Special Educational Needs and Disabilities (SEND) Information Report 2026/27

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Introduction **3**
What types of SEND does the school provide for? **4**
SEND Codes/Categories **4**
Special Educational Needs (SEND) Profile 5
What support is available for my child? **5**
Our Special Educational Needs Co-ordinator, or SENCo **6**
SEND Manager **6**
Subject teachers **6**
Teaching Assistants (TAs) **6**
External agencies and experts **6**
Targeted Support offered at RGS Students **7**
1. Universal Offer (Whole-School Provision) 7
2. Targeted SEMH & Pastoral Support 7
3. Targeted Learning & Exam Access 8
4. Targeted Specialist & Staffing Deployment 8
Exam access arrangements at RGS **8**
What should I do if I think my child has SEND? **9**
How we monitor your child's progress **11**
How we adapt teaching for our students with SEND **12**
How we make sure all SEND students are included in activities alongside students who don't have SEND **13**
How we make sure the admissions process is fair for pupils with SEND or a disability **14**
Accessibility **14**
How we support mental health, and emotional and social development **14**
What support is available for students as they transition between classes or settings, or in preparing for adulthood? **14**
Between years **14**
Between schools **15**
Between phases **15**
Moving to adulthood **15**
What support is in place for looked-after and previously looked-after children with SEND? **15**
What should I do if I have a complaint about my child's SEND support? **15**
What support is available for you and your family? **16**
Glossary **16**
Appendix 1 - SEND Numbers at RGS 2026 – 2027 19
Appendix 2 - Access arrangements 20
Appendix 3 - Available Services 21

Introduction

Dear Parents and Carers,

Welcome to the Royal Grammar School (RGS) SEND Information Report. At RGS, we believe every student has an equal right to a broad, ambitious, and balanced education. We maintain high expectations for all our students, fostering an inclusive environment where every student is challenged, valued, and empowered to achieve their full potential.

Our approach is rooted in high-quality, adaptive teaching in every classroom. We recognise that true inclusion relies on authentic collaboration; we work in partnership with parents, carers, and external specialist services to deliver joined-up, holistic support for each student.

This report provides a transparent and comprehensive overview of our Special Educational Needs and Disabilities (SEND) provision and ethos. Producing this report annually is a statutory requirement under 'The Local Offer', a national initiative that provides children, young people, and families with accessible information on SEND provision. This report forms part of the Buckinghamshire Local Offer, accessible via the Buckinghamshire Family Information Service website at www.bucksfamilyinfo.org/localoffer.

We review and update this report annually and welcome comments or suggestions to ensure that parents, students and staff continue to find it helpful. This document should be read alongside the RGS SEND Policy, available on the school website.

Note: A glossary of terms is included at the end of this report to assist with any unfamiliar terminology.

What types of SEND does the school provide for?

At RGS, we have experience supporting students with a wide range of special educational needs. We tailor interventions and support to reflect the specific difficulties of the student, with the aim to help students to cope and succeed in the many scenarios and challenges that school presents.

We have worked, as a school, with many students with a wide range of needs, including:

Communication and Interaction	Speech and Language Difficulties Autistic Spectrum Condition Social Communication Difficulties Sensory Integration Difficulties
Cognition and Learning	Dyslexia Dyspraxia Dysgraphia Processing difficulties Sequencing difficulties Organisation difficulties
Social, Mental and Emotional Health	ADHD Anxiety Self-Harm OCD Depression
Sensory and/or Physical Needs	Hearing Impairment/Auditory Visual Impairment Developmental Coordination Disorder ARFID

SEND Codes/Categories

The SEND Report includes students with:

- An Education and Health Care Plan (EHCP - Code E).
- An identified learning disability or medical condition significant enough to need additional provision to support learning and development. (Code K - SEND Support).
- An identified learning difficulty or disability but whose needs are being met through High-quality adaptive teaching or No diagnosed SEND but who have been identified as needing short term additional provision/monitoring to support learning and development. (Code SEND Aware).

See Appendix 1: Current SEND Numbers at RGS 2026 – 2027

Special Educational Needs (SEND) Profile

- **Overall Prevalence: 12.2%** of the total population (182 students) receive SEN-related monitoring or support.
- **SEN Support (K): 7.6%** (114 students) are classified as SEN Support.
- **Education, Health and Care Plan (E): 0.5%** (8 students) hold an EHCP, peaking in Year 12 (4 students, 1.6%).
- **SEN Aware: 4.0%** (60 students) are flagged as SEN Aware.
- **Year Group Peak:** Year 10 has the highest concentration of SEN provision at **19.7%** (40 students), including 20 students (9.9%) listed as SEN Aware. Year 9 (14.7%; 30 students) and Year 13 (13.9%; 34 students) also show elevated rates.

Social, Emotional and Mental Health (SEMH) is the primary concern across the school, affecting 64 students (4.3%). Need peaks sharply in Year 10 (19 students, 9.4%). The second most prevalent concern, impacting 57 students (3.8%**)**. Highest in Year 9 (11 students, 5.4%) and Year 10 (11 students, 5.4%). Cognition and Learning Needs affects 37 students (2.5%), peaking in Year 13 (9 students, 3.7%) and Year 10 (7 students, 3.4%). Sensory and/or Physical Needs affects 19 students (1.3%), with the highest count in Year 9 (6 students, 2.9%) and Year 13 (5 students, 2.0%).

101 students (6.8%) have some sort of exams access. Demand increases substantially during examination key stages, peaking in Year 10 (25 students, 12.3%), Year 13 (28 students, 11.4%), and Year 9 (20 students, 9.8%).

We also have 6 students who access a hybrid timetable in school which consists of small group teaching in the 5 core subjects and other subjects in mainstream school. This is strictly restricted to Key Stages 3 and 4 (2 in Year 9, 1 in Year 10, 3 in Year 11). There is not a similar provision available in Key Stage 5.

What support is available for my child?

Governors and staff at RGS are committed to the belief that every student has the right to a broad, balanced and relevant education and can access the full range of the curriculum. The school welcomes diversity and seeks to help each student reach his full potential.

It is an underlying principle at RGS that most learning needs can be supported effectively through high quality adaptive teaching, which engages and motivates students. Of course, there are instances or occasions where additional support may be necessary for students to achieve their potential.

The school follows the guidance given by the Special Educational Needs and Disability Code of Practice 2015 (Department of Education). The school also has a separate Special Educational Needs Policy, which gives further details relating to the procedures in place at RGS, which can be accessed via our website.

Students are identified as requiring special educational needs support either through the admissions process (through liaison with feeder schools and parents), or by identification by school staff or via communication with outside agencies in consultation with parents.

Our Special Educational Needs Co-ordinator, or SENCo

Our SENCo is Jacqui Watson. Jacqui has five years' experience in this role and has worked as a teacher and Subject Leader at RGS for the past 14 years. She is a qualified teacher. Jacqui has achieved the National Award in Special Educational Needs Coordination and works full time in managing SEND provision. Jacqui is also our internal exams assessor and has completed the CTOP3 qualification.

SEND Manager

Our SEND Manager is Louise Taylor. Louise has 20 years' experience in this role.

Subject teachers

All of our teachers receive regular in-house SEND training, half termly SEND updates in staff briefings and are supported by the SENCo and SEND Manager to meet the needs of pupils who have SEND.

All staff received training by external providers in adaptive teaching, SEMH and adaptive teaching. Internal training has been on a variety of topics such as Provision Mapping software, exams access arrangements, inclusion, mega seating plan and where to best sit your SEN students, SEND Ofsted training and training on specific SEND needs within the classroom with a focus on case studies. Each half term there has also been a SEND briefing update and training delivered by the SENCo to all teaching staff.

Teaching Assistants (TAs)

We have a team of 14 TAs, of which 9 are part time. Some are trained to deliver SEND provision such as nurture groups, small group teaching in science and Math's tutoring. All have a good understanding of various different special educational needs.

External agencies and experts

The school is committed to a partnership approach to supporting pupils with SEND. This approach includes the following dimensions:

- Visits to feeder schools to gather information about the needs of a student, prior to his arrival at the school, and help to facilitate a smooth transition.
- All support agencies are involved as necessary, including CAMHS, Specialist Teaching Service, Educational Psychologists, (Speech and Language Service, and the Occupational Therapy Service who work within a time allowance allocated by the Local Authority.
- We also work with outside support including private counsellors, psychologists and occupational therapists.

Targeted Support offered at RGS Students

At the Royal Grammar School (RGS), we provide a multi-tiered framework of targeted support designed to meet individual learning and pastoral needs. Our provision ensures that students receive high quality, adaptive teaching while offering targeted interventions that build self-awareness, encourage independent learning, and help students overcome barriers to progress.

1. Universal Offer (Whole-School Provision)

Our universal offer establishes a consistent, inclusive environment across all classrooms through whole-school systems and ongoing staff development:

- **Staff Professional Development:** Continuous whole-staff CPD focused on adaptive teaching strategies and SEND awareness.
- **Classroom & Adaptive Management:** Use of Mega Seating Plan to ensure personalized classroom adaptations and seating arrangements as well as the use of Provision Mapping to provide important information regarding a student's needs.
- **Staff Communication:** Half-termly SEND briefings to share strategies, updates, and student profiles across all staff.
- **Intervention Tracking:** Utilization of provision mapping software to log and monitor the impact of support strategies.
- **Co-Curricular Inclusion:** Support to ensure inclusion and equity of access across all extra-curricular activities, clubs, and school trips.

2. Targeted SEMH & Pastoral Support

For students requiring focused emotional and social guidance, we offer structured pastoral interventions:

- **In-School Counselling:** On-site professional counseling services to support students experiencing mental health or emotional challenges.

- **Key Worker Mentoring:** Regular, termly 1:1 check-ins with dedicated key workers covering emotional well-being, subject guidance, and personal development.
- **Nurture/PSHCE Groups:** Targeted small-group sessions designed to build confidence, enhance social skills, and strengthen social communication whilst also delivering the RSE curriculum.
- **EBSA Support Plans:** Bespoke reintegration and support plans for students affected by Emotionally Based School Non Attendance (EBSNA).

3. Targeted Learning & Exam Access

We provide practical learning aids and skill-building opportunities to support academic growth and assessment access:

- **Laptop Provision:** Assisted technology access for students with assessed handwriting, processing, or motor skill difficulties.
- **Handwriting & Executive Function Support:** Targeted intervention for handwriting legibility alongside organizational coaching for planner management and homework scheduling.
- **Study Skills & Revision Guidance:** Specialized talks from external providers, reinforced by structured follow-up support from teaching and support staff.
- **Dedicated SEND Exam Spaces:** Separate, quieter exam spaces provided by the SEND Team for both internal end-of-year exams and formal public assessments.

4. Targeted Specialist & Staffing Deployment

When a higher level of specialist input is needed, we deploy dedicated staff and liaise with external multi-agency professionals:

- **Teaching Assistant Deployment:** Strategic allocation of 15 Teaching Assistants to support learning within classrooms and targeted small-group settings.
- **External Specialist Partnerships:** Close collaboration with external multi-agency services, including Child and Adolescent Mental Health Services (CAMHS), the Specialist Teaching Service, Speech and Language Therapy (SALT), and Occupational Therapy (OT).

Exam access arrangements at RGS

At RGS, we are committed to ensuring equal access to exams in accordance with the Joint Council for Qualifications (JCQ) *Access Arrangements and Reasonable Adjustments* regulations and the Equality Act 2010.

Exam Access Arrangements are approved to remove barriers for candidates with a disability, special educational need, or medical condition, ensuring they are not substantially disadvantaged without compromising the integrity of the assessment.

In strict alignment with JCQ regulations, access arrangements are granted only when they represent a student's established normal way of working in the classroom, internal assessments, and mock examinations. Arrangements are never granted automatically and require a complete 'picture of need' supported by:

- Continuous evidence of classroom support and normal way of working provided by subject teachers.
- Standardized internal screening and history of provision.
- Assessment by a qualified specialist assessor working in partnership with the school (or relevant medical evidence / EHCP documentation).

In line with JCQ regulations, privately commissioned specialist assessments cannot be accepted as evidence for Access Arrangements Online applications unless the assessment was formally agreed upon and commissioned in direct partnership with the SENCo prior to the assessment taking place.

Further details regarding application criteria, evidence requirements, and JCQ deadlines can be found in the school's SEND and Examinations Policy on the website.

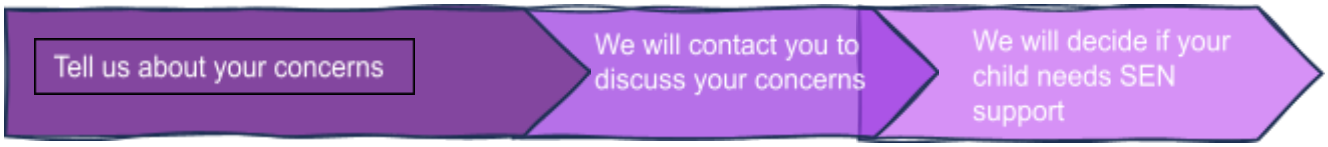
See Appendix B: Access Arrangements Numbers at RGS.

What should I do if I think my child has SEND?

Staff, students and parents are all encouraged to make a referral to the SEND Department, using a SEND concern form available to parents and staff, if they feel that additional support is necessary.

Staff will refer students to the SEND Department for a wide range of issues including difficulties making the required level of progress, issues regarding concentration/organisation, handwriting or spelling difficulties, social/communication issues or physical needs. Regular timed assessments also help to identify difficulties, and staff are encouraged to send specimens of students' work to the SEND Department to help ascertain whether additional support is required.

Where needed the SEND department will carry out some basic needs assessments and begin the process of securing appropriate support/assessments from external agencies if appropriate.



If you think your child might have SEND, the first person you should tell is your child's form tutor. They will pass the message on to our SEND department who will be in touch to discuss your concerns. You can also contact the SEND team by using the initial SEN concern form.

We will discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.

Any assessments we carry out on your child we will notify you of the results and after discussing these results with you, your child will be added to the school's SEND register if needed.

At RGS, we recognise the importance of parents to help us tailor support for their child:

- Parents/carers are welcome to contact the SENCo or SEN Manager.
- For students with SEN, the Pupil Passport acts as a key communication bridge between home and school. Formulated collaboratively with the student and updated termly during their time at RGS, it ensures that staff, parents, and carers maintain a shared understanding of effective strategies. We strongly value parental input and feedback at every stage of this process.
- We can carry out SNAP assessments for a range of underlying learning difficulties and endeavour to seek parental/carer support and keep parents/carers updated regarding our findings and their implications. We also carry out internal assessment for exams access when needed.
- We will inform parents/carers when we feel it necessary to explore differentiated exam arrangements for their child.
- We encourage parents/carers to inform the school if assessments or support relating to their child's learning difficulties is provided out of school, so that we can consider the full picture when making choices about support in school. This includes medical assessments.
- The school endeavours to keep parents/carers informed about their child's progress through written and verbal reports as well as face-to-face meetings.

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. If a teacher notices that a student is

falling behind, they try to find out if the student has any gaps in their learning. If they can find a gap, they will give the student extra support to try to fill it. Students who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the student is still struggling to make the expected progress, the teacher will talk to the SENCo and SEND manager who will contact you to discuss the possibility that your child has SEND.
The SENCo will initially have discussions with all your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. You will also be asked for your opinion and your child will also be spoken to get their input. Where appropriate external experts' opinions will be sought such as a speech and language therapist, an educational psychologist, specialist teachers or a paediatrician.

Based on all of this information, the SENCo will decide whether your child needs SEND support. You will be told the outcome of the decision. If your child does need SEND support, their name will be added to the school's SEND register, and the SENCo will work with your child to create a SEND support plan for them.

How we monitor your child's progress

At RGS, we deliver SEND support through the national Graduated Approach, a continuous four-part cycle of Assess, Plan, Do, Review, underpinned by termly Key Worker meetings. As part of this we track student outcomes, intervention efficiency, and academic progress.
The Graduated Approach Cycle (Assess, Plan, Do, Review) is as follows:



- **Assess:** Comprehensive diagnostic screening, baseline testing, and continuous classroom observation establish precise individual baselines.
- **Plan:** Co-production of the Pupil Passport alongside the student. Every plan establishes individual targets based on need (e.g., improvement in attendance, reading age acceleration, or assignment completion rates). Parents are sent a copy of the Pupil passport and are welcome to send in their feedback.
- **Do:** Targeted implementation of evidence-based interventions delivered by classroom teachers and support staff, logged and tracked via provision mapping software to monitor outcomes.
- **Review:** Systematic evaluation of progress during termly Key Worker reviews. If data shows a student consistently achieves their targets over two consecutive review cycles, the targets may be changed or they may step down from SEND Support. If progress is not evident, provision is escalated or adapted with specialist input.

Each student on the SEND support or EHCP register is assigned a dedicated Key Worker who conducts termly review meetings with the student, incorporating parental and teacher feedback:

- Establishing 2–3 quantifiable SMART targets for the upcoming term based on recent performance data or issues raised by the student or parents.

- Reviewing quantitative evidence from provision mapping software, attendance records, and internal assessment tracking.
- Formulating a written action record detailing the specific adaptations and intervention schedules (e.g., twice-weekly study skills sessions). If needed structured home support strategies (e.g., monitoring homework schedules via the online portal). Personal actions to foster independence (e.g., utilizing designated quiet spaces for self-regulation).
- Formalizing all agreed outcomes within the student's digital record of the review, alongside annual formal written reporting.

How we adapt teaching for our students with SEND

High-quality teaching is our first step in responding to your student's needs. We will make sure that every student has access to a broad and balanced curriculum whilst in key stages 3 & 4.

We will adapt how we teach to suit the way our students work best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to our students.

These adaptations include:

- ➢ Adapting our curriculums to make sure all students are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- ➢ adapting our teaching, for example, giving longer processing times, reading instructions aloud, etc.
- ➢ Adapting our resources and staffing
- ➢ Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- ➢ Teaching assistants will support the classroom teacher as needed to either allow the teacher to spend time working with the SEND students or by working with the SEND students reinforcing the teaching being done.

We may also provide the following interventions during Key Stages 3 & 4:

Area of need	Condition	How we support these pupils
Communication and interaction	Autism spectrum disorder (ASD)	Nurture groups
	Speech and language difficulties	SALT

Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Coloured overlays/ reading groups Practical support as appropriate in lessons.
Social, emotional and mental health	ADHD, ADD	Quieter space/ movement cards/ fidget tools
	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical	Hearing impairment	External Specialist teachers
	Visual impairment	Enlarged worksheets External Specialist teachers

These interventions are part of our contribution to Buckinghamshire's local offer.

In the Sixth Form (Years 12 and 13), our SEND provision pivots toward fostering autonomy, self-advocacy, and long-term independence. Embedded within our Key Stage 5 offering is the national Preparing for Adulthood (PfA) framework, ensuring that students with SEND receive tailored support across four key pathways as they transition into higher education, training, and adult life:

1. **Higher Education, Employment, and Future Pathways**

Guidance on declaring SEND/disabilities on university applications, navigating Disabled Students' Allowances (DSA), and requesting university exam accommodations. Guidance for work experience placements, degree apprenticeships, and post-18 career pathways in collaboration with the Careers Department. Structured support to transition from guided classroom learning to independent study, focusing on time management, revision strategies, and deadline management.

2. **Independent Living & Self-Advocacy**

Empowering students to understand their individual learning profiles, articulate their needs, and request reasonable adjustments independently in academic and personal contexts. Targeted support for students requiring assistance with organizational tools, and personal routines.

3. **Community Inclusion, Relationships, and Leadership**

Ensuring full inclusion in Sixth Form leadership roles, societies, sports, trips, and enrichment activities. Access to Sixth Form quiet study areas.

4. **Physical & Mental Health Transition**

Continued access to 1:1 key worker mentoring, in-school counselling, and tailored well-being plans to support emotional regulation and stress management during A-Level studies.

How we make sure all SEND students are included in activities alongside students who don't have SEND

All of our extra-curricular activities and school visits are available to all our students, including our before and after-school clubs.
All students are encouraged to go on our school trips, including our residential trip(s)
All students are encouraged to take part in extra-curricular activities and the TAs actively support our SEND students in finding activities that they would be interested in.
No student is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments possible to ensure that they can be included.

How we make sure the admissions process is fair for pupils with SEND or a disability

Students with SEND are admitted to the school in a similar manner to other students, based on meeting admissions criteria. The admissions criteria differ depending on the stage of entry, so please make sure that you look at the appropriate criteria for your child's stage. Liaison visits to feeder schools help identify individual needs. The school admission form also encourages parents to pass relevant information to the SEND Department prior to their child's entry to the school, and the SEND Department records their names on the SEND List. The SENCo or the SEND Manager will arrange to liaise with the student and the parents in order to ascertain whether the student's SEND can be effectively supported in the classroom with staff and student strategies put in place, or whether additional support will be needed. For students with Education Health and Care Plans who are transferring schools and name RGS as their preferred school, we will work together with all relevant parties regarding the transfer.

Accessibility

In accordance with the provisions of the Equality Act 2010, no student with SEND should be disadvantaged or discriminated against in respect to their SEND. This is reflected in the school's exam access arrangements, adaptive teaching in the classroom, possible TA support and possible special equipment provision as deemed necessary in a Statement or EHCP. The school's Accessibility Plan can be accessed on the school website.

How we support mental health, and emotional and social development

We provide support for students to progress in their emotional and social development in the following ways:

- We provide extra pastoral support for listening to the views of pupils with SEND through our key workers
- We have school counsellors who can provide more specialist emotional support if needed
- We run nurture sessions for pupils who need extra support with social or emotional development

- We have a ‘zero tolerance’ approach to bullying.

What support is available for students as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask students to attend a meeting with their key worker towards the end of the academic year where transitions are discussed and also the positives from the current academic year and how these can help support the student moving forward.
- If possible, we schedule a meeting with the new form tutors towards the end of the summer term so that the student knows who their tutor is before the beginning of the next academic year.
- Where needed students are asked to come into school at the end of the summer holidays to discuss the year ahead.

Between schools

When your child is moving on from our school, we will ask your child what information you want us to share with the new setting.

Between phases

The SENCo of the primary school meets with our SENCo to discuss the needs of the incoming students near the end of the summer term.
We have a separate transition morning where we invite both parents and child into school and we do a meeting and answer questions with parents and students engage in separate activities with the TAs.

Moving to adulthood

We provide all our students with appropriate advice on paths into work or further education.
We work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

What support is in place for looked-after and previously looked-after children with SEND?

We will work with our SENCo and SEN Manager, to make sure that all teachers understand how a looked-after or previously looked-after pupil’s circumstances and their SEND might interact, and what the implications are for teaching and learning.
Children who are looked-after or previously looked-after will be supported in the same way as any other child who has SEND.

What should I do if I have a complaint about my child's SEND support?

We find it very encouraging when we receive feedback regarding what we are doing well. Equally, we welcome your suggestions on how to improve the services we offer. If for any reason you have a concern that you do not feel has been dealt with appropriately, the school's complaints procedure can be found on the school website.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the student themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

What support is available for you and your family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Buckinghamshire's local offer. Buckinghamshire publishes information about the local offer on their website.

Other useful contacts can be found in Appendix 3

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or SENDsory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCo** – the special educational needs co-ordinator
- **SEND** – special educational needs
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND

➢ **SEND support** – special educational provision that meets the needs of pupils with SEND

➢ **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

Appendix 1 - SEND Numbers at RGS 2026 – 2027

School summary	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		Total	
	On Roll: 192		On Roll: 199		On Roll: 204		On Roll: 203		On Roll: 204		On Roll: 244		On Roll: 245		On Roll: 1491	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Non-SEN	176	91.7%	178	89.4%	174	85.3%	163	80.3%	182	89.2%	228	93%	228	93.1%	1329	89.1%
SEN	16	8.3%	21	10.6%	30	14.7%	40	19.7%	22	10.8%	19	8%	34	13.9%	182	12.2%
K	15	7.8%	15	7.5%	24	11.8%	19	9.4%	13	6.4%	12	5%	16	6.5%	114	7.6%
E	1	0.5%	0	0%	0	0%	1	0.5%	1	0.5%	4	2%	1	0.4%	8	0.5%
SEN aware	0	0%	6	3%	6	2.9%	20	9.9%	8	3.9%	3	1%	17	6.9%	60	4%
EAL	1	0.5%	2	1%	1	0.5%	0	0%	15	7.4%	2	1%	0	0%	21	1.4%
FSM	9	4.7%	9	4.5%	11	5.4%	13	6.4%	8	3.9%	10	4%	12	4.9%	72	4.8%
Services	0	0%	2	1%	2	1%	2	1%	2	1.0%	0	0%	0	0%	8	0.5%
LAC	0	0%	0	0%	0	0%	0	0%	0	0.0%	0	0%	0	0%	0	0%
PP	9	4.7%	10	5%	13	6.4%	17	8.4%	11	5.4%	5	2%	9	3.7%	74	5%
Concerns																
SEMH	4	2.1%	9	4.5%	8	3.9%	19	9.4%	9	4.4%	5	2%	10	4%	64	4.3%
Cognition and Learning Needs	4	2.1%	5	2.5%	5	2.5%	7	3.4%	4	2.0%	3	1%	9	4%	37	2.5%
Sensory and/or Physical Needs	0	0%	1	0.5%	6	2.9%	3	1.5%	2	1.0%	2	1%	5	2%	19	1.3%
Communication and Interaction Needs	8	4.2%	6	3.0%	11	5.4%	11	5.4%	7	3.4%	8	3%	6	2%	57	3.8%
Exam Access	2	1%	2	1.0%	34	16.6%	26	12.8%	12	5.8%	9	3.6%	26	10.6%	111	7.4%
In house small group teaching	0	0%	0	0%	2	1%	1	0.5%	3	1.5%	0	0%	0	0%	6	0.4%

Appendix 2 - Access arrangements

Year Group	7	8	9	10	11	12	13	Total
Extra Time			1	1	2	4	8	16
Laptop	2		1		2		4	9
Extra time and/or laptop		0		1	1	1	3	6
Rest breaks/prompts		1	14	13	2	1	3	34
Extra time/SEND room/Rest Breaks			1	3	1	2	3	10
Rest break/laptop			1					1
Extra time/rest breaks/laptop				1	1		1	3
Extra time/coloured overlays/rest breaks							1	1
Extra time/coloured overlays							1	1
Extra time/ live speaker MFL/rest breaks						1		1
Separate Room/live speaker for MFL			1					1
Modified paper/extra time				1			1	2
Modified paper				1				1
Modified paper/laptop/rest breaks			1		1			2
Rest breaks/ live speaker MFL			1	1				2
SEND room			13	4	1			18
Other		1			1		1	3
TOTAL	2	2	34	26	12	9	26	111

Appendix 3 - Available Services

SERVICE	WEBSITE	TELEPHONE NO.
Bucks Child & Adolescent Mental Health Service (CAMHS)	www.oxfordhealth.nhs.uk oxfordhealth.SouthBuckinghamshireCAMHS@nhs.net	01865 901951
Bucks Educational Psychologist Service (EPS)	www.buckscc.gov.uk/school/eps	01494 732187
SEND (Bucks)	www.buckscc.gov.uk/SEND	01296 395000
Bucks Specialist Teaching Service (STS)	www.bucksfamilyinfo.org	01296 383342/ 01494 475333
Bucks Speech & Language Therapy Services (SALT)	www.slt.buckshealth.link	01296 566045
British Association of Behavioural Optometrists (BABO)	www.babo.co.uk	07443 569021
FACT (Bucks) Families and Carers Together	www.factbucks.org.uk/	
British Dyslexia Association (BDA)	www.bdadyslexia.org.uk	03334 054567
Connexions/Adviza	www.adviza.org.uk	01784 027050
Dyspraxia Foundation	www.dyspraxiafoundation.org	01462 455016
Local Offer for SEND & Disability	www.bucksfamilyinfo.org/localoffer	
The National Handwriting Association	www.nha-handwriting.org.uk	01256 464598
Bucks SEND/D IAS (Bucks Special Education Needs and Disability Information, Advice & Support [IAS])	http://www.buckscc.gov.uk/education/bucks-SEND-ias/	01296 383754

The Professional Association for Teachers and Assessors of Students with Specific Learning Difficulties (PATOSS)	www.patoss-dyslexia.org	01386 712650
RNIB	www.rnib.org.uk	03031 239999
SEND Code of Practice	www.gov.uk	
Children & Young Peoples Occupational Therapy Service	www.buckshealthcare.nhs.uk/childrenandyoungpeoplesot	01296 566045