 2027

- Specialist expertise is accessed through liaison with outside professionals, including educational psychologists, occupational therapists 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). Parents/carers are involved in identifying needs, agreeing outcomes and provision, and reviewing the effectiveness of SEN Support.
- Pupils' views are actively sought in ways appropriate to their age and understanding. Pupils are involved in identifying their needs, setting and reviewing outcomes, and considering the support and adjustments that help them to learn and participate successfully.

7. The School's Partnerships

- The school works with external bodies to meet the needs of pupils with SEND, including health and social care services, the School Nursing Team, Buckinghamshire Council SEND support services, and voluntary/community organisations.
- During transitions, Individual 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. Where appropriate, information about a pupil's SEN, Individual SEN Support Plan, reasonable adjustments and successful strategies is shared with the receiving setting, with appropriate consent and in accordance with data protection requirements.
- The school has arrangements for supporting pupils with SEN during transition between phases of education, including transition from primary school to secondary school.
- The school collaborates with a range of external professionals, which may include:
 - o Educational Psychology Service
 - o Oxfordshire NHS Speech and Language Therapy Service
 - o School Nursing Team
 - o Occupational Therapy Service

8. Support for Parents and Carers

- Parents/carers can access free, impartial information, advice and support about SEND through Buckinghamshire's SEND Information, Advice and Support Service (SENDIASS) and the SEND Local Offer.
- The school will signpost parents/carers to relevant services and sources of support where appropriate.
- Further information about local services, support and advice for children and young people with SEND can be found through the Buckinghamshire SEND Local Offer:
<https://familyinfo.buckinghamshire.gov.uk/send/>

9. The School's Key Contacts

- SENCO: Mrs Emma Honey (Deputy Headteacher) & Miss Nicole Mordente
 - o Email: office@ickford.org.uk
 - o Telephone: 01844 339261
 - o Both SENCOs are qualified teachers and hold the National Award for SEN Coordination.



Ickford School Special Educational Needs and Disabilities Annual Information Report 2026 - 2027

- Parents/carers are encouraged to raise concerns initially with the class teacher and/or SENCO so that the school can work with them to resolve concerns promptly. Where concerns remain unresolved, parents/carers can follow the school's Complaints Policy.

o Email: office@ickford.org.uk

o Telephone: 01844 339261

- The school's Complaints policy is available on the school website: www.ickford.org.uk

10. EHC Plan Pathway

- Where, despite the provision made through SEN Support, a pupil's needs remain such that it may be necessary for special educational provision to be made through an Education, Health and Care Plan, the school or parents/carers may request an EHC needs assessment from the Local Authority.
- The school will work with the Local Authority, parents/carers, the pupil and relevant professionals throughout the assessment process. Where an EHC Plan is issued, the school will deliver the provision specified in the plan and contribute to the annual review process.

11. Review and Publication

- This report is reviewed and updated annually and whenever there are significant changes to the school's SEN provision or the information contained within the report.