Special Educational Needs Annual Report 2026/2027

Our Mission

A girls' grammar school creating a welcoming environment which draws the very best from all in our community. Achieved by providing an ambitious education that stimulates creative and critical thinking, values diversity and facilitates dynamic personal development.

Whilst academic achievement and outcomes are important, the progress of students with SEND is also about them understanding how they learn best and ensuring that they are ambitious in preparing for their education in the next stage of their life. It is about fostering in our students an academic and personal resilience, but also helping them to understand that it is a strength to ask for help.

'Support for students with special educational needs and/or disabilities is excellent. The school maintains the same high academic expectations for these students, ensuring they receive carefully adapted support where appropriate.'

(OFSTED INSPECTION, 5/12/2023)

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1. Introduction

The aim of this information report is to explain to how SEND support works at Aylesbury High School

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.

Contact Information

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2.What types of SEND does the school provide for?

Our school provides for students with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia Organisational difficulties Specific Processing Speed Difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD) Attention deficit disorder (ADD) Anxiety and depression
Sensory and/or physical	Hearing impairments
	Visual impairment
	Medical issues requiring adaptations at school

3. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENDCo

Miranda Crafts, our SENDCo, has ten years experience in this role and has worked as an English teacher for over 20 years. She achieved the National Award in Special Educational Needs Co-ordination in 2016. She is allocated 4 dedicated days a week to manage SEND provision. She is also an assistant DSL, allowing her to collaborate with the safeguarding of SEND students.

Learning Practitioner and Dyslexia Assessor

Donna Fox, our teaching practitioner and dyslexia assessor, has ten years' experience as a learning assistant and she gained her specialist teacher and assessor qualifications in 2021. She provides one to one interventions for students with dyslexic difficulties and is also able to screen for and assess for dyslexia. She manages and compiles evidence for Access Arrangements in accordance with the JCQ guidelines. Donna also became an assistant DSL in the summer of 2026.

Learning Assistants (LAs)

We have a team of 3 LAs.

Yudy Ali , our Learning Assistant and Pupil Premium coordinator, is a qualified Spanish teacher and has five years' experience in the role as a Learning Assistant.

Galia Khalid, a Law graduate and previous cover supervisor, works as a Learning Assistant overseeing our SEND classroom and carrying out interventions with students. Galia has completed her NVQ in Supporting students with ASD and a counselling module.

Gemma Goodwin has worked at AHS for five years and joined the SEND team in the autumn term of 2025. She works as a Learning Assistant supporting the SEND classroom and carrying out interventions with KS3 students.

The SEND team is available from 08.00 - 08.45 and 15.30 - 17.00 each day so that subject staff and pastoral staff can get guidance and advice on lesson planning and how to best support our SEND students. The department is located next to the library and is staffed daily between 08.00-17.00. It is an area frequently accessed by students needing a quiet and calm place away from the noisy school environment. It has two offices, a classroom and a meeting room. The classroom is also used for lunchtime clubs and activities.

Subject Teachers

All of our teachers receive in-house SEND training, and are supported by the SENDCo to meet the needs of students who have SEND. Over the last year, all teaching staff have received training about executive function, access arrangements and dyslexia and dual exceptionalism. Subject teachers have also received training on our 'Core Expectations', (designed to support all students to access high quality teaching and learning) and our 'First in Line' approach (designed to ensure all disadvantaged students, including those with SEND, are prioritised in everything that we do). The SENCo and SEND team also join members of the Leadership Team to carry out regular learning walks to see how One Page Profiles and core lesson expectations are being delivered in the classroom.

External agencies and experts

Sometimes we need extra help to offer our students the support that they need. Whenever necessary, we will work with external support services to meet the needs of our students with SEND and to support their families. These include:

- Speech and language therapists
- Hearing specialist teacher
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services and other LA-provided support services

- Autistic specialist teachers

In addition, the SENDCo liaises with other external professionals to gain guidance and advice and to review the support that is in place:

- SENDCo Support Meetings (Bucks Council, termly).
- Team up meetings - Supervision sessions facilitated by a Specialist Teacher and Educational Psychologist and CYP therapies. The sessions offer peer to peer support through a solution focused approach with individual students who are discussed anonymously.
- Termly support from an Educational Psychologist.
- Emotionally Based School Avoidance group supervision meetings facilitated by an Educational Psychologist.
- Termly support and advice from inclusion teacher Laura Castle.
- Bucks SENDCo Grammar School Liaison Meetings (Termly).
- SENDCo Liaison Group Meetings (Bucks Council/all SENDCos/Termly).
- Fortnightly meetings with an ASD specialist that we employ directly.

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

1. Tell us about your concerns:

If you think your child might have SEND, the first person you should tell is your child's form teacher or Head of Year. They will pass the message on to our SENDCo, Miranda Crafts, who will be in touch to discuss your concerns.

2. We will invite you to a meeting to discuss them

We will meet with you to 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. You will also be given a copy of this.

3. We will decide whether your child needs SEND support.

If we decide that your child needs SEND support, your child will be added to the school's SEND register.

5. How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and are on the lookout for any students who aren't making the expected level of progress in their schoolwork or socially. This might include noticing that they struggle to complete class assessments in time, struggle with organisation or focus and attention, or have difficulties with handwriting or collaborating with other students. If the teacher notices that a student is falling behind, they will ascertain if the student has any gaps in their learning. If they can find a gap, they will discuss this with the student and agree on the appropriate support, such as directing them to online resources, a lunch-time clinic or providing a Sixth Form buddy. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled. In

addition, the SENDCo works with the Assistant Head in charge of data to track data, note patterns, put in place appropriate support and monitor the impact of interventions.

If the student is still struggling to make the expected progress, the teacher will talk to the SENDCo, and we will contact you to discuss the possibility that your child has SEND.

The SENDCo will ask all subject teachers to fill out a round robin to see if there are any patterns across the curriculum and to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCo will ask for your opinion and speak to your child to get their input as well. We have developed an in-house SEND questionnaire which allows us to see where your child's strengths and difficulties lie. We may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

6. How will the school measure my child's progress?

At Aylesbury High School we will follow a graduated approach to meeting your child's SEND needs. The graduated approach is a 4-part cycle of 'assess, plan, do, review'.

Assess
If your child is not making the expected level of progress, we will carry out 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 getting help from external professionals where necessary.

Plan
Discussing with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

Do
We will put our plan into practice. The class teacher, with the support of the SENDCo, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Review
We will assess how well the support we put in place helped the student to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

This process will be continual. If the review shows a student 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.

7. How will I be involved in decisions made about my child's education?

AHS will provide termly data reports on your child's progress.

Your child's subject teachers and SENDCo will be available to meet with you at parent consultation evenings, 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

The SENDCo and Head of Year are also available to meet termly so that we can collaborate and monitor progress.

We want to make sure you have a full understanding of how we're trying to meet your child's needs so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

8. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same so, with your input, we will decide this on a case-by-case basis.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

9. Requests for Access Arrangements for Examinations

If you or your child feel that they may require or be eligible for Exam Access Arrangements not already arranged or suggested by the School (such as extra time, a reader, a scribe, or rest breaks), your first point of contact must be the SENDCo.

To ensure all arrangements are compliant and valid, the school strictly adheres to the regulations set out by the Joint Council for Qualifications (JCQ). Under JCQ rules, access arrangements are granted based on centre-delegated evidence demonstrating that the requested support reflects the student's established normal way of working and identifiable need within the school environment.

Please take note of the following key points:

- Deadlines and Notice Period: Gathering the necessary classroom evidence, conducting formal assessments, and submitting applications to exam boards is a comprehensive process. The School

requires a minimum of 6 months' notice prior to the summer examination period. Consequently, requests must be submitted to the SENDCo by 1st November of that academic year.

- Private Diagnoses and Independent Reports: If a student has obtained a private SEND assessment or diagnosis, the SENDCo will review and take this documentation into consideration as part of our evidence-gathering process. However, in strict accordance with JCQ regulations, access arrangements cannot be granted solely on the provision of a private diagnosis. The school is legally required to independently evidence that the support requested is necessary and reflects the student's routine way of working during day-to-day lessons and internal assessments.

To discuss potential access arrangements or share relevant background information regarding your child, please contact the SENDCo directly.

10. How will the school adapt its teaching for my child?

We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. Your child's subject teachers are accountable for the progress and development of all the students in their class. High-quality teaching is our first step in responding to your child's needs. We adopt a 'First in Line' approach where SEND students and disadvantaged students are prioritised in the classroom, homework, and assessments. All SEND students and students who are on our SEND monitoring list have a One Page Profile (OPP). This document is shared with all teaching and non-teaching staff. A OPP outlines the student's SEND needs and the strategies that help them in the classroom. OPPs are written in collaboration with the student, parents and a member of the SEND team ensuring that the student's voice is very much part of the process. The OPP is reviewed and updated regularly.

Strategies in the OPP might include:

- Regular (daily or weekly as appropriate) check-ins with the student to allow them to express and explain any worries that they have.
- Guidance on where the student works best in the classroom.
- How to manage a student's sensory needs (e.g. some students have access to headphones in noisy parts of lessons).
- 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 fonts, etc.
- Time-out cards.
- Soothe box (some students create their own box of activities and objects that support them when they are struggling).
- 1 to 1 support from a Learning Assistant
- Support with a Learning Assistant in a small group to explore efficient and effective study skills.
- Bespoke time-tables.
- Supported and supervised study.

We may also provide the following interventions:

Area of Need	Condition	How we Support these Pupils
Communication and interaction	Autism spectrum disorder	Visual timetables. Social stories. Regular check-ins with the SEND team. The provision of a quiet, safe place when students are experiencing overwhelm. Some students meet our ASD specialist teacher who gives them strategies to use in school and also guidance on how we can support them. Invitation to join our social group FACT. We also run a craft club and have supported younger students to launch a lego club. Time-out card. Early dinner passes.
	Speech and language difficulties	Referral to SALT where appropriate and strategies added to their OPP.
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Regular interventions with our learning practitioner. Study skill sessions. Access arrangements, where appropriate in exams- rest breaks/extra time/specialised seating/ smaller venue.
Social, emotional and mental health	ADHD, ADD	Quiet workstation. Organisational support. Wellbeing interventions.
	Adverse childhood experiences and/or mental health issues	Regular meetings with the Mental health lead or one of the wellbeing team. Appointments with the school counsellor. Sleep clinic with our school matron. Safety plans when appropriate and needed. Designated safe and quiet well being space. Wellbeing clubs- Chill Club, Move Well Club.
Sensory and/or physical	Hearing impairment	We work with the Bucks Hearing Adviser to ensure that all provision is in place. This includes designated seating in lessons, and also a natural speaker in MFL oral exams.

	Visual impairment	Specialised seating plans. Limiting classroom displays. Adapted resources
	Multi-sensory impairment	Early Dining Hall pass to avoid busy times at lunch or break Agreement to leave lessons a few minutes early to avoid busy corridors Use of non-electronic headphones or earbuds in school with following guidelines: • only to be used in noisy and busy parts of the lesson • should not be used in teaching parts of the lesson (i.e. when the teacher is talking, demonstrating or giving instruction) • permitted for use in busy parts of the School, such as the Dining Hall and corridors • must not be used in PE, technology subjects, science experiments or in any lesson when the teacher thinks it is unsafe.
	Physical impairment	Action strategies suggested by medical professionals

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

11. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term.
- Meeting your child regularly to hear their voice and own evaluation of the interventions.
- Reviewing the impact of interventions.
- Using student questionnaires.
- The monitoring and tracking of termly assessment, progress and engagement data.
- Evaluation by the SENDCo which includes regular classroom observations, student focus groups
- Holding an annual review (if they have an EHCP).
- Parent forums.

12. How will school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority in the form of an application for an EHCP.

The SENDCo has monthly meetings with our allocated Education, Health & Care Coordinator (EHC), to explore and discuss the best ways of obtaining additional funding if needed.

13. How will the school make sure my child is included in activities alongside students who don't have SEND?

All of our co-curricular activities and school visits are available to all of our students.

All students are encouraged to go on our school trips, including our residential trip for all students to Aberdyfi in Year 8. The SENDCo liaises with all trip leaders before a trip to ensure that suitable provisions are in place.

All students are encouraged to take part in Aylesbury High School's rich co-curricular provision including sports clubs and sports day, music ensembles, school plays and activity days.

We are committed to making reasonable adjustments to planned trips and activities to ensure students with SEND can attend and engage as fully as possible.

14. How does the school support students with disabilities?

Aylesbury HIgh School is an inclusive school. We have a strong student led ID group who educate and raise the profile of students who have different backgrounds, interests and needs. Our annual Diversity Week provides a rich variety of activities and we use these to promote the strengths of students with disabilities. Our Learning for Life (PSHE) programme also provides a forum for students to learn and understand different disabilities.

Wheelchair users

- The School's main buildings have been modified where possible to meet Disability Act compliance, but not all classrooms are accessible by wheelchair.
- We will contact the Bucks Physical Disability Team if we have a wheelchair user on our school roll.
- The main buildings are accessible on the ground floor for wheelchair users and there are lifts available in the Sports Hall and Sixth Form block to access History and Politics

classrooms on the first floor. There is a platform lift in the Dining Hall.

- Lessons are timetabled on the ground floor/lift accessible rooms for students who are wheelchair users. Ramps are in place to allow access to areas where there would have been a raised curb or steps.
- Each building has a toilet adapted for disabled users.
- Disabled parking bays are nearest to the student reception to provide easier access for students and parents/carers.
- All students have access to a Chromebook or laptop to support their learning in the classroom.
- Personal Emergency Evacuation Plans (PEEPS) are made for every young person with a physical disability for whom this is relevant to identify exit routes from every classroom they access, in the event of a fire.
- The school's Accessibility Policy and Plan can be found in the Governance and Policies Folder on our website

15. How will the school support my child's mental health and emotional and social development?

In addition to the SEND team we have a strong Wellbeing team led by Sarah McNally, our Mental Health and Young Carer Lead who is also a deputy DSL. Sarah is supported by two Wellbeing Support assistants and our First Aid administrator.

Pupils with SEND are encouraged to be involved in all parts of school life; we encourage and expect them to pursue their interests. The SEND team can support students who feel nervous and anxious about trying something new. Both the Wellbeing team and the SEND team run a range of social groups; Chill Club, B Club, FACT (mainly for mainly neurodiverse students), Craft Club. Two PE teachers also run Move Well Club. Older Pupils with SEND are encouraged to take leadership roles, especially as our SEND, Wellbeing or Diversity ambassadors.

The Wellbeing department provides a safe and quiet environment for students to come to when they are seeking support during the school day. The SEND department is lucky to have a private outside space; this has become our SEND garden which can be used for study or quiet reflection away from the busyness of the school day.

We provide extra pastoral support for listening to the views of students with SEND. The pastoral team has half-termly focus groups where we discuss the needs of all disadvantaged students and review the impact of pastoral, Wellbeing and SEND interventions.

16. What support will be available for my child as they transition between year groups or settings or in preparing for adulthood?

Year 6 to 7

Prior to students leaving their primary school, information is gathered from the class teacher as to the type of support they will need. AHS staff visit each feeder school to meet with the class teacher and the student. The SENDCo will liaise with the feeder schools if SEND provision is required. In some instances it may be felt that the young person should also be given the opportunity to visit the school prior to the Induction Day. This enhanced transition will include a tour around the school, an

introduction to the SEND team, drafting a OPP and a meeting with parents. SEND students will also be supported on the induction days and during Summer School.

Between Year Groups

SEND students will meet their new Head of Year and also see their timetable ahead of the new term. Some students will be invited into school the day before the new academic year starts to get reacquainted with school and to share any worries they have about the new academic year.

Post-16

Our careers advisor provides individual advice to support the student with careers advice. 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. If the student is leaving to attend a new school or college they are supported during the transition on an individual basis and the SENDCo will liaise with staff from the new setting.

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

Sarah McNally works with Miranda Crafts, our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after student'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 much in the same way as any other child who has SEND. However, looked-after students will also have a Personal Education Plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

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

For further information, complaints, or concerns about SEND please contact Miranda Crafts in the first instance.

The school complaints policy can be found in the Governance and Policies section on our website.

19. What support is available for me and my 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. We really value early communication from parents so that we can work with you on your concerns before they escalate. We are aware that SEND students are more likely to experience Emotionally Based School Avoidance (EBSA) and we will work with you closely to try and avoid this happening.

We hold termly SEND coffee mornings which are open to all parents - this is an excellent opportunity for parents to access peer support from other parents of students with SEND, explore strategies to best support their daughter and strengthen home-school collaboration.

To see what support is available to you locally, have a look at Bucks County Council Local offer (or the Local offer from your county) below. Each County publishes information about the local offer on their website:

Bucks Local offer

Herts Local offer

Beds Local offer

Our local Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) organisations can be found here:

Information about Bucks support groups for families with SEND can be found here.

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle
- BFIS (Buckinghamshire Family Information Service)
- Children and Adolescent Mental Health Service
- The National Autistic Society
- The Autism Toolbox
- The British Dyslexia Association

20. Glossary

Access arrangements	Special arrangements to allow students with SEND to access assessments or exams.
Annual review	An annual meeting to review the provision in a student's EHC plan.
Area of need	The 4 areas of need describe different types of needs a student with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
CAMHS	Child and adolescent mental health services.
DSL	Designated Safeguarding Lead

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 plan is a legally-binding document that sets out a child's needs and the provisions 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 student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student.
Intervention	A short-term, targeted approach to teaching a student with a specific outcome in mind.
Local offer	Information provided by the local authority which explains what services and support are on offer for students with SEND in the local area.
Outcome	Target for improvement for students 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.
SENDCo	The special educational needs co-ordinator.
SEN	Special educational needs.
SEND	Special educational needs and disabilities.
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 students with SEND.

SEND support	Special educational provision which meets the needs of students with SEND.
Transition	When a student moves between years, phases, schools or institutions or life stages

21. Appendices

Appendix A: SEND Numbers (September 2026)

SEND students currently on the SEND register are marked as K, but we also have students who are not officially diagnosed but are on our monitoring list and receive support, marked as M

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
SEND K	57	61	57	59	54	55
SEND M	40	48	61	60	62	110
EHCP	3	3	2(2 pending)	3(3 pending)	4(1 pending)	2(2 pending)