

SEND Accessibility Strategy 2027-2032

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Summary

Access to high-quality education and participation in school life is critical to ensuring children and young people are able to thrive. Accessibility is often the difference between simply attending school and genuinely belonging, participating, achieving.

The Buckinghamshire Accessibility Strategy 2027–2032 sets out how the Education Partnership will work together to improve access to education for children and young people with Special Educational Needs and Disabilities (SEND), in line with the Equality Act 2010. Its aim is to ensure that all children and young people can take part fully in education, feel included and achieve their potential, reducing barriers for families, and providing schools and settings with guidance and support to be confidently inclusive.

The strategy focuses on 4 priority areas:

- **Increasing access to the curriculum:** This focuses on ensuring children and young people with SEND can participate meaningfully in learning through high-quality adaptive teaching, early identification of need, effective SEN support and access to specialist advice when required.
- **Improving the physical environment:** This covers ensuring educational settings are as accessible as possible through reasonable adjustments, specialist equipment and targeted adaptations that enable children to attend and participate in their local school wherever practical.
- **Improving access to information:** This recognises that accessibility is not only about buildings. Children, young people and families need information that is understandable, available in different formats and easy to access so they can navigate support and make informed decisions.
- **Improving access to enrichment, extended provision and wider school life:** This recognises that inclusion extends beyond the classroom. Accessibility should mean full participation in all aspects of school life, not simply attendance in lessons.

The priorities within this strategy have been informed by feedback from Buckinghamshire children and young people, who told us that feeling listened to, having clear communication, accessing calm and supportive environments, and receiving flexible support are critical to feeling included and able to learn.

The strategy recognises that experiences can vary across Buckinghamshire. Addressing this requires schools, settings, families, services and Buckinghamshire Council to work together, building workforce confidence, sharing expertise and strengthening partnership working across the system.

Existing resources, clearer guidance, and ongoing training and support for staff will support implementation of the strategy.

Overall, the strategy provides a framework to ensure an inclusive education system in Buckinghamshire, where children and young people with SEND are supported to participate, belong and achieve.

Aims

This strategy outlines our collective responsibilities for ensuring education is accessible for disabled pupils, in the schools and settings for which it is responsible (maintained schools, nurseries and early years

settings). It aligns with the emerging SEND reform agenda as set out in [SEND reform: putting children and young people first](#) and the Council's vision for children and young people (CYP) with SEND:

To build a better future for all CYP in Buckinghamshire so that they realise their potential, whatever their starting point is. ([Buckinghamshire's SEND and Inclusion Strategy 2025 - 2030](#))

Introduction

Buckinghamshire Education Partnership is collectively responsible for ensuring **maintained** schools and settings are accessible for children and young people, recognising that inclusion extends beyond the classroom. Accessibility means full participation in all aspects of school life, not simply attendance in lessons. This understanding reflects what Buckinghamshire children and young people have told us about their experience of education, including the importance of belonging, feeling understood, being able to access support when needed and participating fully in school life.

This document provides a shared reference point for schools, families, children and young people, partner agencies and the Council, setting out how we will work together to remove barriers and improve accessibility across education.

Together we aim to:

- Increase the extent to which disabled pupils can participate in the school curriculum and enrichment activities
- Improve the physical environment of schools
- Improve the delivery of information to disabled pupils

The strategy applies to children and young people with Special Educational Needs and Disabilities (SEND) who are:

- Currently in maintained schools or early years settings.
- Not yet in the school system but are known to Buckinghamshire Council or other agencies.

It is written for schools and early years settings, governors, parents or carers, young people, professionals, and members of the local community. It is inclusive of all pupils including those with emotional and sensory needs as well as those with physical needs.

The strategy does not apply to academies, Private Funded Initiative (PFI) schools or private nursery providers on school sites, however, these settings may find the information to be informative in complying with their requirement to have an accessibility plan.

Definition

The [Equality Act 2010](#) protects individuals from discrimination. It means that discrimination or unfair treatment on the basis of certain personal characteristics, such as disability, is against the law in almost all cases.

Under the Equality Act, a person is considered disabled if they have a physical or mental impairment that has a **substantial** and **long-term** negative effect on their ability to carry out normal daily activities.

- **Substantial:** This means the effect is more than minor or trivial. For example, it might take much longer than usual to complete a daily task like getting dressed.
- **Long-term:** This means the impairment has lasted or is expected to last for at least 12 months. Conditions like arthritis, which may fluctuate or recur, are also covered. Certain progressive conditions, such as HIV infection, cancer and multiple sclerosis, are automatically considered disabilities from the point of diagnosis.

The [SEND Code of Practice 2014](#) recognises that many children and young people who have SEND may have a disability under the Equality Act 2010, that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This includes those with sensory impairments and long-term health conditions such as asthma, diabetes and epilepsy.

National Context

There are a number of new and emerging national documents that are relevant to ensuring accessibility so that all children and young people can participate, achieve and feel included in school life. They include:

- Proposed reforms to the SEND system ([Every child achieving and thriving, SEND reform: putting children and young people first](#)) which place increased emphasis on inclusion, high-quality adaptive teaching, improved attendance, and stronger, more integrated support around mainstream schools. Central to the reforms is a shift towards approaches that prioritise participation, belonging and engagement for all children and young people.

The proposals promote a more graduated and responsive model of support, with clearer expectations on schools to meet a wider range of needs through high-quality inclusive practice. There is a greater focus on early identification of need, more effective use of specialist expertise, and consistent approaches to planning, delivering and reviewing support for individual pupils. The reforms also strengthen expectations that schools, local authorities and partner services work collaboratively to remove barriers to learning, attendance and wellbeing.

To support implementation, the reforms are accompanied by additional investment, including the Inclusive Mainstream Fund for schools and 16–19 providers, which is intended to help education settings strengthen inclusive provision, build workforce capability and make reasonable adjustments to meet a broader range of needs within mainstream environments. Local authorities will also have access to the Experts at Hand grant, designed to increase access to specialist advice and expertise, enabling earlier intervention and supporting schools to manage increasingly complex needs through timely guidance and practical support. Together, these resources are intended to help schools and settings meet the expectations of the reforms while improving outcomes for children and young people with SEND.

- The [Ofsted education framework](#) which places a strong emphasis on inclusion, requiring schools to identify and remove barriers to learning at the earliest opportunity and to ensure that all pupils,

including those with SEND, can access a broad, ambitious curriculum. Schools are expected to demonstrate that support is carefully planned, regularly reviewed and adapted so that pupils can participate fully and make meaningful progress.

- The [Children's Wellbeing and Schools Act 2026](#) which further reinforces the importance of accessibility, with a focus on reducing financial, systemic and safeguarding barriers that may prevent children and young people from attending and engaging in education.

These developments highlight the need for education systems to work collaboratively to ensure that provision is consistently inclusive, safe and accessible for every learner.

Local context

In Buckinghamshire, the number of children and young people with an EHCP continues to rise, in line with national trends. This puts greater pressure on schools who are increasingly supporting pupils with complex SEND profiles. It is recognised schools are also facing significant financial, staffing and space pressures which need to be considered in the context of ensuring accessibility for all children and young people. This, coupled with a predominantly selective secondary school system and population changes (growth and reductions) creates challenges in ensuring local provision. Some pupils may need to travel beyond their local area to access suitable provision. Placement decisions therefore balance the importance of local inclusion with ensuring needs are met effectively, recognising the impact of travel on pupils' participation and experience. The Buckinghamshire [Local Offer](#) details the range of provision available to children and young people.

Our broader ambitions for children and young people to improve their lived experience are set out in the following strategies:

- [Children's Services Strategy 2026 to 2031](#)
- [Best Start in Life plan for Buckinghamshire 2026-2029](#)
- [The Education Strategy 2022 to 2027](#)
- [The SEND and Inclusion Strategy 2025 to 2030](#)
- The Education Places Sufficiency Strategy (draft) 2027 - 2032

Priorities

The Education Partnership's accessibility priorities are set out below, with key responsibilities identified for the Council, schools and settings. This aims to provide clarity, ensure consistency, and further develop confidence in delivering inclusive practice.

Priority 1: Increasing access to the curriculum

Buckinghamshire Council's responsibilities

Buckinghamshire Council works alongside schools, settings, health partners and families to provide support and services that help ensure the curriculum is accessible for all children and young people.

The Council:

- Promotes high-quality adaptive teaching through training and professional development for education staff
- Supports SENDCos to access accredited training, strengthening SEND leadership across settings
- Delegates funding to enable schools and settings to meet SEND needs effectively
- Maintains the Exceptional Support Request pathway, enabling access to professional advice and short-term additional funding where appropriate
- Ensures suitable education is provided for children unable to attend school due to health needs
- Supports schools with attendance, engagement and participation through maintaining our EBSNA pathway and providing advice and guidance as required.

The Council, in partnership with health services:

- Provides support to embed the graduated approach across all educational settings as part of the SEN Support Offer, to enable personalised and inclusive provision. The offer provides both universal and targeted support, enabling early identification, evidence-informed intervention, and sustainable capacity building across schools and early years provision. This includes supporting schools to identify needs at the earliest opportunity, reflecting feedback from young people that difficulties are often compounded when support is not recognised quickly enough.
- Provides clear guidance and resources to support inclusive practice (see Additional Resources section)
- Provides an integrated Early Support Offer. This ensures timely advice, guidance, and targeted support for children in the early years and at the earliest stages of need, supporting settings and families in understanding and responding effectively to emerging needs. Through consultation, assessment, and training, practitioners are supported to deliver inclusive, developmentally appropriate provision while building their confidence and capability.
- Jointly commissions education, health, and social care for children and young people leading to the development of more integrated packages of support. These packages assist children and young people with special educational needs and disabilities in accessing the curriculum

It should be noted that the implementation of the SEND reforms (Every Child Achieving and Thriving), will further strengthen support provided, particularly through the emerging Experts at Hand model.

Please visit [SEND Service](#) for more information on how the SEND service is organised and the teams available to guide and advise.

Schools and other educational settings' responsibilities

All schools and settings must provide a broad, balanced, and inclusive curriculum for all pupils, including disabled pupils. Senior leaders and governors should embed inclusive practice across the whole school. Most children and young people will have their needs met through universal mainstream provision for example, in school via SEN Support. This entails:

- **High-Quality, Adaptive Teaching:** Delivering teaching that aligns with Education Endowment Foundation (EEF) guidelines. This includes establishing a positive and supportive learning environment, understanding individual pupil needs, and implementing evidence-informed strategies and interventions to maximise progress. Schools should ensure that support is informed by the pupil's views and experiences, recognising that young people consistently identify being listened to and understood as key factors in successful inclusion.
- **The Graduated Approach:** Adopting a stepped model of SEN support (Assess-Plan-Do-Review). Settings start with high-quality teaching and move to targeted, individualised interventions as required.
- **Collaboration:** Working closely with teaching assistants, parents, and external agencies to provide comprehensive care. Schools are encouraged to share best practice, learn from one another and jointly problem-solve through county-wide SENDCo Network Liaison Meetings and other partnership forums.
- **Proactive Transition Planning:** Structuring key transition points (e.g., early years to school, key stage changes, and moves between settings) collaboratively. Early information sharing ensures continuity of provision and reduces barriers to learning.

The complexity of children's needs varies. Supported by Buckinghamshire's SEND Service, schools are expected to:

- Plan for and provide learning that encompasses all levels of need, including those requiring higher levels of support.
- Provide individualised learning plans and personalised teaching methods, to cater to the diverse needs of students with SEND.
- Ensure that reasonable adjustments or modifications for tests and examinations are implemented.
- Tailor support for SEND students learning English as an Additional Language (EAL) and for Gypsy Roma families.

Schools should ensure they create an environment where all pupils feel they belong and can actively participate in the school day, with reasonable adjustments as required.

Priority 2: Improving the physical environment

Buckinghamshire Council's responsibilities

Buckinghamshire Council is responsible for ensuring accessible provision is available across the county, recognising that investing in buildings helps improve access to a full curriculum for children and young people with SEND.

Decisions regarding accessibility improvements (using the school maintenance grant for capital projects) are informed by collaboration with schools, families, health professionals and specialist services to ensure solutions are practical, proportionate and responsive to individual needs. This budget enables children and young people to attend a local mainstream school/school of parental choice where possible. For example:

- Installing classroom blinds for a pupil with vision impairment
- Installing a classroom sound field system for a pupil with hearing loss or deafness
- Installing a wall mounted adjustable changing bed for a pupil with medical needs
- Installing ramps to make sites/buildings accessible
- Installing hygiene rooms/accessible WCs

The Council processes 2 types of request through the School Access Initiative programme:

1. Requests for specific adaptations to school buildings made by health professionals or Specialist Teachers.
2. Requests for specialist equipment for individual students with SEND, made by health professionals or Specialist Teachers. If these requests are approved for educational purposes, the council will assess whether the request exceeds what is reasonably expected from a school or setting, to determine the funding arrangements.

Health services process requests for wheelchairs to enable access to school. A referral can be made to the [wheelchair service](#) who will assess and determine suitability.

Schools not maintained by Buckinghamshire Council

Buckinghamshire Council's legal obligations to make changes to the physical environment of non-maintained schools (for example Voluntary Aided Schools or independent schools) are very limited. The primary obligation for ensuring compliance for these schools falls to the Diocese/Trust or setting itself. However, if requested the council may consider providing advice, non-financial support and/or assistance on a case-by-case basis. The Council will consider providing assistance to academies when a child has been offered a place at the school and adjustments are set out in their EHCP i.e. ramps, toilet facilities.

Schools and other educational settings' responsibilities

Improved access to the physical environment can be achieved through reasonable adjustments. Schools and settings must consider potential adjustments for disabled pupils, however, they do not have to anticipate and adjust for every possible disability. They only need to consider general reasonable adjustments. Examples of reasonable adjustments include allowing adaptations to uniform to resolve sensory issues or considering the location of a quiet area and how it is set up.

The aim is for all schools and settings to be 'broadly accessible.' This means buildings would have a range of features to meet the core special needs associated with physical difficulties. These include access ramps, toilets and changing facilities and access to all key curriculum areas where physically practical. The physical needs of some students (including those with sensory impairments) are very specific and may require specific further adaptations. Schools should also consider how physical environments support regulation, wellbeing and participation, including access to calm spaces where appropriate. The council may be able to assist schools with these through the School Access Initiative programme, although this will depend on the specific requirements and the feasibility of undertaking such works. It should be noted that not all works will be feasible or achievable for an individual school or setting.

Headteachers and Governing Bodies have responsibility for the physical accessibility of their schools and settings. Disability discrimination legislation requires schools and settings to plan to improve access for those with disabilities through their Accessibility Plan. Individual schools and settings are required to use devolved budgets, including devolved capital, to ensure that these responsibilities are met, as far as reasonably possible. Any adaptation works to premises should be designed to comply with [Building Regulations](#). Schools and settings can seek further guidance if required from the Buckinghamshire Council Schools Commissioning Team. Early years settings can get information and advice from the Early Years Service.

Priority 3: Improving access to information

Buckinghamshire Council's responsibilities

The Council, working with families, young people, schools and partners, is responsible for developing and maintaining the Local Offer to ensure information is accessible and reflects lived experience. The Buckinghamshire [SEND Local offer](#), provides information on the types of support available.

The [directory](#) is useful for finding local organisations, services and activities that support children and young people with SEND. There is a new SEND Local Offer category in the directory (select SEND Local offer from the filters on the left-hand side), and a new [SEND specific directory](#). For those families who cannot access the internet, the Local Offer is made available in other ways, including:

- Using a public computer in your local library. You can also request a form from the library that can be sent to the Buckinghamshire Family Information Service (BFIS) to ask for support
- Going to one of our [family hubs](#) who can assist with accessing information or who can contact BFIS on your behalf
- Asking professionals you work with for help, such as school staff or social workers. They can assist with accessing information or contact BFIS on your behalf
- By telephoning BFIS on [01296 383 293](tel:01296383293)
- By emailing BFIS at familyinfo@buckinghamshire.gov.uk

You can read here about [how we have made our website accessible](#).

If you require advice and support about SEND you can:

- Call the Council SEND Service's SEND Support Line. It is available for families, schools and professionals. The telephone number is 01296 382135.
- Early Years settings can request advice and guidance by using the [Early Years SEND advice and consultations request form](#).
- Contact Buckinghamshire [SEND Information, Advice and Support](#) (SENDIAS) Service. They provide impartial information, advice, and support to families of children and young people who have special educational needs or disabilities.

Schools and educational settings' responsibilities

Schools and settings must ensure access to information for students with SEND. Accessible information should also be clear, timely and easy to understand. This reflects feedback from young people who identified unclear expectations and communication as barriers to participation and engagement. Educational materials must be available in accessible formats, such as braille, accessible fonts and large print. Digital versions of text/resources can be used as well as screen readers, text-to-speech software or other assistive technologies that can help students decode and understand written information.

Schools and settings should be aware that the 'written form' does not simply mean printed text. It might also include curriculum materials, including:

- Handouts and worksheets that may include illustrations, diagrams and maps
- Materials presented on whiteboards
- Flipcharts
- ICT systems
- Wall displays
- Timetables

Schools and settings should ensure that all written materials are available in multiple formats.

For students with hearing loss, audio-visual materials should be accompanied by subtitles or captions. The use of assistive technology such as radio aids or sound field systems in classrooms can also significantly support students who use hearing devices.

The SEND Code of Practice encourages a family-centred approach where effective communication with parents and carers is also crucial. This will mean that parents and carers are well-informed about their child's progress and the support available should be part of the decision-making process.

Priority 4: Improving access to enrichment, extended provision and wider school life

Accessibility extends beyond the classroom and includes full participation in the wider life of the school. Children and young people with SEND should be enabled to access educational visits, extra-curricular activities and extended provision such as breakfast and after-school clubs, on an equitable basis. Young people have told us that having choice, control and opportunities to participate alongside their peers has a significant impact on whether they feel included within their school community. By enabling meaningful participation in all aspects of school life, we help children and young people strengthen their resilience, develop greater independence and build the confidence and life skills they need to navigate everyday challenges and successfully transition into adulthood, employment and community life. This requires reasonable adjustments to be anticipated, planned and embedded within provision.

Barriers to participation in enrichment and extended provision may include, but are not limited to:

- Transport arrangements, particularly for breakfast clubs and off-site activities
- Staffing capacity, confidence and access to appropriate training
- Risk assessment processes that are overly restrictive or lack flexibility
- Communication barriers for families, including access to clear and timely information
- Cost and affordability
- Limited confidence or expertise in planning and implementing reasonable adjustments

Buckinghamshire Council's Responsibilities

Buckinghamshire Council, schools, settings, families and partner agencies all have a role in ensuring children and young people can participate fully in the wider life of their school and community.

Buckinghamshire Council will:

- Set clear expectations that accessibility includes participation in the wider life of the school, not solely classroom learning.
- Provide strategic guidance and practical examples to support schools in making reasonable adjustments for trips, extra-curricular activities and extended provision.
- Support schools and settings to build confidence in inclusive planning through training, advice and access to specialist expertise, including Specialist Teachers, Early Years SEND Advisors and inclusion services.
- Work with schools and partners to address systemic barriers, including transport and commissioning arrangements, where these impact participation.
- Ensure that access to enrichment and extended provision is reflected within related strategies, including SEND and Inclusion and Attendance strategies.
- Monitor patterns and themes emerging from schools, parent feedback and inspection outcomes to inform continuous improvement.
- Promote consistency and equity across the local area, ensuring that access to wider school life is not dependent on individual school capacity or family advocacy.

Schools and other educational settings' responsibilities

Schools should:

- Plan enrichment, trips and extended provision inclusively, considering reasonable adjustments at the earliest stage of planning.
- Ensure that risk assessments support participation and that adjustments are individualised.
- Provide accessible information to families about enrichment opportunities, including in alternative formats where required.
- Work with SENCOs, inclusion leads and Specialist Teachers to identify and implement appropriate adjustments.
- Involve pupils and families in discussions about participation and support needs.
- Monitor participation patterns to identify whether disabled pupils are disproportionately excluded from enrichment or extended provision.

- Ensure that teaching assistants or support staff are deployed in ways that promote inclusion and independence, rather than separation.

Access to enrichment and wider school life is not an optional addition to education; it is a key contributor to children and young people's personal development. Through participation in a broad range of experiences, children and young people with SEND can develop resilience, increase their confidence in managing new situations, and build the independence and self-advocacy skills that support positive outcomes in adulthood.

Consultation, implementation and review

Consultation with young people

Schools and settings use evidence backed approaches when determining how best to support a pupil. They are also informed by feedback from children and young people based on their lived experience. Buckinghamshire young people have provided feedback on what they feel is helpful to boost their wellbeing and engagement in education. At the recent [Bucks Youth Summit](#) young people told us that inclusive practice, calm environments, clear communication and understanding SEND needs properly make a real difference to their experience of school. Noise, pressure, unclear expectations and lack of flexibility were repeatedly described as barriers, especially when adults don't notice needs early enough or listen closely. Safe spaces, patient communication, stepped support and having choice and control came up again and again as things that help. Overall, young people's feedback shows that small, thoughtful changes, and adults genuinely listening and adapting, can have a big impact on young people feeling safe, included and able to learn.

The **Shout Out for SEND** young people's group have developed a number of resources that schools and settings can use to aid critical thinking about how best to support young people with SEND. They include:

- [SOFS top tips on inclusion in schools flyer](#)
- [Lived experience training videos on inclusion](#)
- [Inclusion in education report](#)

Consultation with families

Engagement sessions with families, undertaken alongside FACT Bucks Parent/Carer Forum, helped shape this strategy and identified priorities for continuing improvement in accessibility and inclusion.

The [FACT Bucks Buckinghamshire SEND Survey 2025](#) recognises that 73% of respondents rated their mainstream school or setting as "welcoming" and "and an excellent 97% of special schools" (page 4). This strategy aims to continue to strengthen inclusive practice through enabling access to provision in line with legislation and should be seen in the context of wider sufficiency and SEND reform planning. The themes emerging from family engagement closely aligned with feedback from children and young people, particularly around inclusive practice, communication, flexibility and ensuring individual needs are understood.

Review

A strategy review will take place annually to ensure factual accuracy of information and services.

Opportunities

This strategy provides a further opportunity for Buckinghamshire's Education Partnership, including schools, settings, families, children and young people, health partners and the Council, to strengthen practice across all settings through shared ownership of accessibility and inclusion. We recognise that accessibility is a shared responsibility that depends on collaboration across the whole system rather than being owned by a single service, organisation or professional group and this ethos underpins our approach.

The partnership is committed to promoting a culture of inclusion, in line with the national inclusion standards being developed by the DfE as part of the SEND reforms. We will continue to have realistically high expectations for all children and young people, valuing diversity and encouraging all partners to recognise the benefits of having a community of children and young people with a wide range of needs and abilities within each school or setting. We will continue to be creative and flexible in our approach, doing what's best for all children including those with SEN support or an EHCP. This includes multi-agency working to support local placements, increasing the confidence, skills, and expertise of mainstream school staff and promoting early identification and intervention. Developing an inclusive culture is also critical to prevent non-attendance or low engagement with education (including Emotionally Based School Non-Attendance (EBSNA)).

This strategy has been informed by what Buckinghamshire children and young people have told us helps them thrive in education: adults who listen, environments that feel safe and calm, support that is flexible and responsive, and opportunities to participate fully in school life. These themes will continue to inform how the strategy is implemented and reviewed.

Challenges

Challenges that may impact the successful implementation of this strategy include:

- Variability in practice and confidence levels across schools and settings, which may lead to inconsistent experiences for children and young people with SEND
- Workforce capacity, particularly in relation to the time required to plan and implement effective and proportionate reasonable adjustments. System-wide workforce recruitment and retention is an additional factor.
- Financial pressures within schools, settings and within Buckinghamshire Council which may further influence the extent and pace of delivery.
- Practical barriers—such as transport, access to off-site provision and lack of physical space to create quiet regulation spaces—alongside risk-averse approaches, may limit opportunities for participation.
- Maintaining effective communication and trusted relationships between families, schools, settings and services. Where this is not fully realised, it may affect engagement, confidence and access to support.

- Increasing levels of need and the challenges of delivering highly personalised support especially within larger schools.

Resource intent

Buckinghamshire Council will utilise a range of resources to support schools, as set out in this strategy, including the grants referenced earlier relating to the SEND reforms. Workforce development is also a key enabler, with opportunities for training and the sharing of effective practice to build confidence and capability. Schools should endeavour to allow staff time to plan and implement appropriate support and reasonable adjustments when planning activity and support. Approaches should be proportionate, sustainable and aligned to achieving improved outcomes for children and young people with SEND.

Risks and mitigations

The following risks have been identified as potential barriers. Mitigations outline how these will be managed at a strategic level.

- **Risk:** Inconsistent application of strategies across settings
Mitigation: Clear expectations, guidance and sharing of good practice
- **Risk:** Capacity and financial pressures impact delivery
Mitigation: Emphasis on proportionate approaches and most effective use of existing resources
- **Risk:** Limited confidence in making reasonable adjustments
Mitigation: Ongoing workforce development and practical support

Additional resources

[Autism Early Support Parent's Portal](#)

[Autism Toolbox for parents and carers](#)

[Buckinghamshire Healthcare NHS Trust - CYP Website](#)

[Buckinghamshire SEND Service](#)

[Buckinghamshire SEND Universal Provision](#)

[Children and Young People's Mental Wellbeing](#)

[Early Years SEND | Schools Web](#)

[Education Endowment Foundation | EEF](#)

[Education options and admissions for children with SEND | Family Information Service](#)

[NASEN \(National Association for Special Educational Needs\)](#)



Glossary

For generally used terms and phrases: [SEND jargon, needs, and conditions explained](#)

ARPs Additionally Resourced Provisions

BFIS [Buckinghamshire Family Information Service](#)

CYP Children and Young People

EAL English as an Additional Language

EBSNA Emotionally Based School Non-Attendance

EEF Education Endowment Foundation

Education Settings Refers to education providers including mainstream schools, Pupil Referral Units (PRUs), Additionally Resourced Provisions (ARPs), SEN Units, Special schools, Independent schools, Approved alternative (non-registered) provisions, Post-16 Education, Bespoke packages, Tuition, Further education (unregistered education providers can also use this strategy to inform their local procedures)

EHC Education Health and Care

EHCP Education Health and Care Plan

EHCCo Education Health and Care Coordinator

EOTAS Education Other Than At School

FACT Bucks Families and Carers Together

ICT Information and Communications Technology

LA Local Authority

Local Offer Since September 2014 every local authority has been required to publish information about services that they expect to be available in their area for children and young people from birth to 25 who have Special Educational Needs or Disabilities (SEND) and also services outside of the area which they expect children and young people from their area will use. This is known as the "[Local Offer](#)".

PFI Private Funded Initiative

PRU Pupil Referral Unit

PSED Public Sector Equality Duty

SEND Special Educational Needs and Disabilities

SENDCOs Special Educational Needs and Disabilities Coordinators

SENDIAS Special Educational Needs and Disabilities Information, Advice and Support service

UP Universal Provision

DRAFT