



Bledlow Ridge School

Special Educational Needs and Disabilities Information Report 2026 – 2027

Introduction

At Bledlow Ridge School, we believe every child has the right to equal access to quality education and the opportunity to achieve their potential. We provide an inclusive and supportive learning environment in which all children are valued and can participate in school life. High-quality teaching, adaptive teaching and Ordinarily Available Provision are embedded in everyday practice for all pupils. Some children experience barriers to learning that require additional support. We aim to identify these barriers early, understand each child's strengths and needs, and put appropriate provision in place. Special educational needs are considered across four broad areas: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs. Children may have needs across more than one area, and their needs may change over time.

A diagnosis does not automatically mean that a child will be placed on the SEND register. Decisions about SEND Support are based on the child's individual needs and whether they require special educational provision that is additional to or different from that ordinarily available to pupils of the same age. A child does not need a diagnosis to receive SEND Support.

This report should be read alongside the school's SEND Policy, Accessibility Plan, Attendance Policy, Safeguarding and Child Protection Policy, Complaints Policy and Parent Code of Conduct Policy. These are available through the school website or school office. The SEND Policy is reviewed annually.

The school's SENDCo is currently Miss Gemma Grimaldi, who can be contacted through the school office or at sendco@bledlowridge.bucks.sch.uk.

1. What SEND provision is available at Bledlow Ridge School?

Provision is based on each child's assessed needs and is reviewed as those needs change. High-quality teaching, adaptive teaching and Ordinarily Available Provision are the first approach for all pupils. Class teachers adapt teaching and classroom provision to meet the needs of pupils in their class.

- Reasonable adjustments to teaching, the curriculum and the school environment.
- Adapted resources, teaching materials and appropriate specialist equipment.
- Additional classroom support, including teaching assistant support where appropriate.
- Targeted small-group provision or individual support where appropriate.
- Learning plans for pupils receiving SEND Support, with agreed targets, outcomes and strategies.
- Provision to support communication, interaction, social and emotional development.
- Advice and support from external professionals where appropriate.

The type and level of provision depend on individual needs, intended outcomes and available arrangements. Teaching assistants may provide in-class support, small-group provision or individual sessions. Where provision takes place outside the classroom, it is planned and reviewed to ensure that it supports the child's learning. Class teachers remain responsible and accountable for the progress and development of all pupils in their class, including where provision is delivered by a teaching assistant or specialist. They work closely with teaching assistants and the SENDCo to plan, implement and review provision and link it to classroom teaching.

2. How does the school identify pupils who may have SEND?

Information may come from parents/carers, the child, pre-school or previous schools, staff observations, assessments, progress monitoring, termly Pupil Progress Meetings and relevant professional advice. Parents/carers are encouraged to raise concerns first with the class teacher, who will liaise with the SENDCo as appropriate. A meeting with the SENDCo can be arranged where needed. Where a child makes less than expected progress or experiences difficulties, the class teacher considers possible barriers to learning and reviews the teaching and provision already in place.

3. How does the school decide whether a child requires SEND Support?

Slow progress, low attainment or a need for additional support does not automatically mean that a child has SEND or should be placed on the SEND register. A diagnosis of a particular condition or disability does not automatically mean that a child has special educational needs or that they will be placed on the SEND register. Equally, a child does not need a formal diagnosis to be identified as having SEND or to receive SEND Support.

Where a child has a diagnosis, the school considers their individual strengths and needs, how their condition affects learning and development, and relevant professional recommendations. If their needs can be appropriately met through high-quality teaching, adaptive teaching, reasonable adjustments and Ordinarily Available Provision, they may not require placement on the SEND register. The decision to place a child on the SEND register is based on their individual special educational needs and whether they require special educational provision additional to or different from that ordinarily available to pupils of the same age. The school first reviews the quality of teaching and existing provision; appropriate targeted provision may then be introduced and its impact monitored. If a child continues to experience significant difficulties despite appropriate and purposeful support, the class teacher and SENDCo review the evidence and consider whether SEND Support is required. The child and parents/carers are involved. Where SEND Support is agreed, parents/carers are formally notified and involved in planning provision. Children with a diagnosis or disability who are not on the SEND register continue to receive appropriate support and reasonable adjustments according to their individual needs. Their progress and provision are monitored and reviewed as appropriate. Some children's needs are identified early; for others, needs become evident as they develop.

4. How does the school assess, monitor and evaluate SEND provision?

The school follows the graduated approach of Assess, Plan, Do and Review.

Assess

The class teacher and SENDCo consider the child's strengths, needs and barriers to learning, drawing on assessments, progress information, observations, parental concerns, the child's views and relevant professional advice.

Plan

The class teacher, SENDCo, child and parents/carers agree intended outcomes, provision, strategies and a review date. An individual learning plan is developed for pupils receiving SEND Support. All teachers and relevant support staff working with the child are made aware of their needs, outcomes and agreed provision. Parents/carers are informed and, where appropriate, supported to contribute at home.

Do

The class teacher remains responsible for the child's progress and for implementing planned provision. They work closely with teaching assistants and specialist staff so that additional provision is linked to classroom teaching. The SENDCo advises and supports staff as needed.

Review

The school reviews the impact and quality of provision against agreed outcomes, taking account of the child's and parents'/carers' views. Learning plans for pupils receiving SEND Support are reviewed termly and shared with parents/carers during termly meetings. Provision may be continued, adapted or changed. Pupil Progress Meetings and assessments help evaluate effectiveness. Where progress remains less than expected despite appropriate provision, the school may consider specialist advice, involving parents/carers and seeking appropriate consent before referrals.

5. What is the school's approach to teaching pupils with SEND?

Every teacher is a teacher of all children, including those with SEND. The school promotes inclusion in classroom learning and wider school life through high-quality teaching, adaptive teaching, Ordinarily Available Provision, appropriate resources, reasonable adjustments and targeted provision. Teachers and relevant support staff are made aware of pupils' individual needs and agreed strategies. Class teachers remain responsible and accountable for progress even when teaching assistants or specialists deliver additional provision. Staff work together to plan, implement and review that provision. The school supports pupils' social and emotional development. Pupils are encouraged to participate in visits and activities outside the classroom; individual risk assessments and adjustments are made where needed. The Headteacher and Governing Body monitor teaching and inclusion in line with relevant school policies.

6. How does the school support pupils with disabilities and ensure accessibility?

The school welcomes pupils with SEND and disabilities in accordance with relevant admissions arrangements and statutory requirements. Pupils are not treated less favourably because of disability, and reasonable adjustments are made where required.

- The school building is accessible for wheelchair users.
- There is a toilet adapted for disabled users.
- A disabled parking bay is marked out near the front entrance.
- The school maintains an Accessibility Plan and considers individual reasonable adjustments.

Accessibility includes curriculum participation, the physical environment and access to information. Adapted teaching materials, communication approaches, accessible resources or specialist equipment may be used according to individual needs. The Accessibility Plan is available through the school website or school office.

7. What training and support is provided for staff?

The SENDCo and leadership team identify training needs and provide ongoing advice about adaptive teaching, provision, strategies and resources. Additional training may be arranged to meet individual pupils' needs. Training and advice may be accessed through the Specialist Teaching Service, Speech and Language Therapy, Buckinghamshire Primary PRU outreach, CAMHS, Occupational Therapy, Educational Psychology and other relevant professionals. Teachers and teaching assistants work together to implement agreed provision consistently.

8. How are pupils and parents/carers involved?

Pupil voice

Pupils are encouraged to share their views about learning and support in ways appropriate to their age, understanding and communication needs. Pupils receiving SEND Support contribute to their learning plans and reviews, formally or informally. Their views help inform provision, outcomes and transition planning.

Partnership with parents/carers

Parents/carers are involved in identifying needs, planning provision and reviewing progress. Teachers hold meetings at the beginning of the academic year about learning and support at home, and parent consultation meetings take place twice a year. For pupils on the SEND register, termly meetings with class teachers and the SENDCo review learning plans, targets and provision. Parents/carers may arrange further discussions at other times and are involved in decisions about referrals. Interpreters can be arranged where possible.

9. How does the school work with external agencies?

Depending on individual needs, the school may seek advice from Buckinghamshire Specialist Teaching Service, CAMHS, the School Nursing Service, Community Paediatrics, Social Care, Occupational Therapy, Physiotherapy, Speech and Language Therapy, Educational Psychology, PRU Outreach and Education Welfare Officers. Proposed referrals are discussed with parents/carers and appropriate consent is obtained. Relevant advice is considered when assessing needs and planning or reviewing provision. The SENDCo liaises with external professionals, class teachers, teaching assistants and families. Access to particular services depends on individual circumstances and service arrangements.

10. How does the school support pupils joining, moving through or leaving the school?

Joining Bledlow Ridge School

The school liaises with pre-school settings or previous schools and shares relevant information appropriately. Staff may visit a previous setting or meet professionals where helpful. Parents/carers are encouraged to share information about strengths, needs and successful approaches. Individual transition arrangements may be made where needed.

Transfer within the school

Teachers and relevant teaching assistants liaise about all pupils as part of the school's transition arrangements between classes and year groups. Receiving staff learn about children's strengths, learning needs and information relevant to a positive transition.

For pupils with SEND or additional needs, current and receiving teachers and relevant teaching assistants/support staff liaise closely before transition. They share appropriate information about strengths and needs, current provision, reasonable adjustments, learning plan targets and outcomes, successful strategies, resources and relevant professional advice. This helps effective support continue rather than requiring the receiving team to start again. Relevant pupil records and provision information are passed to the receiving teacher. The SENDCo may support transitions involving more complex needs. Where appropriate, pupils may have additional visits, opportunities to meet new staff, visual information or other preparation. Their views are considered in planning.

Parents/carers can be reassured that relevant information about their child is shared appropriately between staff, with the aim of maintaining consistency and continuity of provision as their child moves through the school.

Leaving Bledlow Ridge School

The school liaises with receiving schools and appropriately shares information about strengths, needs, provision, adjustments and successful strategies. All pupils have opportunities to visit their prospective secondary school; pupils with SEND may have additional visits or other enhanced transition support where beneficial. Receiving-school staff may visit to meet pupils and school staff. The child and parents/carers are involved in transition planning where appropriate. For pupils with an EHCP, transition is considered through the statutory review process with the Local Authority and relevant settings.

11. How does the school support pupils with Education, Health and Care Plans (EHCPs)?

Where a pupil continues to make less than expected progress despite relevant and purposeful action to identify, assess and meet their needs, the school or parents/carers may consider requesting an Education, Health and Care needs assessment (EHCNA). The school, alongside parents/carers, can provide evidence of needs, progress and provision already made. The Local Authority decides whether an assessment is required and whether to issue an EHCP.

For pupils with an EHCP, the school works with the child, parents/carers, Local Authority and relevant professionals to support delivery of the educational provision specified in the plan. EHCPs are reviewed through the statutory annual review process, including consideration of needs, progress, outcomes, provision and transitions.

12. How does the school communicate information about SEND?

Information is shared through the school website, SEND Policy and Information Report, discussions with class teachers and the SENDCo, termly learning-plan reviews, EHCP annual reviews where applicable, and relevant specialist advice. Parents/carers may contact the class teacher or SENDCo for further information.

13. What should parents/carers do if they have concerns or wish to complain?

Parents/carers are encouraged to discuss concerns about their child's SEND or provision initially with the class teacher and/or SENDCo, as appropriate. The Headteacher may become involved where necessary.

Where a concern cannot be resolved informally, or a parent/carer wishes to make a formal complaint, it will be considered in accordance with the school's Complaints Policy. The conduct and communication of all parties during the process are expected to follow the school's Parent Code of Conduct Policy. Both policies are available through the school website or school office. The school aims to listen to concerns and work constructively with families in the child's best interests.

14. Where can parents/carers find further information?

Buckinghamshire Local Offer

The Buckinghamshire Local Offer provides information about education, health and social care provision and other services for children and young people with SEND and their families. The school contributes to and signposts families to the Local Offer: www.bucksfamilyinfo.org/localoffer. Parents/carers may also ask the SENDCo for information about local support.

The school's key contacts

Headteacher: Mrs Natasha Harrison — office@bledlowridge.bucks.sch.uk

SENDCo: Miss Gemma Grimaldi — sendco@bledlowridge.bucks.sch.uk (also contactable through the school office)

Contacts for compliments, concerns or complaints

Chair of Governing Body: Zoe Williams — zwilliams@bledlowridge.bucks.sch.uk

SEND Governor: Victoria White — vwhite@bledlowridge.bucks.sch.uk

School office: office@bledlowridge.bucks.sch.uk