



BUCKHURST HILL COMMUNITY PRIMARY SCHOOL

Special Educational Needs & Disability (SEND) Information Report 2026/2027

Aligning Local Provision with the 2026 Schools White Paper Reforms

Setting / Academy Trust:	Buckhurst Hill Community Primary School (Epping Forest Schools Partnership Trust)
SENCo & Inclusion Lead:	Mrs Claire James (Assistant Headteacher) — cjames@bhcps.efspt.org 020 8505 7300
Headteacher & SEN Governor:	Mr Kiel Richardson (Headteacher) Janet Namakula (SEN Governor)
Implementation Date:	September 2026 (Statutory 2026 White Paper Compliance Framework)

2026 REFORM FRAMEWORK COMPLIANCE: This SEND Information Report and Inclusion Strategy fully incorporates the national statutory reforms mandated by the 2026 Schools White Paper (Every Child Achieving and Thriving). It details BHCPs's transition to the Four-Tiered Support Model, Digital Individual Support Plans (ISPs), the 5 Statutory Areas of Development, 'Experts at Hand' multi-agency integration, and the Inclusive Mainstream Fund.

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1. School Ethos, Contact Details & Statutory Purpose

School Mission & Values: Buckhurst Hill Community Primary School (BHCPS) is an inclusive primary school dedicated to providing a caring, secure, and nurturing environment where every pupil is valued and enabled to reach their full potential. In partnership with parents, the Epping Forest Schools Partnership Trust (EFSPT), and the wider community, we ensure high-quality, adaptive provision across all key stages.

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- **SENCo Contact:** Mrs Claire James (Assistant Headteacher & Inclusion Lead) — cjames@bhcps.efspt.org
- **Leadership & Governance:** Mr Kiel Richardson (Headteacher) | Janet Namakula (SEN Governor)
- **Local Authority Admissions:** Essex County Council Planning & Admissions, PO Box 4261, Chelmsford, CM1 1GS

2. National SEND Reforms: The 2026 Schools White Paper Principles

Principles for Reform: Following the national reforms set out in the 2026 Schools White Paper (Every Child Achieving and Thriving), BHCPS aligns its SEND policy and day-to-day provision with five overarching statutory principles:

- **1. Early Intervention:** Support is identified and deployed at the earliest opportunity, preventing needs from escalating.
- **2. Local Provision:** Children receive high-quality education alongside peers in their local mainstream community setting.
- **3. Fair & Consistent Standards:** Predictable and common needs are met consistently without families having to fight for basic support.
- **4. Evidence-Based Practice:** Interventions are grounded in rigorous evidence and clear national inclusion guidance.
- **5. Shared Partnership:** Education, health, and care services work as unified partners around the child and family.

3. Statutory Areas of Development

In accordance with the updated statutory SEND framework, BHCPS records, monitors, and delivers support across the five refreshed Areas of Development (replacing the former four broad categories of need):

Statutory Area of Development	BHCPS Target Provision & Curriculum Support
Executive Function	Working memory training, task-chunking visual checklists, self-regulation routines, and metacognitive scaffolding.
Motor & Physical	Occupational therapy programmes, Fizzy gross/fine motor groups, sensory circuits, adaptive writing equipment, and physical access adjustments.
Sensory	Sensory trails, low-arousal quiet spaces, sensory regulation breaks, visual schedules, and specialist advice for hearing/vision adjustments.
Speech	Speech sound intervention, articulation practice, TEACCH, and direct delivery from Speech and Language Therapists (SaLT).
Language & Communication	Attention Autism, Colourful Semantics, Language for Thinking, PORIC basic language concepts, and visual coding supports.

4. The Four-Tiered Model of Support & Graduated Response

BHCPS operates a four-tiered continuum of support to ensure every pupil receives precise, timely intervention tailored to their needs without unnecessary administrative delay:

- **Tier 1 — Universal Support:** High-quality, adaptive teaching in every classroom. Environment adjustments, scaffolded tasks, and universal sensory/learning tools accessible to all pupils.
- **Tier 2 — Targeted Support:** Targeted small-group interventions (such as Precision Teaching, Language for Thinking and Phonics catch-up) for pupils making slower progress. Accessible without an EHCP. Children have a digital Individual Support Plan without needing an EHCP.
- **Tier 3 — Targeted Plus Support:** Enhanced, highly personalised individual interventions and specialist consultation (such as the Inclusion Partner, Educational Psychologist, Speech and Language Therapist and Occupational Therapist) for pupils with distinct barriers.

- **Tier 4 — Specialist Provision:** Intensive multi-agency provision for pupils with complex needs, supported by statutory EHCPs and Specialist Provision Packages (SPPs).

5. Digital Individual Support Plans (ISPs)

Digital ISP Standards: Replacing former 'One Page Profiles' and 'One Plans', all pupils receiving Targeted or Targeted Plus support have a statutory digital Individual Support Plan (ISP):

- **Centralised Digital Records:** ISPs are created and securely managed on the digital platform, capturing individual barriers to learning, day-to-day adaptations, required resources, and target outcomes.
- **Co-Production & Pupil Voice:** Class teachers, the SENCo, parents, and pupils co-produce target outcomes during termly review meetings.
- **Statutory Annual Review:** ISPs carry a statutory requirement to be formally updated and reviewed at least annually, with termly review cycles tracking intervention impact.

6. School Inclusion Strategy & Inclusive Mainstream Fund

Strategic Resource Allocation: BHCPs publishes a dedicated annual Inclusion Strategy setting out how resources from the new Inclusive Mainstream Fund are strategically deployed:

- **Targeted Funding Deployment:** Direct allocation of funding toward targeted learning support staff, high-quality adaptive technology, and specialist classroom resources.
- **Workforce Upskilling:** Continuous professional development (CPD) for teachers and LSAs, covering speech and language strategies, trauma-perceptive practice, and executive function scaffolding.
- **Impact Evaluation:** Rigorous monitoring by the SENCo, Headteacher, and SEN Governor to evaluate the progress and outcome impact of all funded interventions.

7. Support Bases & Intervention Facilities ('The Hive')

Inclusion Base Designation: BHCPs's primary intervention facility, 'The Hive', is designated as a Support Base under the National Inclusion Base framework:

- **Support Base Operations:** Funded at the school and Epping Forest Schools Partnership Trust level, providing targeted small-group academic and social-emotional interventions.
- **Core Interventions Run:** Precision Teaching, Attention Autism, Lego Therapy, PORIC language groups, Gym & Sensory Trail, and Zones of Regulation.
- **Physical Accessibility:** Ramps into all main areas, wide doorways, sound systems in halls, and two fully accessible toilets.

8. Multi-Agency Delivery: 'Experts at Hand' & Local School Groupings

Integrated Multi-Agency Working: To ensure seamless multi-disciplinary support, BHCPs integrates local health and specialist services through modern multi-agency structures:

- **'Experts at Hand' Model:** Direct, local access to Educational Psychologists, Speech & Language Therapists (SaLT), Occupational Therapists (OT), and Specialist Teacher teams through the LA/ICB model.
- **Local School Groupings:** Active collaboration within the Epping Forest Schools Partnership Trust (EFSPT) and local school groupings to pool SEND funding, share specialist resources, and deliver joint training.

9. Education, Health and Care Plans (EHCPs) & Specialist Provision Packages

Statutory Guarantees: For pupils with the most complex needs retaining EHCPs, support is aligned with national statutory entitlements:

- **Specialist Provision Packages (SPPs):** EHCP provision is linked to nationally defined, evidence-based Specialist Provision Packages that guarantee statutory health, educational, and care entitlements.
- **Transition Timelines:** Existing EHCP holders retain all current entitlements. Phase-transfer reassessments under the updated system begin from September 2029/30.

10. Roles, Responsibilities & Community Wellbeing Support

Governance & Leadership: Key personnel responsible for driving inclusive provision across BHCPs:

- **Mrs Claire James (SENCo & Inclusion Lead):** Oversees strategic deployment of SEND resources, monitors provision quality, and reports to the governing body.
- **Mr Kiel Richardson (Headteacher):** Maintains overall executive responsibility for inclusive school practice and statutory compliance.
- **Janet Namakula (SEN Governor):** Provides independent monitoring, challenge, and scrutiny of SEND outcomes across BHCPs.
- **Class Teachers & LSAs:** Lead learning differentiation, daily ISP implementation, and pupil assessment in every lesson.
- **Emotional Literacy Support Assistants/Mentors & School Therapy Dogs:** Provide targeted emotional regulation, self-esteem coaching, and companionship for vulnerable pupils.

Wellbeing Signposting: Families seeking additional wellbeing or mental health guidance can access local signposted services including Young Minds Parent Helpline (0808 802 5544), Healthwatch Essex (0300 500 1895), Evolve Intervention, YMCA, Wilderness Foundation, Renew Counselling, and Kooth.