



Denham Village School

Special Educational Needs and Disability (SEND) Local Offer 2026–2027

Denham Village School SEND Provision

At Denham Village School, we are committed to an inclusive education in which every pupil is supported to achieve their potential. High-quality teaching is the foundation of our SEND provision.

Some pupils require additional support because of barriers relating to communication and interaction, cognition and learning, social, emotional and mental health, and/or sensory and physical needs. We plan support according to individual need rather than diagnosis alone.

Our approach is based on high-quality teaching, Ordinarily Available Provision, reasonable adjustments, targeted support and specialist advice where required.

How do we identify pupils who may have SEND?

Needs may be identified through liaison with Early Years settings or previous schools, teacher assessment and observation, concerns raised by parents/carers or pupils, limited or unexpected progress, changes in communication, interaction, regulation or behaviour, medical information, and advice from external professionals.

We use a graduated approach of assess, plan, do and review. Parents/carers are informed and involved as appropriate, and pupils' views are sought.

The four broad areas of SEND

Communication and Interaction – for example, speech, language, communication, social communication and interaction needs.

Cognition and Learning – for example, specific learning difficulties, moderate learning difficulties or other barriers affecting learning and progress.

Social, Emotional and Mental Health – for example, difficulties with emotional regulation, anxiety, attention, behaviour or relationships.

Sensory and/or Physical Needs – for example, hearing, vision, physical, motor, sensory processing or other access needs.

Pupils may have needs in more than one area and their provision is personalised accordingly.

How will the school support my child?

Teachers remain responsible for teaching all pupils. High-quality teaching and Ordinarily Available Provision are used to remove barriers and support access to learning.

Classroom strategies may include explicit modelling, chunking instructions, visual supports, scaffolding, additional processing time, adapted resources, manipulatives, planned movement or sensory opportunities and communication supports.

Where additional provision is needed, pupils may receive targeted support through an individual or small-group intervention, specialist programme or advice from an external professional.

How are interventions planned and reviewed?

Targeted interventions are selected in response to an identified need and linked to a clear SMART target where appropriate.

Interventions are time-limited and monitored for impact. Staff record the provision delivered and review progress against the intended outcome.

Following review, support may be continued, adapted, intensified or stopped. We aim to ensure that interventions complement, rather than replace, high-quality classroom teaching.

Supporting behaviour, regulation and wellbeing

We recognise that behaviour can communicate an unmet need or a barrier to learning. Staff consider the context and function of behaviour and use proactive, supportive strategies.

Support may include visual structure, predictable routines, now/next boards, timers, sensory or movement opportunities, regulation strategies, adult co-regulation and individualised approaches where required.

All pupils have access to pastoral support and PSHE. Where a pupil requires more targeted support, this is planned with the pupil, family and relevant professionals.

Facilities and reasonable adjustments

We make reasonable adjustments to support pupils to access the school environment and curriculum. Adjustments are considered in response to individual need and, where appropriate, specialist advice.

The school has ramped access at the rear of the building and from the Reception classroom to the outside area, accessible toilet and washing facilities, and an Evergreen Room which can be used for targeted SEND support.

Specialist equipment or adapted resources may be provided where appropriate.

SEND training and expertise

Staff receive continuing professional development linked to the needs of pupils in school and whole-school SEND priorities.

Current SEND development includes inclusive practice, Ordinarily Available Provision, adaptive teaching, communication and language, autism and neurodiversity, emotional regulation and behaviour, evidence-informed interventions and effective target setting and review.

The school also draws on specialist advice and training from relevant education, health and therapy professionals.

Working with families and pupil voice

Parents/carers and pupils are central to the SEND process. Families are kept informed through meetings, support plans, ILP or other appropriate review documentation, and reports or advice from external agencies.

Pupils are encouraged to contribute to target setting and review, identify what helps them learn and communicate their strengths, needs and preferences through age-appropriate approaches such as pupil passports and discussion.

Partnerships and specialist services

Depending on need, the school may work with Buckinghamshire Specialist Teaching Service, Educational Psychology, Speech and Language Therapy, Occupational Therapy, Physiotherapy, school nursing, paediatric services, Pupil Referral Unit outreach, social care and other relevant agencies.

We work with families when referrals or specialist involvement are considered and use professional advice to inform provision.

Transition

Transition arrangements are personalised. These may include visits, additional visits, visual preparation, information sharing, meetings with families and liaison between staff.

We support transitions into school, between classes and to secondary, specialist or other educational settings. Additional preparation is arranged where a pupil would benefit from it.

How are resources and support allocated?

Support is planned according to identified need, the impact of existing provision, pupil progress and available resources. Decisions are made collaboratively by relevant school staff and, where appropriate, with families and external professionals.

Resources may include additional adult support, targeted intervention, adapted teaching resources, specialist equipment or access to specialist advice.

Buckinghamshire Local Offer

The Buckinghamshire Local Offer provides information about SEND services and support available to children, young people and families across the county. The school can help families identify the appropriate service or source of advice where needed.

The school's SEND Policy and Accessibility Policy are available through the school website.

Who can I contact?

For concerns about your child's learning, communication, behaviour, wellbeing or additional needs, your child's class teacher is normally the first point of contact.

You can also contact the school SENDCo; Mrs Emily Harrison via telephone: 01895 832768 or email: senco@denhamvillage.bucks.sch.uk

The Headteacher, Mrs Seema Sharma can be contacted via the school office: admin@denhamvillage.bucks.sch.uk