Special Educational Needs and Disabilities (SEND) Information Report 2025

Date Agreed by the Governing Body	November 2025
Date to be reviewed	November 2026
Date of last review	November 2024
Governors Committee accountable for review	Education
SEND Senior or Leadership Team member accountable for review	DPD

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Introduction

Dear Parents and Carers,

The purpose of this report is to bring together a transparent and comprehensive picture of the support we offer at the Royal Grammar School (RGS) for students with Special Educational Needs. It also summarises our ethos when working with students, parents and staff in providing effective SEND support.

It is now a statutory requirement that all mainstream schools produce a SEND Report on an annual basis as part of 'The Local Offer'. The Local Offer is a national initiative that aims to provide easy access to information for children and young people with special educational needs and their parents or carers. This report forms part of the Buckinghamshire Local Offer, which is available on the Buckinghamshire Family Information Service Website; www.bucksfamilyinfo.org/localoffer

We will update this report on an annual basis and welcome comments or suggestions to ensure that parents, students and staff continue to find it helpful. The report should be read in partnership with the RGS SEND Policy, which is available on the school website.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

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 preSENDts. 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 SENDsory 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
SENDsory and/or Physical Needs	Hearing Impairment Visual Impairment /Auditory 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 first quality differentiated 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: SEND Numbers at RGS 2025 – 2026

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 teaching, which engages and motivates students, yet uses adaptive teaching techniques accordingly. 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 four years' experience in this role and has worked as a teacher and Subject Leader at RGS for the past 12 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.

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 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, 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 bulletin update and training delivered by the SENCO to all teaching staff.

Teaching Assistants (TAs)

We have a team of 15 TAs, most of which are part time. Some are trained to deliver SEND provision such as nurture groups, friendship circles 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

Support can be offered to students who have a particular learning need. This support is designed to help students cope with a variety of situations that may be presented to them at RGS. Support given is highly student focussed, encourages independent learning and aims to build an awareness of strengths and weaknesses. The list below provides a summary of some of the support offered

- Mentoring – may be in a particular subject, study skills, emotional support.
- Counselling – the school has counsellors who can support some students.
- Revision and study skills – talks from external providers and follow up support from teachers/support staff.
- Organisational support – use of planner, homework timetable.
- Laptops – for those students with assessed difficulties with writing.
- SEND Exams – some students sit their end of year school exams and public exams separately, with the SEND Team
- Handwriting support
- EBSA support
- Nurture groups- to support with the development of social skills and social communication

Exam access arrangements at RGS

We fully support students in providing additional arrangements for students in exams, where it is necessary and appropriate to do so. We follow the Joint Qualifications Council (JCQ) exam board regulations and only apply for access arrangements when we have appropriate evidence of need from the classroom teachers, specialist reports AND have screened for an underlying learning

difficulty that allows for that arrangement. Further information can be found on the schools 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 SEND 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.

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 SEND Manager.
- We will communicate with home details of specific strategies when they are formulated in conjunction with the student. These will be updated termly during the student's time at RGS. We value input and feedback from parents in this process.
- We can carry out some 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. There may be a small charge for learning assessments carried out by external agencies for learning difficulties. External assessments may be recommended.

- 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, 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

We will follow the 'graduated approach' to meeting your child's SEND needs.
The graduated approach is a 4-part cycle of **assess, plan, do, review**.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve, these will be decided in conjunction with your child and your opinion will also be sought.

We will monitor any intervention we carry out with your child so we can see how much impact the intervention has on your child's progress. This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

We will provide reports on your child's progress annually at a minimum.
Your child's key worker will meet your child termly , to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

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 at our school.
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, pre-teaching of key vocabulary, 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:

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

Social, emotional and mental health	ADHD, ADD	Quiet space
	Adverse childhood experiences and/or mental health issues	Nurture groups
SENDsory and/or physical	Hearing impairment	External Specialist teachers
	Visual impairment	Enlarged work External Specialist teachers

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

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 differs 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:

- Pupils with SEND are also encouraged to be part of friendship circles where appropriate
- 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 a nurture club 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 arrange meetings with the parents/carers of incoming students to discuss how we can best welcome their child into our community.

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 SEND 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 2025 – 2026

School summary	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		Total	
	On Roll: 191		On Roll: 198		On Roll: 203		On Roll: 204		On Roll: 203		On Roll: 246		On Roll: 204		On Roll: 1449	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Non-SEND	177	92.7	177	89.5	184	90.6	190	93.1	178	87.7	231	93.9	192	94.1	1329	91.7
SEND	14	7.3	21	10.5	19	9.4	14	6.9	25	12.3	15	6.1	12	5.9	121	8.3
E	0	0	0	0	0	0	1	0.5	4	2	1	0.4	1	0.5	7	0.4
K	14	7.8	21	10.5	19	9.4	13	6.4	21	10.4	14	5.7	11	5.4	114	7.9
EAL	2	1	1	0.5	0	0	15	7.4	0	0	0	0	0	0	18	1.2
FSM	11	5.2	12	6.1	13	6.4	12	5.9	10	4.9	8	3.3	5	2.5	70	4.8
Services	1	0.5	2	1	2	1	2	1	2	1	1	0.4	0	0	10	0.7
LAC	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PP	11	5.7	13	6.6	17	8.4	15	7.4	14	6.9	8	3.3	4	2	82	5.7
Category of need																
Cognition and Learning Needs	1	0.5	5	2,5	1	0.5	3	1.5	5	2.4	6	2.5	1	0.7	22	1.5
Communication and Interaction Needs	4	2.1	7	3.5	7	3.4	5	2.4	6	3	4	1.6	2	1	35	2.4
Sensory and/or Physical Needs	0	0	6	3	2	1	1	0.6	4	1.9	1	0.4	4	1.7	18	1.3
Social, Emotional and Mental Health Difficulties	9	4.7	3	1.5	9	4.5	5	2.4	10	5	4	1.6	5	2.5	45	3.1

Appendix 2 - Access arrangements

Year Group	7	8	9	10	11	12	13	Total
Extra Time		1	3	3	6	6	4	23
Laptop		1				4	1	6
Extra time and/or laptop		1	1	1	1	1	2	7
Rest breaks		8	4		2	1	8	23
Extra time/SEND room/Rest Breaks			1		5	2		8
Rest Breaks/prompt/extra time					1		6	7
Extra time/rest breaks/laptop		1			1	2		4
Extra time/coloured overlays						2		2
Separate Room/live speaker for MFL		1						1
Modified paper/extra time/rest breaks		2				1		3
Modified paper/extra time				1		1		2
Modified paper		1		1		1	1	4
Extra time/rest breaks/ live speaker MFL			1		4			5
SEND room		2	13	6	1		1	23
Other						2	1	3
TOTAL	0	18	23	12	21	23	24	121

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