

Special Educational Needs & Disability (SEND) Information Report 2026-7



This document details how Special Educational Needs & Disability (SEND) students are supported at Dr Challoner's in the academic year 2026-27. This document draws upon information in each of;

- Equality Act, 2010¹
- Children & Families Act, 2014²
- Special Educational Needs Code of Practice, 2015³
- Buckinghamshire Local Authority - Ordinarily Available Provision, 2020⁴
- DCGS Specialist Educational Needs Policy 2021⁵
- During the year, the Government also published *Every Child Achieving and Thriving* (DfE, 2026) and the accompanying consultation *SEND Reform: Putting Children and Young People First*. The school is monitoring these proposed reforms and considering their implications for inclusive mainstream practice and future SEND provision

¹ <https://www.gov.uk/guidance/equality-act-2010-guidance>

² <https://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted>

³ <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

⁴ <https://schoolsweb.buckinghamshire.gov.uk/send-and-inclusion/send-support-and-graduated-approach/ordinarily-available-provision/>

⁵ [SEND Policy](#)

⁶ <https://www.gov.uk/government/publications/every-child-achieving-and-thriving?>

⁷ <https://www.gov.uk/government/consultations/send-reform-putting-children-and-young-people-first?>

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What do we mean by SEN and Disability?

The Children & Families Act 2014 defines Special Educational Needs and Disability (SEND) in the following way

1. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her
2. A child or a young person of compulsory school age has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

What is a Disability?

The Equality Act 2010 defines a disability in the following way.

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

- 'substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection

1) The Team

In compliance with the Equality Act 2010, Dr Challoner's Grammar School takes proactive steps to ensure that pupils with disabilities are not treated less favourably than other pupils. Universal Quality First adaptive teaching, tailored Individual Education Plans (IEPs), reasonable adjustments, and specialized auxiliary aids (such as laptops, rest breaks, and visual aids) are embedded across the school to guarantee equal access to both academic study and co-curricular life.

Dr Challoner's consider that all staff are part of the universal provision for SEND students, be that through Quality First Adaptive Teaching, the school's co-curricular and educational visits programme, or any other part of the day-to-day workings of the school.

The SEND Team oversees the majority of targeted and specialist interventions and provision, although some targeted interventions are included in relevant subject, key stage, or equivalent structures.

The Team comprises of:

- Ms Katie Rsukin- Assistant Headteacher for teaching and learning. SEND Line Mgr.
- Mrs M Hussey - SENDCo
- Mrs B Manning - Specialist Teacher and Assessor/ Deputy SENDco
- Mrs M Main - SEND Admin Officer
- Mrs P Alvarez- Specialist Emotional and Behavioural Learning Support Assistant
- Ms J Hearn - Learning Support Assistant - Early Intervention & Curriculum Access
- Mrs A Fifield - Learning Support Assistant
- Mrs N Hasan - Learning Support Assistant
- Mrs N Kesarwani - Learning Support Assistant
- Mrs J Mowbray- Learning Support Assistant
- Miss A Powney- Learning Support Assistant
- Mrs S Anathanam- Learning Support Assistant
- Ms R Scarpetti- Learning Support Assistant
- Mr N Stoker- Learning Support Assistant
- Ms L Szagun - Learning Support Assistant
- Mrs R Falla- Specialist Additional Needs Liaison Officer

The team also works closely with members of the Student Support, including;

- Heads of Years
- Mrs A Cross- Student Support
- Mrs R Falla - Student Support
- Mrs C Langford - Counsellor
- Mrs J Blackburn- Matron, DDSL
- Mrs S Treadaway - Attendance Officer, DDSL
- Mrs J Milner - Student Support / DDSL
- Ms Claire White- DDSL
- Ms Simone Benn- DSL

External Agencies & Experts:

DCGS is keen to work with external support services to offer our students the support they need and to work with and support their families. These include:

- Therapists, for example Speech and Language / Occupational
- Educational Psychologists
- Specialist Teachers (eg: for hearing impairments, visual impairments, ASD)
- GPs or Paediatricians
- School Nurses
- Child and Adolescent Mental Health Services (CAMHS)
- Social Services and other LA-provided support services
- Voluntary sector organisations
- Alternative Provision staff

2) Identifying students with SEND profiles

In all cases, the amount of adaptation for SEND students will depend on the individual student's level of need.

Parental input is key and this can be initiated via the Enrolment Questionnaire - if a student has a SEND profile prior to joining DCGS, parents should include it in the Enrolment Questionnaire. In this case the SENDCo will gather more information and may create a draft Individual Education Plan (IEP) for teachers as the student begins at the school. This may include;

- Liaising with parents
- Liaising with previous school(s)
- Liaising with outside agencies and other relevant professionals
- A site visit for the student
- An Enhanced Transfer Programme

Some students' needs are identified during their time at Dr Challoner's; SEND needs may be identified via any of three pathways;

- Staff identification
- Parent identification
- Student identification

In each of these cases, the member of staff, parent, or student should address concerns to the SENDCo. Parents can contact the SENDCo by email at send@challoners.org

Students can come and speak to the SENDCo or any other member of the team and staff have an online referral form as an initial point of contact, linked here: [SEND internal needs referral form](#)

It should be noted that low attainment, including against a student's peers, will not necessarily mean that a student will need further provision or monitoring for SEN purposes.

The SENDCo then gathers wider information from across the student's form tutor and teaching staff, and works with the parents and student to plan next steps for investigation and/or intervention and/or support. As an example SENDCo and Heads of Year will work together to identify trends in reported data, which may suggest a difficulty which could be rooted in a SEND need.

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In the first instance, the student should be added to the school Additional Needs Database under the category 'monitor'. At all stages students are fully involved in the process, in keeping with DCGS's child-centred approach.

-  Monitor - potential SEND needs (blue star)
-  Quality First Teaching - no formal diagnosis (green star)
-  Quality First Teaching - formal diagnosis (grey star)
-  SEND Support (will have SEND needs beyond universally available provision & an IEP) (yellow star)
-  EHCP (Education, Health and Care Plan) (Will have EHCP & IEP) (red star)

Note:

It is not uncommon for students to have SEND needs identified whilst they are at Dr Challoner's, rather than prior to this. This reflects the point that all of our students have strong underlying ability, and may likely have inherently developed good coping strategies for any difficulties they may have underlying.

3) Measuring Progress

The Special Educational Needs Code of Practice (2015) outlines the assess - plan - do - review (APDR) cycle for measuring and evaluating SEND support which DCGS follows



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APDR

- **Assess** - If a student is not making the expected level of progress, we will undertake an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as seeking help from external professionals where necessary.
- **Plan** - In discussion with you and your child, we will agree the outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet the agreed outcomes. The plan will be shared with parents and school staff.
- **Do** - Subject staff, with SEND advice, aim to ensure the agreed support that is put in place is having the impact intended; this is part of Quality First Teaching.
- **Review** - We will assess how well the support put in place helps the student to meet the agreed outcomes and amend in order to further support the student.

We aim to review IEPs twice per year. After an IEP is updated, parents will be sent a copy, and DCGS welcomes any comments and / or feedback. The nature of review will depend on the student's level of need. It is envisaged that as a student progresses through the school, and increases in independence in terms of their SEND need, the number of 'Strategies for Student' will increase, and the number of 'Strategies for Teachers' will decrease.

For some students, the nature and level of their need tends not to lead to regular changes to their IEP, as the SEND support provision remains largely successful and consistent which is agreed through review.

Parent and Student Voice

Dr Challoner's works with parents and students to ensure their views are included when following the graduated approach of assess → plan → do → review.

Student voice is included in IEPs, and students are involved in the agreement of SMART targets. IEPs are sent to parents for comments after each review.

Further liaison with parents can include communication via:

- Student Planners
- Email
- Phone call
- Video conference
- In-person meetings
- Consultation evening appointments
- Progression Interviews

In all cases, the nature of liaison will depend on the student's level of need.

In Autumn 2026, there were 67 students who had an IEP at DCGS.

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
12	11	9	14	9	6	6	67 (last year 58)

The effectiveness of SEND provision is evaluated through the Assess–Plan–Do–Review cycle, review of individual outcomes and IEP targets, progress information, student and parent feedback, and consultation with teaching staff and relevant professionals.

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4) Adaptive teaching for SEND- inclusion by curriculum design

Accessibility Plan Reference & Statement Dr Challoner's Grammar School maintains a dedicated Accessibility Plan (accessible via the school website policies page). In accordance with DfE regulations, this plan details the school's strategic priorities across three core areas:

1. Curriculum Participation: Increasing the extent to which pupils with disabilities can participate in the school curriculum.
2. Physical Environment: Improving the school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities, and services offered.
3. Information Delivery: Improving the delivery of information to pupils with disabilities in formats that are readily accessible.

It is our aim that all students are given the opportunity to access appropriate learning opportunities in an inclusive manner. Our first step is the provision of strong Quality First Teaching which is adapted to meet the needs of all of our learners. This is embedded in the Teaching and Learning Policy, reviewed in 2024.

All students have access to a broad and balanced curriculum in each year group at DCGS and most students make progress within this inclusive curriculum.

All class teachers take responsibility for meeting the needs of all students in their class. Where students have SEND, class teachers will be aware of the students' areas of strengths and challenges and will seek to meet these needs in order to ensure continued progress.

DCGS works on an individual student basis to ensure the adaptations we make are meaningful to the individual student.

Examples of these are:

- Adapting teaching, resources and scaffolding to enable access to learning
- Adapting resources and staffing
- Using recommended aids such as laptops, coloured overlays, visual timetables, fiddle aids, larger font
- Learning Support Assistants (TAs) in the classroom or on a one to one basis as agreed
- Undertaking initial testing and identifying and implementing appropriate exam access arrangements
- Liaising with external professionals as required for relevant students
- Providing IEPs for staff in conjunction with the student and/or parent
- Emotional and wellbeing support, such as stress and low self-esteem through the nurture group
- Liaison with counselling services in school,
- Enhanced support for transition from Primary to Year 7 and to Sixth Form, as required.

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5) Targeted and Specialist Support for SEND

For students with a higher level of need, some additional targeted and/or specialist support may be required alongside adaptive teaching. These can be provided either in subject, key stage, or equivalent teams, or through the SEND Team, Student Support Team and relevant outside agencies.

Examples of additional support;

- Academic mentoring sessions
- Group handwriting intervention
- Support to develop emotional and behavioural regulation strategies through The Zones of Regulation sessions.
- Emotional literacy sessions
- Social Communication skills sessions
- Daily morning check-ins with students
- Nurture group
- 1:1 specialist teacher support lessons
- Support for Students with medical needs, as required in liaison with School Matron and external medical teams/professionals

A small number of students with a very high level of need may have some amount of support in lessons from an LSA and/or a reduced curriculum to allow for other regular specialist interventions.

6) SEND training

SEND is a focus in each academic year's INSET and is an integral part of the learning focus thread. It is also embedded into the current School Development Plan 2026.

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7) Access Arrangements

Access arrangements are reasonable adjustments which are designed to reflect adaptations made to support students in their day-to-day learning in the classroom, internal assessments and examinations.

These include;

- Supervised rest breaks
- Word processing
- Small setting invigilation
- Prompt
- 25% extra time

Dr Challoner's follows the processes laid out by Joint Council for Qualifications (JCQ) for access arrangements in the annual Access Arrangements and Reasonable Adjustments booklet.

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage.

Joint Council for Qualifications

8) Student transition

Admissions and transition arrangements for pupils with SEND

Admissions for pupils with disabilities are governed by the school's overarching Admissions Policy alongside statutory SEND guidelines. Where Dr Challoner's Grammar School is named in a child's Education, Health and Care Plan (EHCP), the student is admitted in accordance with statutory requirements.

Some students join Dr Challoner's with SEND already identified. Parents should provide details through the Enrolment Questionnaire. The SENDCo will then gather relevant information to ensure that appropriate support and reasonable adjustments can be considered before the student starts school. This may include liaison with parents, the previous school and relevant external professionals.

The transition programme for incoming students includes an information evening for Year 6 parents and students, primary-school liaison, the Enrolment Questionnaire and an Induction Day, typically held in July.

Where appropriate, students with SEND may take part in an **Enhanced Transfer Programme**. This may include additional visits to Dr Challoner's or the student's primary school, meetings or liaison with parents and professionals, and consideration of any necessary facilities, auxiliary aids or reasonable adjustments.

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Prospective SEND Students

Parents of prospective students can find information about SEND provision through this SEN Information Report. Families are also welcome to attend the school's Open Evening or book a guided tour on available dates through Reception.

For students with an EHC Plan, parents may contact the SENDCo for information about the SEND provision available at Dr Challoner's. Any initial discussion about provision or suitability does not constitute a formal response to a Placement Consultation, which is overseen by the Local Authority.

Information about provision, support and intervention reflects arrangements available at the time and may be subject to change.

Ongoing and Post-16 Transition

Support for transition between year groups, between schools, into post-16 education and preparation for adulthood is provided according to individual need.

9) Key Contacts

Telephone: **01494 787 500**

General Enquiries: admin@challoners.org

SEND: send@challoners.org

Support Links:

Organisations offering information and support to families of children with SEND are as follows:

- IPSEA
- SEND family support
- NSPCC | The UK children's charity | NSPCC
- Family Action
- Special Needs Jungle
- EBSNA Guidance for Parents and Carers.

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10) Buckinghamshire SEND Local Offer

Buckinghamshire Council publishes its SEND Local Offer, which provides information about education, health and social care services and support available to children and young people aged 0–25 with SEND and their families.

This SEN Information Report sets out Dr Challoner's Grammar School's contribution to the Local Offer and explains how the school identifies and supports pupils with SEND.

Buckinghamshire SEND Local Offer:

<https://familyinfo.buckinghamshire.gov.uk/send/>

11) Complaints

Complaints about SEND provision at DCGS should be made to the SENDCo in the first instance.

They will then be referred to the School's Complaints Policy. If you are not satisfied with the School's response, you can escalate the complaint.

To see a full explanation of complaint routes, please refer to Chapter 11 of the SEND Code of Practice.

If you feel that DCGS 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>.

You can also make a claim about alleged discrimination regarding:

- admission
- exclusion
- provision of education and associated services
- making reasonable adjustments, including the provision of auxiliary aids and services.

Before going to a SEND Tribunal, you can go through processes called Disagreement Resolution or Mediation, where you try to resolve your disagreement before it reaches the Tribunal.

Useful links:

- <http://www.mediationbucks.org.uk/>
- <https://www.buckscc.gov.uk/services/education/bucks-sendias-service/>