



Denham Village School

Special Educational Needs and Disability (SEND) Annual Report 2026–2027

Denham Village School is committed to providing an inclusive education in which pupils with Special Educational Needs and/or Disabilities (SEND) are able to participate, achieve and develop their independence. This report summarises our SEND provision and the ways in which we identify, support and review pupils' needs.

Denham Village School's SEND approach

Denham Village School is an inclusive mainstream primary school. We recognise that pupils may experience barriers to learning for a range of reasons and that needs can change over time. Our approach is based on the principle that high-quality teaching is the foundation of SEND provision. Where this is not sufficient to meet an identified need, we use Universal Provision, reasonable adjustments, targeted support and specialist advice as appropriate. We work in partnership with pupils, parents/carers, staff and external professionals to identify strengths and barriers, plan appropriate provision and review its impact.

Current SEND Profile

At the start of the 2026–2027 academic year, 13 pupils are identified as having SEND. This figure is reviewed throughout the year as pupils' needs are identified or change. The school also supports pupils with a range of identified diagnoses and needs, but diagnosis is not required for a pupil to receive support. Provision is based on the pupil's individual needs and the barriers they experience.

Identification and the graduated approach

We identify SEND through ongoing assessment, observation and discussion with pupils and families. This may include concerns about progress, communication, interaction, learning, emotional regulation, behaviour, sensory or physical needs. We use a graduated approach of assess, plan, do and review. Teachers remain responsible for the progress of pupils in their class, with the SENDCo providing leadership, advice, monitoring and coordination of SEND provision. Where appropriate, support may progress from high-quality classroom provision to targeted intervention, specialist advice and, where necessary, an Education, Health and Care needs assessment (EHCNA).

The school's approach to teaching pupils with SEND

High-quality, inclusive teaching is the starting point for all pupils. Teachers use adaptive teaching and Universal Provision to remove barriers and enable pupils to access the curriculum. Strategies may include explicit instruction, modelling, chunking and sequencing of instructions, visual supports, scaffolding, retrieval and overlearning, additional processing time, adapted resources, manipulatives, movement or sensory opportunities and planned opportunities for communication. Pupils are supported to develop independence rather than becoming unnecessarily dependent on adult support. Support is reviewed so that pupils can gradually access learning with increasing independence wherever possible.

Targeted intervention and provision

Where pupils require support in addition to classroom provision, targeted interventions are selected according to identified need. These may include phonics catch-up, precision monitoring, spelling, reading fluency, communication and language work, handwriting, motor skills, emotional regulation, sensory support and other evidence-informed approaches. Interventions are planned with a clear purpose and SMART target. Baseline information is used where appropriate, and provision is reviewed regularly to evaluate whether it is having the intended impact. Following review, an intervention may be continued, adapted or stopped. Intervention time is not used as a substitute for high-quality classroom teaching.

Assessment, monitoring and quality assurance

Pupil progress is monitored through teacher assessment, attainment and progress information, observation and day-to-day assessment. SEND provision is also reviewed through attendance, behaviour and regulation information, pupil voice, parent/carer feedback and the impact of interventions. The SENDCo works with teachers and support staff to monitor provision and identify patterns, gaps and areas for improvement. This contributes to the school's SEND quality assurance cycle and school improvement planning. Individual support plans and targets are reviewed with pupils and families as appropriate, and external professional recommendations are incorporated into provision.

Facilities and accessibility

The school is on a mainly single-level site with steps into and out of parts of the building. There is ramped access at the rear of the school and from the Reception classroom to the outside area. The school has accessible toilet and washing facilities and an Evergreen Room which can be used for targeted SEND work and interventions in the afternoon. Reasonable adjustments and specialist equipment are considered according to individual need and professional advice. The school's Accessibility Policy provides further information.

SEND training and staff development

The school is committed to developing staff knowledge, confidence and consistency in supporting pupils with SEND. SEND development is linked to the needs of the current cohort and to whole-school priorities. Recent professional development and school improvement work has focused on Universal Provision, inclusive practice, adaptive teaching, communication and language, autism and neurodiversity, emotional regulation and behaviour, evidence-informed interventions and effective target setting and review. Staff also access advice and training from specialist services, including Buckinghamshire Specialist Teaching Service and other education, health and therapy professionals as appropriate.

Working with families and pupils

Parents/carers are partners in the SEND process. We share information about strengths, needs, targets and provision and provide opportunities for parents/carers to contribute to reviews and decisions. Pupil voice is gathered through discussion, reviews, pupil-friendly targets, pupil passports and other appropriate approaches. Pupils are encouraged to understand what helps them learn and to contribute to decisions about their support. We aim to communicate clearly and work collaboratively with families, particularly when concerns first arise or when provision needs to change.

Partnerships and specialist support

Where specialist expertise is required, the school works with relevant services. These may include Buckinghamshire Specialist Teaching Service, Educational Psychology, Speech and Language Therapy, Occupational Therapy, Physiotherapy, school nursing and paediatric services. The school may also work with Pupil Referral Unit outreach, social care and other relevant services where this is appropriate to a pupil's needs. External advice is considered alongside school-based assessment and the views of the pupil and family.

Transition arrangements

Transition is planned according to individual need. This may include information sharing between settings, additional visits, visual preparation, meetings with parents/carers and liaison between staff. Arrangements may be made for transitions into school, between classes and on transfer to secondary, specialist or other educational settings. Pupils who need additional preparation are offered appropriate support.

Buckinghamshire Local Offer

Information about SEND services and support available across Buckinghamshire can be accessed through the Buckinghamshire Family Information Service Local Offer.

Parents/carers can also speak to the school SENDCo if they need help understanding what support may be available.

Key contacts

Headteacher: Mrs Seema Sharma

SENDCo: Mrs Emily Harrison

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The school's SEND Policy, Accessibility Policy and other relevant policies are available through the school website.