



The Buckinghamshire Special Educational Needs and Disabilities (SEND) Education Sufficiency Strategy 2022 – 2027





Introduction

Buckinghamshire has a population of 161,400 children and young people aged from 0-25 years, (ONS mid-year estimates 2019), of which approximately 3% (4910) have an Education, Health and Care Plan (Mar 2021). 87,112 children and young people attend Buckinghamshire state-funded schools (Jan 2021), of which 9713 (10.1%) are registered by their schools as receiving formal SEN support (Jan 2021). It is important that these groups of children and young people, and others with special educational needs and disabilities are able to achieve their goals in education and have the help they need to prepare for adulthood. The Special Educational Needs and Disabilities (SEND) Code of Practice, 0-25 years (January 2015) is clear that:

'All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- **achieve their best,**
- **become confident individuals living fulfilling lives, and**
- **make a successful transition into adulthood, whether into employment, further or higher education or training.'**

As such, ensuring that there are sufficient places at appropriate education settings for children and young people with SEND is a key strand of Buckinghamshire's SEND and Inclusion Strategy 2021-2023. This sets out our aspiration for all children and young people with SEND and is outlined below:

Ambitions for the Future

- C1. Early and intensive intervention as appropriate to ensure better outcomes are achieved for the child.
- C2. Schools deliver effective SEN support in line with the Code of Practice and as set out in 'Ordinarily Available Provision.'
- C3. Children and young people have the opportunity to receive an excellent education as locally as possible, without the fear of exclusion due to their special educational needs and disabilities.
- C4. Children and young people are able to develop key work skills through a broad and balanced curriculum with stretching progress measures.
- C5. Schools and colleges aspire, in particular, to be autism friendly as part of being inclusive, in order to meet a wide range of needs and support learning.
- C6. Transport is not a barrier to children and young people accessing educational and career related opportunities.
- C7. Children and young people receive high quality careers advice and guidance and exposure to work related learning/enterprise opportunities.
- C8. There is a range of short breaks, work experience, internships and apprenticeship opportunities, including within the local authority, to help young people progress.
- C9. Options for post-16 study for young people in special schools and special colleges are as worthwhile as mainstream options.
- C10. Effective planning between educational providers and other professionals means young people can successfully access sustainable employment.

The SEND Education Sufficiency Strategy aims to support these objectives by providing educational settings in Buckinghamshire that will offer children and young people a challenging curriculum within an environment that promotes learning and development in line with their individual needs and abilities. It is recognised that meeting needs locally leads to more positive outcomes for children and young people, enabling them to stay connected to their family and communities particularly as they transition to adulthood. There are also benefits in respect of reduced time spent being transported to school, potentially more flexible and convenient transport solutions for families, and even possibilities for independent travel.



Developing the Buckinghamshire SEND Education Sufficiency Strategy

Before we wrote this strategy, we did the following:

- We looked at the current capacity of schools and other settings and how much is being used.
- We projected future numbers of pupils with SEND and the type of help that they are likely to need.
- We worked with FACT Bucks, the parent/carers forum in Buckinghamshire to understand the experience of children and families in Buckinghamshire. In particular we asked what FACT Bucks had learned from their ongoing dialogue with parents through meetings and support group social media conversations. In addition, we asked the SENDIAS (SEND Information, Advice and Support) service about the feedback from their users; and we looked at the results of the annual survey conducted by FACT Bucks and the SENDIAS service.
- We spoke to individual schools and to the school networks (Primary Executive Board [PEB], Bucks Association of Secondary Heads [BASH] and Special School Heads) about the current needs of their pupils and how they think this may change in the future.
- We asked our educational psychologists to research the evidence about the outcomes for pupils at mainstream settings with additionally resourced provisions (ARPs) and SEN Units.
- We discussed education at the SEND Integrated Services Board (January 2021), the body that provides multi-agency governance of SEND. The Board is co-chaired by our Director of Education and the Chair of FACT Bucks and includes representatives from across Health, Education and Social Care as well as the Voluntary and Community Sector and parent/carers. Young people also gave their views to the Board on this subject.
- We carried out a six week public consultation (7 June - 18 July 2021) on six proposals. 320 responses were received that have been collated and analysed. The range of views shared can be found in the summary report [here](#).

In summary, we learned that it is crucial that high quality provision is planned for and developed without delay if positive outcomes for children and young people with SEND are to be achieved as soon as possible.



The Current Picture

Analysis of data has identified a number of key challenges that the SEND Education Sufficiency Strategy aims to address. These include:

- Fewer pupils in Buckinghamshire schools (**10.1% or 9713 children**) are registered to receive SEN support than the national average (12.2%) (Jan 2021 school census). This means there is more to do to identify and support children and young people with SEND in mainstream settings.
- The proportion of pupils in Buckinghamshire schools that have an EHC plan (**3.8% or 4910 children**) is close to the national average (3.7%) (Jan 2021 school census).
- There were 4910 EHC plans maintained by Buckinghamshire in January 2021, an increase of 315 (6.9%) from the previous year (SEN2 Return Jan 2021). The rate of increase is slowing however in comparison to other local authority areas; since 2014 the number of statements/EHC plans in Buckinghamshire has increased by 55.4% compared to 81.6% across England and 92.2% within our statistical neighbours group.
- The number of pupils with EHC plans classified as having a primary need of autism has increased significantly (**+116%**) in Buckinghamshire since 2015. Those with social, emotional and mental health (SEMH) needs have also increased considerably (**+57%**). In Jan 2021, **31%** of all those with an EHC plan had a primary need of autism, **21%** had primary speech, language or communication needs (SLCN), **15%** had moderate learning difficulties (MLD) and **14%** had SEMH needs. It is difficult to know whether this reflects a real change in the needs of pupils or a change in the way that they are classified.
- **31.6%** of the children and young people with an EHC plan issued by Buckinghamshire attend maintained special schools, which is slightly above the national average of 30.7% (SEN2 Return Jan 2021).
- **42.0%** of children in Buckinghamshire with EHC plans are supported in a mainstream school, which is above the national average of 39.9% (SEN2 Return Jan 2021).
- **69%** of children attending independent or non-maintained special schools have autism (**40%**), SEMH (**18%**) or SLCN (**11%**) recorded as their primary areas of need (Jan 2021).



What Are Families Telling Us?

First and foremost, families whose children and young people have a school place where they feel valued and have their needs met through adequate, appropriate provision flourish. If that can be achieved whilst the child or young person lives within their family home, it is even better. This is true for many current mainstream, additionally resourced provision, and special school (maintained or non) places with two thirds of parents responding to a recent FACT/SENDIAS survey indicating that the current place met the needs of their young person well. As parents have noted *'School ARP set up has been amazing during the pandemic and I feel my daughter had benefitted from ongoing schooling and other treatments available to her through school'* and *'Their (school) education, social, mental and emotional well-being provision is excellent with regular communication to me. The staff go above and beyond.'*

Sadly, this is not the experience of all families. In the recent FACT/SENDIAS survey, one third of families indicated that they felt that the current place attended by their child did not meet their needs well. As one parent commented, *'I believe we all deserve to feel normal – his life isn't mainstream so I believe my son's esteem will be better protected being taught with other kids with similar problems,'* and another *'My son had to move school as he was treated terribly. He was constantly being excluded from school and his self-esteem was extremely low. He wasn't given the correct support.'*

In addition, it is sometimes a lack of specific provision which has to be addressed. As a parent noted, *'Support at primary school level has not been an issue as we have managed to find language ARPs to suit our son's needs,'* but this does not mean that challenges do not remain: *'... however, there are no senior schools in Buckinghamshire that offer the same level of support as the primary schools.'*

Some of the key issues that have been identified by parents in the course of regular dialogue with FACT Bucks and SENDIAS include:

- Lack of understanding in mainstream settings of children and young people with SEN specifically those whose unmet autism or SEMH needs are displayed through behaviour.
'He has been repeatedly restrained by his mainstream so now is almost refusing to attend school.'
'My son's mainstream grammar school does not understand his condition or how to help support his needs. He is failing academically because of this.'
- Lack of capacity, inconsistency of statutory processes and lack of timely support creates increased challenges for children and young people which inevitably leads to requests/needs for specialist placements.
'My son is currently at a PRU because there is no suitable school for him and he does not have an EHCP yet. He is school refusing and he is on many waiting lists but no support as of yet. If support had been offered as soon as his previous school raised serious concerns he would not have been permanently excluded and he would still be able to access education.'
- Lack of capacity in special schools delaying moves that increase anxiety and non-attendance impacting outcomes.
'Furthermore, there is a serious lack of specialist education spaces, leaving many children being pushed into unsuitable mainstream placements, often leading to an inability to cope, severe trauma and ultimate loss of education.'
- Non-existence of local provision of residential places for young people who need space to grow outside the family home.
'The big issue will be support for a residential special college placement which will have to be out of county as there is no provision to prepare for a more independent adulthood within Bucks.'
- A lack of places in Buckinghamshire to provide for those young people whose autism or SEMH should not impair their academic outcomes.
'Please sort out the provision for children who are academically able, with autism, and unable to cope in mainstream classrooms. There is nothing in bucks for them at all. This is why you spend so much money funding places at independent schools.'
*'My daughter is in Year 8 at ***** has high functioning ASD (diagnosed this time last year) and suffers with depression and anxiety. The school have so far provided very little in the way of support.'*
- Differences in curriculum, provision and approach in mainstream and special schools can create a gender bias that may have adverse effects on children.
'My daughter was failed by her mainstream provision after years of them telling us she was fine. Despite successfully getting an EHCP...they failed to follow it and meet her needs, giving her "enough rope to hang herself" so we removed her from school to protect her mental health.'
- Geographical inequality of existing provision requiring increased journey times if children are to remain in their family homes. While the comment below refers to the south of the county families also comment about other areas according to where they live.
'Can't find a suitable school, he'll be out of his current school soon due to anxiety. All resources are in North Bucks which is too far for us - there is NOTHING for us in South Bucks.'



Future Demand

Forecasts are based on projecting forward previous year's trends. Due to the small numbers of children with EHC plans involved and the year-on-year volatility in trends, the projections should be treated with caution. The forecasts will be kept under regular review.

The forecasts suggest:

- The number of children with EHC plans funded by the Council will rise from **4910** (Jan 2021) to **6035** (Jan 2026). This rise is largely in the secondary 11-15 age group (658 pupils) although also in primary (168 pupils).
- We will need:
 - » Mainstream schools to accommodate an additional **153** pupils with an EHC plan in January 2022, increasing to **745** by January 2026 (170 in primary, 560 in secondary and 15 post 16). These places will need to cater predominantly for children and young people with autism (c.40%), SLCN (c.20%) and SEMH (c.15%). There is also a need for schools to accommodate additional pupils with an EHC plan with specific learning difficulties (SpLD) and moderate learning difficulties, largely in the Aylesbury Vale area.
 - » An additional **36** special school places in January 2022, increasing to **142** by January 2026. This represents an increase of 85 and 55 places for the 11-15 age group and 16+ places respectively (c. 40% in Aylesbury) with negligible change in primary places. These places will need to cater predominantly for children and young people with autism.
 - » An additional **15** ARP places in January 2022, increasing to **59** by Jan 2026 split between primary and secondary to cater predominantly for children and young people with autism.
- The rise in children with EHC plans is proportionally greater than the rise in the overall secondary population. Currently children with an EHC plan represent 6% of the secondary school pupil population and are projected to rise to 8% by 2026.
- We need suitable post-16 further education provision across the county to accommodate a range of needs.
- There will be an additional **140 children** supported in alternative arrangements ('other' places or direct payments) by Jan 2026. 'Other' placements are those where alternative arrangements have been made, mostly by parents that educate their children at home or pay for them to go to

an independent school or private, voluntary independent, early years setting. The data suggest that these are predominantly children and young people with needs including SLD and SEMH.

- Provision is largely required in the major towns of Aylesbury and High Wycombe where the population is higher as shown in the table below which details where children with EHCPs live:

	Provision type				
	Mainstream	Special	FE	Other	TOTAL
Buckingham	59	68	14	18	159
Winslow	48	59	16	21	144
Waddesdon	39	23	9	11	82
Haddenham	47	34	14	21	116
Wing and Ivinghoe	65	53	29	29	176
Wendover	78	40	11	25	154
Aylesbury	405	379	149	139	1072
Princes Risborough	54	37	13	23	127
High Wycombe	358	341	169	204	1072
Wycombe West	47	47	19	35	148
Marlow	75	50	20	23	168
Bourne End	48	65	38	31	182
Beaconsfield	37	29	15	23	104
Chesham	126	78	39	50	293
Amersham	55	55	25	46	181
Great Missenden	32	26	14	18	90
Gerrards Cross and the Chalfonts	100	68	31	59	258
Ivers	29	26	17	13	85
Burnham	45	30	13	29	117
Farnham and Stoke Poges	33	29	9	16	87
Out of county	6	17	38	34	95
TOTAL	1786	1554	702	868	4910

Whilst the primary pupil population in Buckinghamshire has risen rapidly in Buckinghamshire over recent years (i.e. 6000 pupils between 2012 to 2018, largely concentrated in Aylesbury Town and High Wycombe), last year it only rose by c.100 pupils. The previous increase in primary demand is now starting to flow through into the secondary sector which may partly explain why the projected increase in the EHC plan population is generally concentrated in the secondary sector. Furthermore, secondary school numbers may be boosted by inward migration largely due to the housing growth currently taking place across the county. In the emerging Local Housing Plans, the Council is proposing further homes across Aylesbury Vale (28600), Wycombe (11000) and Chiltern and South Bucks (11000) by 2033. The Council will need to continue to monitor the pre-school age population and pupil trends on an annual basis to ensure that additional places for children with EHC plans are provided as, when and where increased demand arises.



Our SEND Education Sufficiency Plan

Our SEND Education Sufficiency Plan aims to meet the growing demand detailed in this strategy. In essence, it aims to address the following areas:

1. The need to increase the capacity of secondary mainstream schools (including ARPs) for children with Communication and Interaction needs (autism), speech, language and communication needs (SLCN) and social, emotional and mental health needs (SEMH) particularly in both Aylesbury and Wycombe. This is linked to the growth in housing in these areas, and the level of need as demonstrated in the table above; higher numbers of children with EHCPs currently live in Aylesbury and Wycombe.
2. The need to increase the capacity of secondary mainstream schools (including ARPs) for children in Aylesbury with moderate learning difficulties (MLD).
3. The need to accommodate some growth in numbers of children with SEN in primary and post-16 mainstream schools particularly in Aylesbury and Wycombe.
4. The need for more secondary and post-16 special school places across the county, but particularly in Aylesbury, primarily for children with autism and learning difficulties.
5. The need for specialist provision to support children with autism and/or SEMH for whom a high-level academic education offers the best possible foundation for their future.
6. The need for suitable post-16 further education placements across the county to accommodate a range of needs.



Achievements to date

Prior to their being a formal SEND Education Sufficiency Strategy, actions were underway to meet growing demand. These included:

- Finalising plans to open a SEN/Inclusion unit to support children with a primary need of SEMH within the new Kingsbrook Secondary School in September 2022, taking Year 7 students initially, increasing year on year as the school's intake increases. Creating up to 32 new places.
- Completing an assessment of each special school's current capacity and potential capacity subject to internal/external works.
- Extending special school capacity by approximately 60 places in five special schools as a result of these assessments (Westfield School, Heritage House School, Furze Down School, Pebble Brook School and Stocklake Park School).
- Clarifying what the options are for children and young people with SEND in Buckinghamshire and putting that on the Local Offer section of the Buckinghamshire Council website [here](#).
- Reviewing alternative education provision and procuring appropriate educational provision for all children and young people, including those with SEND. This provision includes short term home tuition, virtual learning, and specialist placements for children who may have been excluded from other settings.

- Continuing to support mainstream settings to ensure they are confident and skilled in supporting pupils with SEND. This has included:
 - » Developing ordinarily available provision, enabling schools to understand their role and make provision to meet the needs of children with SEND within their existing capacity.
 - » Starting to pilot a nationally recognised self-evaluation tool to assess levels of inclusion within a group of primary schools, recognising achievements in supporting children with a range of needs and identifying further actions.
 - » Seconding a mainstream secondary school headteacher to work with mainstream secondary schools, auditing SEND provision and acting on the outcomes of these audits to further develop an inclusive culture.
 - » Working with schools to identify a designated mental health lead to support students, in particular those with SEMH.
 - » Developing guidance to enable settings across education, health and care to be consistently autism friendly.
 - » Delivering the multi-disciplinary training programme and the free iSEND training offer (including a session on SEN Support).
 - » Working towards developing a SEN Support Toolkit for early identification of SEN.
 - » Providing specific outreach support for those in primary settings with SEMH needs and EHC plans; one referral regardless of whether a child has an EHC plan or not, enabling the right support to be provided at the right time.
- Developing an evidence-based approach with special schools to agree place numbers with the local authority, meaning children who are placed at these schools are able to start more quickly, and gaps in projected provision over time have greater clarity.

These actions have ensured a thorough understanding of our current provision and have laid the foundations for our SEND Education Sufficiency Plan 2022-27.



This SEND Sufficiency Strategy will be carried out over three phases. A comprehensive plan will detail each phase, enabling progress to be monitored and changes to be made in line with variation in forecasts in future years. The phases are outlined below with phases 2 and 3 subject to available funding.

Phase 1 (January 2021 – Sept 2023)

Phase 1 will include **(subject to the outcome of statutory consultation processes, school governing board approval and Cabinet Member decision as required):**

- The creation of inclusion units, additional classrooms, and special school satellite classrooms at mainstream school and pupil referral unit settings to meet the needs of children and young people with communication and interaction (autism), and social, emotional and mental health (SEMH) needs.
- Supporting all existing additional resourced provisions to operate as inclusion units, to enable a consistent approach across the county.

In addition, the physical disability additionally resourced provision at Juniper Hill will continue to operate for those pupils already attending and for those where placements have already been agreed.

When Phase 1 is complete there will be (subject to the outcome of statutory consultation processes, school governing board approval and Cabinet Member decision as required):

- Consistent entry/exit criteria in place for all inclusion units within mainstream schools, according to need, across the county. Guidance will be in place on the Local Offer to support families with decision making in relation to these.

New provision

- Two x 12 place primary age communication and interaction (autism) inclusion units at two mainstream schools in the Aylesbury Vale area.
- Two x 12 place primary age inclusion units for children with SEMH needs at a school in the Aylesbury Vale Area and a school in the Wycombe area.
- One x 18 place secondary age inclusion unit for communication and interaction (autism) at a grammar school.
- 25 additional places for children with autism in Aylesbury Vale at satellite classrooms attached to a mainstream primary school and a mainstream secondary school in the north of Aylesbury Vale, staffed by Furze Down School. Pupils will gradually integrate into the mainstream setting over a two year period in line with their needs being met. This will also broaden the GCSE offer to these pupils.
- One x 18 place secondary age communication and interaction (autism) inclusion unit at school in the Aylesbury Vale area.

Expansion of existing provision

- Five additional places for secondary age pupils at Princes Risborough School's communication and interaction (autism) inclusion unit.
- Up to six (to be confirmed) additional places for secondary age pupils at an existing communication and interaction (autism) inclusion unit.
- One x 32 place secondary age SEN/Inclusion unit at Kingsbrook School to support children with a primary need of SEMH.
- 12 additional secondary places at Stock Lake Park Special School (Vale Federation) in addition to the above, through the creation of two new classrooms.

Approximately 164 additional places created in total

Phase 2 (by September 2025)

Phase 2 will include **(subject to funding, the outcome of statutory consultation processes, school governing board approval and Cabinet Member decision as required):**

- Further increasing the number of placements available for children and young people with SEMH and autism who require special school provision due to their more complex needs.
- Supporting some of our current special schools to grow so that they can accept the rise in young people with complex autism with severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD) expected in the secondary specialist sector.
- Ensuring that appropriate boarding provision is available within county for those with the most complex needs.

When Phase 2 is complete there will be (subject to the outcome of statutory consultation processes, school governing board approval and Cabinet Member decision as required):

- 150 additional places at a new purpose-built special school that will be able to provide therapeutically for children with identified attachment disorders and SEMH needs (subject to a successful free school bid). Developing residential provision on this site will be part of this work.
- 80 new secondary special school places for pupils with autism for children whom an academic curriculum is most suitable.
- Up to 146 additional places across maintained special schools at Chiltern Wood and Vale Federation schools to accommodate the rise in young people with complex autism with SLD and PMLD expected in the secondary specialist sector.
- Additional residential places across Buckinghamshire for pupils with a range of needs.

Approximately 376 places created in total (however, due to some movement within existing provision, it will equate to 326 'new' places).

Phase 3 (by September 2027)

Phase 3 will include **(subject to the outcome of statutory consultation processes, school governing board approval and Cabinet Member decision as required):**

- Developing appropriate placements for children with moderate learning difficulties (MLD) and speech, language and communication needs (SLCN) that need long term support and preparation for independent adult living.
- Supporting local college providers to broaden their offers for young people with SEND.

When Phase 3 is complete there will be (subject to the outcome of statutory consultation processes, school governing board approval and Cabinet Member decision as required):

- 20 additional places at Stony Dean Special School to support children with MLD and SLCN.
- 20 additional places at Pebble Brook Special School to support children with MLD and SLCN.
- A revised offer delivered by post 16 providers to meet the needs of specific groups.
- The opportunity for pupils to complete A Levels outside of school settings.

Approximately 40 additional places created in total.



Outcomes

This strategy aims to ensure more children and young people with SEND can be educated in appropriate provision close to home. The following measures will determine our success.

We will see:

- Improved user satisfaction around placements. This will be measured through feedback surveys, numbers of appeals to the tribunal in relation to placements, numbers/length of time that children are without a placement and through school specific measures.
- An increase in the number of students being able to attend placements within Buckinghamshire maintained schools and academies.
- A reduction in number of children attending independent placements.
- A reduction in the numbers of pupils with SEN travelling for more than one hour to reach school and public expenditure on transport.
- Fewer in-phase transfers.
- Reductions in exclusions of children with SEN.
- Reductions in school non-attendance.
- An increase in the proportion of young people with SEND aged 16 and above attending education.
- Improved preparation for adulthood outcomes, measured through tracking:
 - » The auditing of EHC plans.
 - » Progress towards outcomes within EHC plans.
 - » Destinations following the annual review process.
 - » Ceasing of EHC plans.



Funding and Governance

Any new buildings will be funded through Capital Funds. This will be subject to capital funding being agreed over the period of the plan.

It is expected that there will be revenue savings as a result of the delivery of the SEND Sufficiency Plan based on the difference in unit costs between in-county provision, within our own schools, and independent sector provision. The savings will continue to reduce pressures on the Dedicated Schools Grant (DSG).

The new banded funding system will make the resourcing of additional places more transparent and equitable for revenue costs. This has been rolled out for use with special schools already in Buckinghamshire, since April 2021, is planned to be implemented with additionally resourced provisions and pupil referral units from April 2022 and with mainstream schools from April 2023.

Governance of this strategy and sufficiency plan will be provided by the multi-agency SEND Integrated Services Board that oversees Buckinghamshire's overarching SEND and Inclusion Strategy, and via the Special School Property Board. The Sufficiency, Autism and SEMH Impact Group will monitor operational progress as part of the SEND Improvement Plan.

Buckinghamshire will annually review the Sufficiency Plan to ensure that it still meets the needs of the authority and takes into account any variations in demand.



Glossary

Primary needs

ASD/ASC - Autism Spectrum Condition/Disorder/autism

SEMH - social, emotional and mental health

HI - hearing impairment

MLD - moderate learning difficulties

MSI - multi-sensory impairment

PD - physical difficulties

PMLD - profound and multiple learning difficulties

SeLD/SLD - severe learning difficulties

SpLD - specific learning difficulties

SLCN - speech, language and communication needs

VI - visual impairment

Broad categories of SEND

Social, emotional and mental health difficulties (SEMH): Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties, such as anxiety or depression, self-harming, substance misuse eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs: Some children and young people require special educational provision because they have a disability that prevents or hinders them from making use of the educational facilities generally provided in a mainstream setting. This includes pupils with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) who are likely to require specialist support and/or equipment to access their learning or support. It also includes those with a severe physical disability (PD).

Cognition and learning: Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) - where children are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication - through to profound and multiple learning difficulties (PMLD). Children with PMLD are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. This range of needs also includes specific learning difficulties (SpLD), which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Communication and interaction: Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. This area includes those children and young people with autism who also are likely to have difficulties with social interaction, and with language, communication and imagination, which can impact on how they relate to others.

Other terms or acronyms

Academy: Schools controlled and funded directly by the Secretary of State for Education and include: academies, free schools, UTC schools, studio schools, academy special schools, alternative provision academies and academy boarding schools.

Additionally resourced provision (ARPs): Resourced provisions are where places are reserved at a mainstream school for pupils with a specific type of SEN, taught mainly within mainstream classes, but requiring a base and some specialist facilities around the school.

Alternative provision: Alternative provision is usually a temporary placement for a child until they can return to mainstream education or move to specialist provision. For some pupils it may be a longer-term solution. The provision can be part time and be part of a broader curriculum delivered alongside education at a school, further education college or other provider (i.e. when specialist facilities are required for vocational courses).

Families and Carers Together (FACT) Bucks: The parent carer/forum in Buckinghamshire representing the voice of families of children and young people with SEND.

Independent mainstream school: Schools that charge fees instead of being government funded.

Independent special school: The DfE defines an independent special school as a private school that specialises in teaching children with special educational needs.

Mainstream school: School provision other than special schools, hospital schools, alternative provision, i.e. mainstream community schools, voluntary-aided, trust, foundation, or grammar schools.

Maintained school: A school that is funded by a local education authority.

Non-maintained special school: Non-maintained special schools are defined by the Department for Education as schools for children with special educational needs that the Secretary of State for Education has approved under Section 342 of the Education Act 1996. They are independent of the local authority and operate on a not-for-profit basis.

ONS: Office for National Statistics.

Pupil referral unit (PRU): A type of alternative provision that caters for children and young people who are not able to attend a mainstream school and may not otherwise receive suitable education. This could be as a result of illness, or they may have been excluded or need more specialist intervention or support.

Satellite classrooms: A classroom, within a school, designed specifically to provide education for supported learners who cannot be accommodated within inclusive education.

SEND Information, Advice and Support (SENDIAS) Service: All local authorities, by law, have to provide information, advice and support to children and young people with SEN or disabilities, and their parents/carers. Buckinghamshire SENDIAS Service is the information, advice and support service here. The service is free, confidential, impartial and at arm's length from Buckinghamshire Council.

SEN Support: SEN support is the approach that all education settings are required to provide for children with SEND. It has four stages of action: assess, plan, do and review. This graduated approach aims to ensure that progress is regularly monitored and appropriate interventions are made to support the child or young person to achieve their goals.

SEN Unit: SEN units are special provisions within a mainstream school where the children are taught mainly within separate classes.

Special school: A school which is specially organised to make special educational provision for pupils with SEN.