

# Special Educational Needs and Disabilities (SEND) and Inclusion Strategy

2025 - 2030



Buckinghamshire  
Children & Young  
People's Partnership

Working together to reach our goals

# Young Person's Foreword

This strategy has been made with the SEND young people of Buckinghamshire at its heart. Shout Out for SEND is a county-run youth project that aims to give SEND young people a voice. In this case, it's given me an opportunity to write this foreword. But as a group, we also had several meetings focusing on the strategy and many of the statements written in the workstreams have come directly from us, in our own words.

Still, when I read this for the first time, I was emotional to see such a strong youth voice present. We live in a world that isn't built for those with SEND and many of us work through daily challenges that we feel totally alone in facing. This leads to a lot of us feeling like we do not matter and aren't respected. But the statements are centred around individuals for a reason, because the work you do impacts us directly. Behind every statement is a SEND young person's lived experience, and it matters. This strategy listens to us, includes us and in turn, respects us as well. It sends a message that Buckinghamshire values its SEND young people in a way I haven't seen or felt before. So, I urge you to continue that narrative in your work and prove to the SEND young people of Buckinghamshire that we matter. That we have a place in our community. And that when we are given a chance to have a voice, it creates positive change for everyone.

**Pippa**

Shout Out for SEND (Young People's Participation Group)



# Partnership Foreword

**Buckinghamshire's Local Area Partnership is pleased to present this Special Educational Needs and Disability (SEND) and Inclusion Strategy 2025 - 2030.**

This strategy demonstrates the commitment of partners to improve services for children and young people with SEND in Buckinghamshire, working collaboratively to drive change. It is this shared commitment that has enabled the Local Area to make progress in improving services and outcomes for children and young people with SEND since the Local Area SEND Inspection in March 2022.

This strategy has been developed with a wide range of stakeholders across the Local Area and we strongly believe that our culture of co-production will enable us to deliver against it.

The strategy has high aspirations and aims to narrow the achievement gap by providing the right support at the right time. It has a focus on early support, reflecting a needs-based approach to supporting children and young people with SEND. Our shared ambition is for every child and young person with SEND to feel included and supported when they access education and be able to take part in meaningful opportunities within the community as they transition into adulthood.

We will review the strategy and associated action plan on an annual basis to ensure that we remain focused on the right things and continue to improve outcomes for children and young people with SEND in Buckinghamshire.

We would like to thank everyone who has contributed to the development of this strategy.



**Adekunle Osibogun**  
Cabinet Member for Education  
and Children's Services



**Matthew Tait**  
Chief Delivery Officer  
Buckinghamshire, Oxfordshire, and  
Berkshire West Integrated Care Board

# Introduction


In Buckinghamshire we are ambitious to continue to improve the support we provide to children and young people with Special Educational Needs and Disabilities and their families.

**'Local Area Partnership'** is a term used throughout this strategy.

This partnership includes children and young people with SEND, their families/ carers, and those in education, health and care (including the voluntary and community sector) who are responsible for the strategic planning, commissioning, management, delivery and evaluation of arrangements for children and young people with SEND who live in Buckinghamshire.

This strategy builds on our 2021 – 2023 strategy and reflects the progress Buckinghamshire has made since the publication of the [Ofsted and the Care Quality Commission SEND Inspection outcome report](#) in March 2022.

It sets out our key priorities and the steps we are taking to achieve our goals. This strategy is delivered through the Local Area Partnership's SEND Strategic Delivery Plan which incorporates the:

- [Buckinghamshire Written Statement of Action \(WSOA\) \(March 22\)](#)
- [Early Identification and Intervention to Better Support Children and Young People's Therapy Needs | Family Information Service \(buckinghamshire.gov.uk\)](#)
- All Age Autism Strategy 



Buckinghamshire's financial position (High Needs Block) is challenging; this is due to the increase in demand for SEN support against the smaller increase in funding. Although this is recognised as a national issue, there is a requirement for Councils to manage this. This 5-year strategy will not address the growing High Needs deficit but will contribute to managing the growth in the deficit and the increase in demand being seen in terms of the number and complexity of requests for support for SEND needs across the partnership, and the increased pressure on local provision and increased reliance on high-cost independent placements.

This strategy will support the development of Buckinghamshire's SEND sufficiency activities to provide local provision that meets the needs of children and young people, allowing our children and young people to remain part of their local community. The financial impact of this demand has been evidenced in the Local Government Association report [Towards an effective and financially sustainable approach to SEND in England](#) published in July 2024 which is calling for national reform of the SEND system.



# The SEND Partnership

In developing our SEND and Inclusion Strategy, we have collaborated closely with a diverse range of services across Buckinghamshire. This collective effort underscores our shared commitment to fostering an inclusive environment where every child and young person can thrive and reflects the widespread ownership of our strategy, reinforcing our community's unwavering commitment to inclusivity and support for all.

“ As a dedicated partner in Buckinghamshire's SEND and Inclusion Strategy, the Children with Disabilities team is committed to ensuring that the voices of young people with severe, complex, and profound SEND needs are not only heard but truly listened to. We deeply value and cherish these voices within the strategy, recognising that each young person's unique experiences and perspectives are invaluable. Our commitment extends to promoting their wellbeing and actively involving them in decision-making, providing opportunities for these young individuals to access essential services. Collaborative, empathetic support is at the heart of our partnership, making our young people feel special, validated, and empowered. Together with the partnership, we are dedicated to delivering this strategy and fostering an inclusive environment for all.

Children with Disabilities Team,  
Children's Social Care

“ As deputy clinical chair and clinical director for children and young people services at BHT, I have welcomed the inclusion of our service in the development of this strategy. In particular I support the four aspirations as being the right ones for Buckinghamshire and anticipate that keeping these in mind as we move forward will steer us in the right direction.

Children and Young People's Services,  
Buckinghamshire NHS Health Trust

“ The Parent Carer Forum (FACT Bucks) is fully committed to working with all partners as they deliver this strategy aimed at improving the outcomes of children and young people with SEND. We will do so by providing clear evidence of the lived experience of parents and their children and young people, as well as honest assessments of the impact of the changes being considered or implemented at a strategic and operational level.

FACT Bucks



“ We are excited to be part of this strategy and are committed to working alongside partners to support young people with SEND and their families. We recognise how critical it is for needs to be identified and addressed at the earliest stage to avoid risk of escalation, and we will continue to work proactively across the partnership to achieve the ambitions of this strategy

**Children’s Services Transformation and Improvement,  
Buckinghamshire Council**

“ This strategy is integral to all the work we do with families, schools and settings and a range of other providers who support our children and young people with SEND. We are proud to be part of delivering and continuously improving our service and welcome being a key part of this strategy

**SEND Service, Buckinghamshire Council**

“ We recognise the importance of the new SEND strategy and the opportunities it brings for children, families and partner agencies in Buckinghamshire. We work proactively with all partners to identify needs at the earliest opportunity and therefore support the focus on early intervention within this document. We look forward to helping shape the further development of services for children and families

**Buckinghamshire Youth Justice  
and Support Team**

# Vision

Our vision for children and young people with SEND is the same as that for all children in Buckinghamshire:

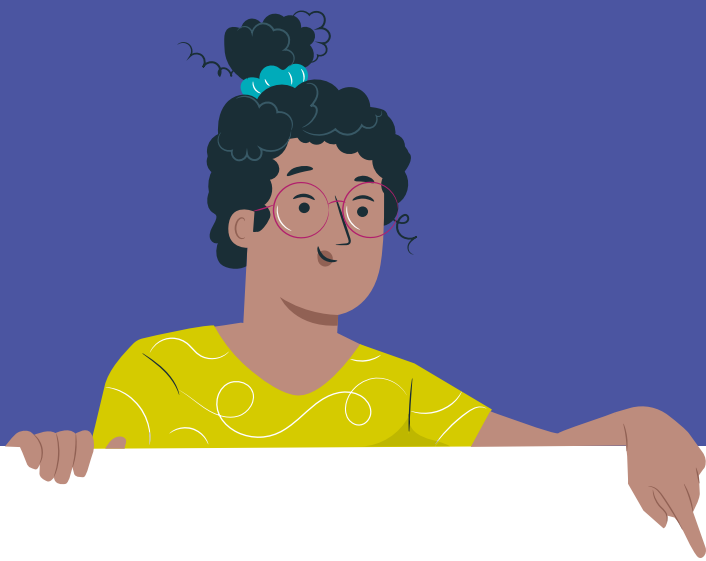
*To build a better future for all children and young people in Buckinghamshire so that they realise their potential, whatever their starting point is.*

We want to ensure that:

- Children and young people **feel safe and are protected from harm**
- Children, young people, parents and carers are supported to **overcome their challenges**
- Children and young people are **happy and healthy, with access to a diverse range of activities and opportunities** to support their health and wellbeing
- Children and young people have access to **high quality education and training opportunities, have good attendance at school** and achieve their full potential

We recognise that children and young people with SEND face more challenges than their peers. This strategy focuses on aspiration and inclusion rather than difference.





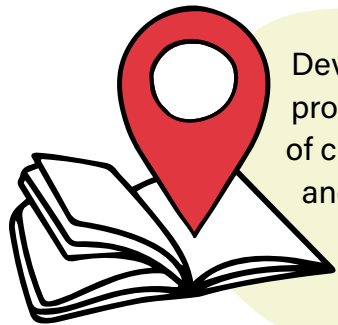
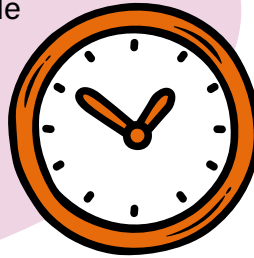
# Ambitions

Buckinghamshire's Local Area Partnership is committed to making changes that we believe will make a real difference to the lives of children, young people, and families in our SEND community. This commitment extends to all children and young people with special educational needs and disabilities, encompassing varying levels and areas of need across the entire county. By addressing these diverse needs, we aim to create a more inclusive and supportive environment for every individual within our community.

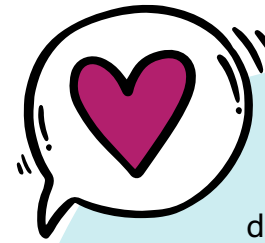
As a local area partnership, we acknowledge there will be challenges to achieving our aspirations. Despite this, there remains a steadfast commitment to progress. The current system provides a foundation upon which incremental improvements can be built. By fostering collaboration among stakeholders, using innovative solutions and focusing on our goals, we can navigate these complexities and continue to work towards realising our ambition.

## our ambitions are to:

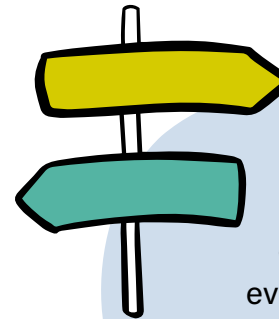
Embed early support and inclusion, adopting a needs led approach. We want children, young people and their families to be supported at the earliest possible stage, and for this support not to be dependent on a clinical diagnosis. We will evaluate our success based on the number of families accessing our early support services and the feedback we receive about their experiences.



Develop our education sufficiency activities to provide local provision that meets the needs of children young people, allowing our children and young people to remain part of their local community. We will evaluate our success based on the number of education places we are able to provide for children closer to home.



Understand the experiences of children and young people with high support needs and their families who use our services and develop a consistent approach to decision-making about the support provided. We will use a multi-disciplinary team approach, to make sure the right expertise informs the decisions. We will evaluate our success based on how well the support we provide for children and young people meets their needs.




Strengthen our approach to Preparation for Adulthood, ensuring there are clear pathways for children and young people to access meaningful opportunities at post-16 and post-19. We will evaluate our success based on the number and range of meaningful opportunities available for young people and the quality of early planning.

In addition, we aim to integrate and strengthen service delivery so that the whole system works in a coherent way, improving communication, providing clear advice and guidance to families so they can access the right support at the right time.



# Local Area Shared Principles

The following 7 principles underpin the delivery of this strategy. We will:

- 1 Continue to seek feedback from children, young people and their families so that we understand their experiences and take steps to continually improve them
- 2 Further develop **co-production** at all levels (individually, operationally and strategically) in line with the Co-production Charter 
- 3 Support and develop the **workforce** so they can deliver excellence in SEND. This will include developing interpersonal skills and a learning culture across the Local Area
- 4 Champion **early intervention**, engaging families at the earliest opportunity when needs are identified, providing the right support at the right time
- 5 Adopt a solution focused approach that values **creativity and flexibility** in meeting the needs of children and young people
- 6 Ensure **efficient use of resources** through sharpening our focus on the impact and outcomes for children and young people
- 7 Embed a culture of **trust, openness and transparency** which encourages mutual support and constructive challenge

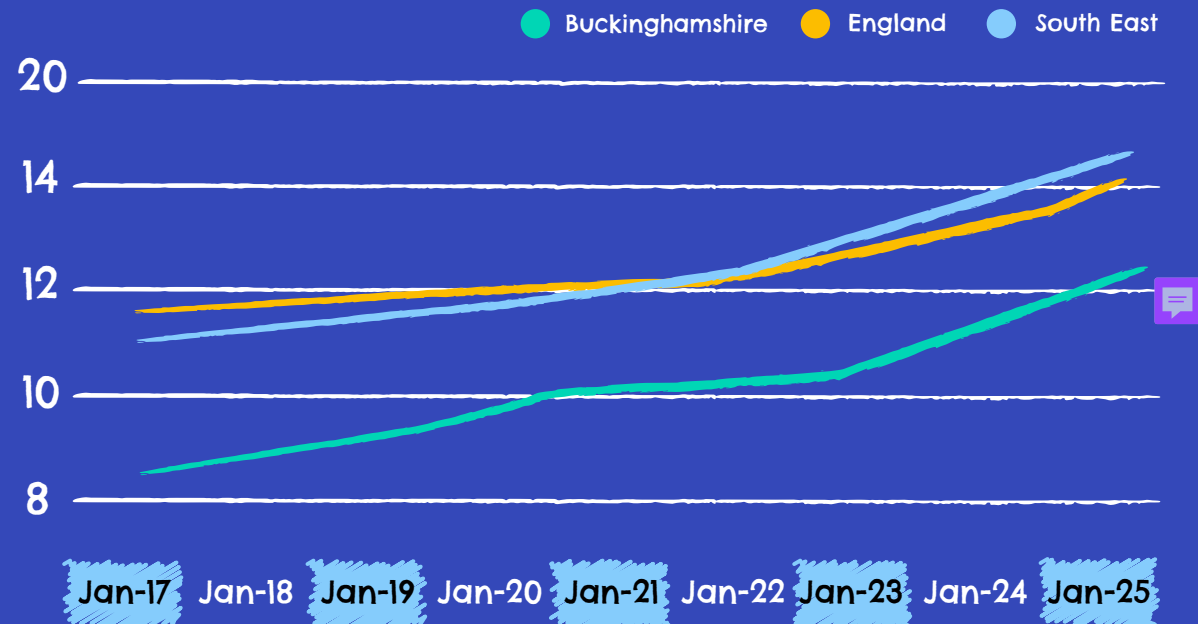
# The Buckinghamshire Context

## SEN Support

The number of children and young people (CYP) receiving SEN support in Buckinghamshire is below the national average. The gap between Buckinghamshire, the South East and England has narrowed slightly since 2017 but figures are still significantly lower.

In January 2025, 12.7% of children attending Buckinghamshire state funded schools were identified as receiving SEN support, compared to the national average of 14.2%.

Percentage of children and young people with SEN support in Buckinghamshire schools



KPI	Jan-17	Jan-18	Jan-19	Jan-20	Jan-21	Jan-22	Jan-23	Jan-24	Jan-25
% of CYP with SEN support in Buckinghamshire schools	8.6	8.9	9.4	10.0	10.1	10.4	11.1	11.9	12.7

## Latest published benchmarks - % SEN Support

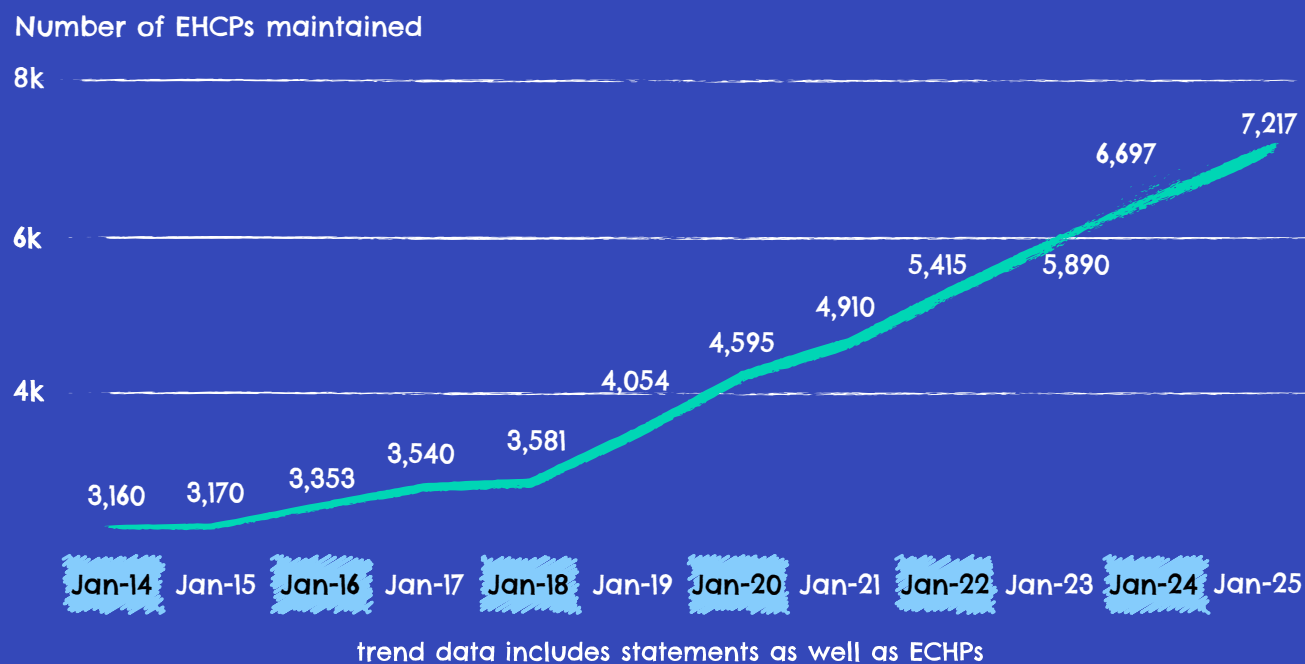
Year	Buckinghamshire	South East	England
Jan-25	12.7	14.5	14.2

## Education, Health and Care Plans (EHCPs)

In June 2025, 7353 EHCPs were maintained in Buckinghamshire. This is an increase of 5% on the previous year and in January 2025, 4.9% of pupils attending Buckinghamshire state funded schools had an EHCP, below both the regional (5.5%) and national (5.3%) averages.

The number of EHCPs maintained in Buckinghamshire has increased by 128% since 2014. Nationally, the number of EHCPs maintained has increased by 169% in the same period, and across the South East has increased by 183%.

The figures here demonstrate continued growth and demand across the system and indicate that numbers in Buckinghamshire are in line with national data trends. This increase in demand is being seen within the number and complexity of requests for support for SEND needs across the partnership, alongside the increased pressure on local provision and increased reliance on high-cost independent placements. The cost of meeting these demands has caused and continues to cause vast financial pressures on the Buckinghamshire Local Area with action needing to be taken to work towards an effective and financially sustainable approach.

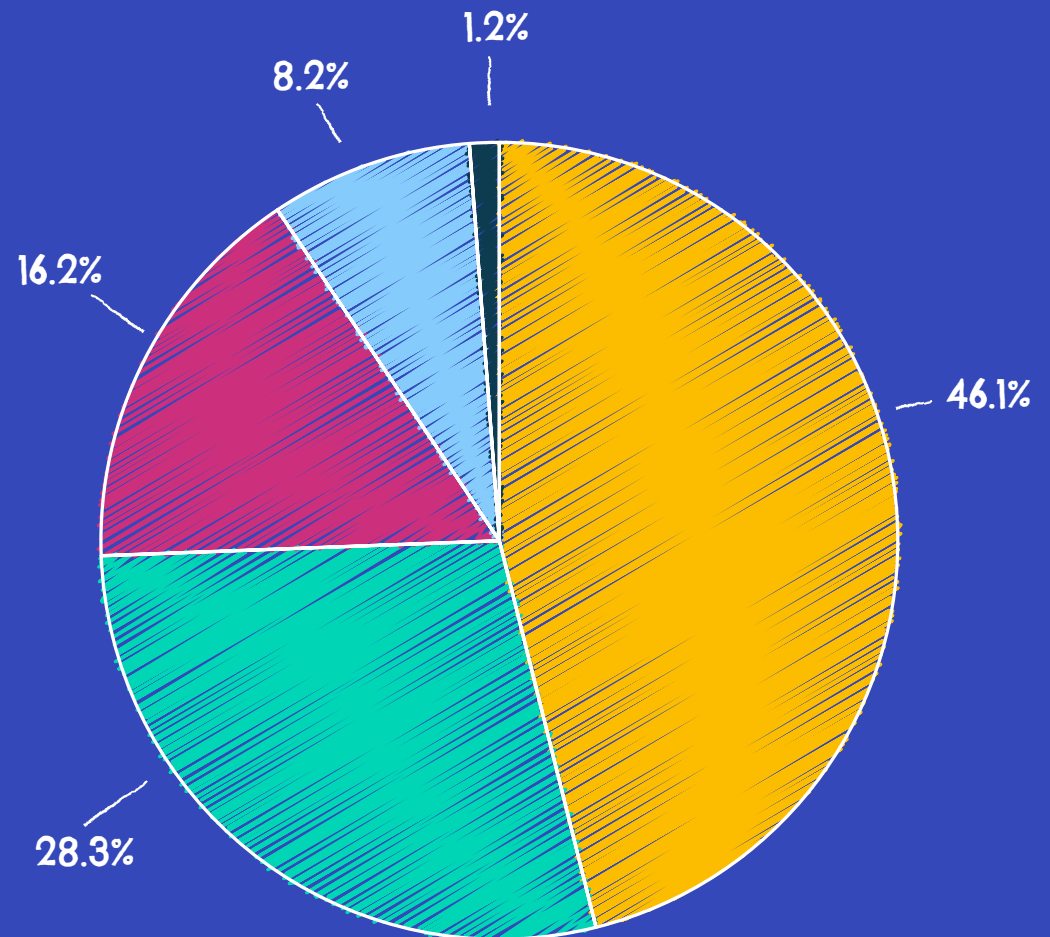



## Percentage by placements by establishment group as at January 2025

### Placements

In January 2025, 28% of Buckinghamshire children and young people with EHCPs were placed in special schools. Nationally 31% were placed in special schools, and in the South East 32%. 10 years ago, 45% of children and young people with EHCPs in Buckinghamshire were placed in special schools, compared to 46% nationally and 49% in the South East.

Between 2014 and 2025 the number of Buckinghamshire children and young people with EHCPs placed in independent special schools has increased from 95 to 191 – an increase of 101%. Nationally, independent special school placements increased by 243%, and in the South East these placements increased by 307%.

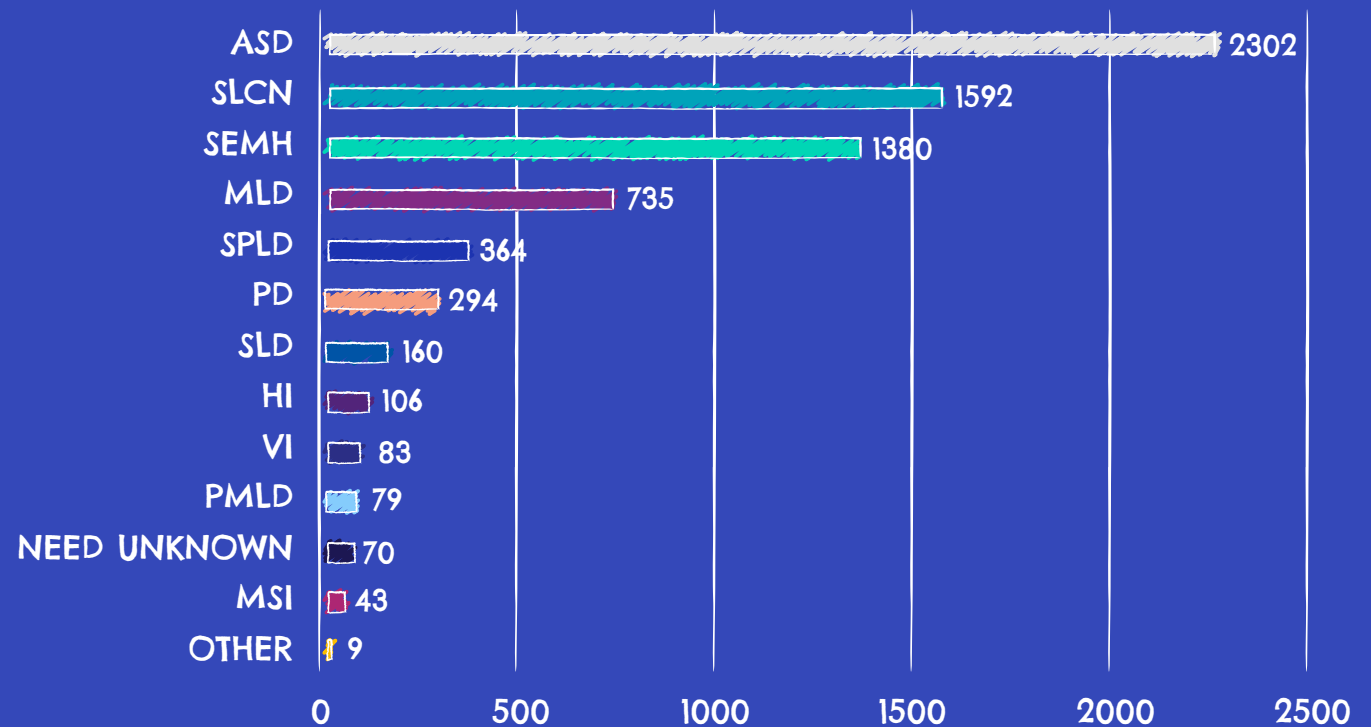


-  Mainstream school
-  Special school
-  Further education
-  Educated elsewhere
-  Alternative provision/pupil referral unit

## Areas of Need

Over 50% of pupils with an EHCP in Buckinghamshire have a primary need linked to Autism Spectrum Disorder (ASD) or Speech, Language and Communication Difficulties. 32% of pupils with an EHCP have a primary need of ASD which is line with the national average of 32%.

## Current maintained EHCPs by primary need



# Strategic Priorities



These priorities were identified following a comprehensive review of the support provided for children and young people with SEND across education, health and care. A range of activities were completed to understand the current and future context, levels of demand, local strengths and challenges, and the experiences of children, young people and their families. Most significantly, these activities included:

1. Coproducing a self-evaluation of the Local Area.
2. Completing an extensive multi-agency deep dive, and auditing and forecasting activity as part of the Delivering Better Value Programme in Buckinghamshire.
3. Learning from the annual Parent/Carer survey facilitated by FACT Bucks Parent/Carer forum and benefitting from their ongoing contributions to strategic and operational changes.
4. Learning from young people through youth voice initiatives and ongoing feedback via Shout out for SEND representatives and wider participation work across the partnership.



# Priority 1: Early Support and Inclusion

Children with SEND and their families will have their needs met at the earliest opportunity, preventing escalation of need where possible. They will be able to easily access a wide range of effective support to help them achieve positive outcomes and lead fulfilling lives.

The Local Area acknowledges that currently, needs are not always identified and supported as early as possible. We are committed to improving these processes to ensure timely and effective assistance for all children and young people. Families and professionals often face challenges in accessing universal help due to a lack of awareness and knowledge about the available support. This gap can delay crucial interventions and hinder the effectiveness of support services. Additionally, there is a pressing need for increased support for schools in implementing the graduated approach, ensuring that they have the necessary resources and training to provide tailored support to children with SEND. Evidence of this issue is reflected in the SEN support figures, where Buckinghamshire's rate of 12.7% is lower than the national average of 14.2%. Addressing these issues is essential for creating an inclusive environment where every child can thrive.

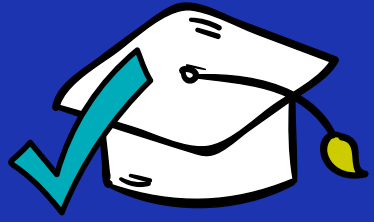


## Children and young people have shared the following aspirations:

- "I feel in control of how I receive support"
- "I know about what support from health services I am entitled to, including mental health support through CAMHS, and won't wait a long time to access this"
- "I access specialised support if I received trauma at an early age"
- "I can access my GP with no barriers for me to receive the support I need"
- "I won't experience trauma that can be prevented, which impacts on the rest of my life"
- "I will be safeguarded by the people that support me, which will reduce further disabilities or trauma"
- "My mental health needs are supported on an ongoing basis, not only at crisis point"
- "I access age-appropriate activities with the right support"
- "I am allowed to engage in activities that don't match my peers"
- "I have teachers who read my EHCP, understand my needs and have the time to support me"
- "I feel my peers understand my needs and include me in school life"

## We will

- Work across the whole system to make sure children and young people's needs are understood as early as possible so that all partners can provide the right support at the right time.
- Continuously seek out opportunities to upskill and develop the SEND workforce in Buckinghamshire.
- Support settings to feel confident in delivering the graduated approach. Early years settings and mainstream settings will be able to clearly demonstrate how Universal Provision is implemented and monitored.
- Communicate with professionals and families more effectively by developing a consistent approach. This will mean that parents, carers and professionals access a comprehensive Local Offer, will know about the support and training available and be able to signpost appropriately.
- Develop a culture of inclusivity across educational settings and wider community providers in Buckinghamshire.



## Priority 2: Education Sufficiency

There will be sufficient high quality education provision to meet the continuum of SEND educational needs including post 16, mainstream, Additionally Resourced Provisions (ARPs) and units, specialist and alternative provision.

Information gathering during the development of the strategy highlighted that a shortage of education places is increasing pressure on mainstream settings and often hindering the ability of children and young people to reach their full potential. Consequently, many are unable to access appropriate educational environments that are both close to home and tailored to their specific needs. We recognise that this impacts not only on the child or young person, but their family around them too.

The number of children and young people with recognised SEND has increased dramatically in Buckinghamshire over the past decade. From a base of 3,160 in 2014, the number of EHCPs maintained in Buckinghamshire has risen to 7,217 by January 2025, an increase of over 100%. The increase for 2024-25 alone was 8%. This trend is predicted to continue, with over 12,000 EHCPs expected to be maintained by 2032. There have also been changes in the complexity and type of need. The challenge for Buckinghamshire is to continue to respond to these changes and ensure the right provision is in place to meet the needs of all learners.



## Children and young people have shared the following aspirations:

- "I have teachers who read my EHCP, understand my needs and have the time to support me"
- "I can access timely and consistent mental health support, which includes 1:1 drop-in support when at school"
- "I can access extracurricular activities and school trips"
- "I feel safe in school"
- "I feel my peers understand my needs and include me in school life"
- "I am supported effectively by school when moving to a new class, educational setting, or employment"
- "If I can't attend school, I receive the same standard of education and support at home"
- "I have opportunities to have a say in how my school supports me and my peers with SEND"
- "I want to learn beyond the school curriculum and shouldn't be measured solely on this"

## We will

- Continue to progress our sufficiency activities to increase local provision that meets the needs of children and young people in Buckinghamshire and helps them achieve positive outcomes. We will create high-class provision and appropriate support to reduce the need for children and young people with high support needs to be placed in out of county settings. We will produce a detailed assessment of the current and projected SEND needs of children and young people in Buckinghamshire and will publish this on an annual basis so that partners can plan services on a consistent basis.
- Develop and deliver against strategic plans for alternative provision, including post 16 and post 19, to ensure partners have the right type, quantity and range of alternative provision to meet children and young people's needs.
- Further develop inclusive practice and transitions support across all schools and settings to support a positive experience for children and young people.



## Priority 3: High Support Needs

*Agencies will work together to ensure that children and young people with high support needs or wider vulnerabilities receive timely, appropriate and integrated support.*

This is a priority because currently, the complexity of circumstances for children and young people with high support needs is not always adequately addressed. The increasing number of children and young people accessing Education other than in school (EOTIS) packages highlights the need to focus on those with high support needs. Delays in identifying and supporting these needs can lead to an escalation of issues, requiring extensive multi-disciplinary team (MDT) collaboration, specialist support and provision, and strong family support. Effective support for these children and young people requires careful monitoring, expert knowledge, and thorough planning and coordination to ensure their diverse needs are met and to provide the best possible outcomes for them and their families.



## Representatives of children and young people have shared these aspirations:

- "I am able to socialise in appropriate groups/activities outside of school with confidence, which I am currently unable to do."
- "I can access a strong support network to assure my well-being both now and in the future."
- "I am supported outside of the family home in an appropriate setting that will cater for my needs but also nurture and enable me to grow."
- "I can lead a happy and fulfilling life despite my difficulties, with the right support."
- "I am part of a society that treats me with the respect I deserve."
- "I am seen for who I am, and not my high support needs."
- "I am valued as an individual who has varying needs across a wide range of services"
- "I can live in in-patient care which is closer to my friends, family and community who can also act as support for me"
- "I am seen as someone with high support needs, not complex needs"
- "The people who support me (family/carers, friends and professionals) are supported to help me to achieve my potential"
- "My achievements are not graded on a checklist but against my personal goals"

## We will

- Complete discovery activity to understand the opportunities to improve multi agency working and early stage planning for children and young people with high support needs
- Develop relationships and processes to enable services to work together to effectively support children and young people with high support needs, and their families.
- Improve access to short breaks, respite and wider care provision.
- Identify opportunities to improve the post 16 offer for young people with high support needs.



# Priority 4: Preparation for Adulthood

*Young people will be able to access a range of suitable post 16 progression routes and support for independence where necessary, starting at the earliest opportunity. Transitions to adult services will be smooth and effective.*

This is a priority because all children will eventually become adults, and currently, planning and preparation for adulthood is not starting early enough. Early planning enhances life chances, opportunities, and the realisation of ambitions and goals. A key aspect of Preparing for Adulthood is to provide young people with more opportunities and control over their lives. By addressing these gaps, we can better prepare young people for their future, leading to more positive outcomes and fulfilling lives. This work also links with the government's Get Britain Working initiatives including Buckinghamshire's Connect to Work programme.



## Children and young people have shared the following aspirations:

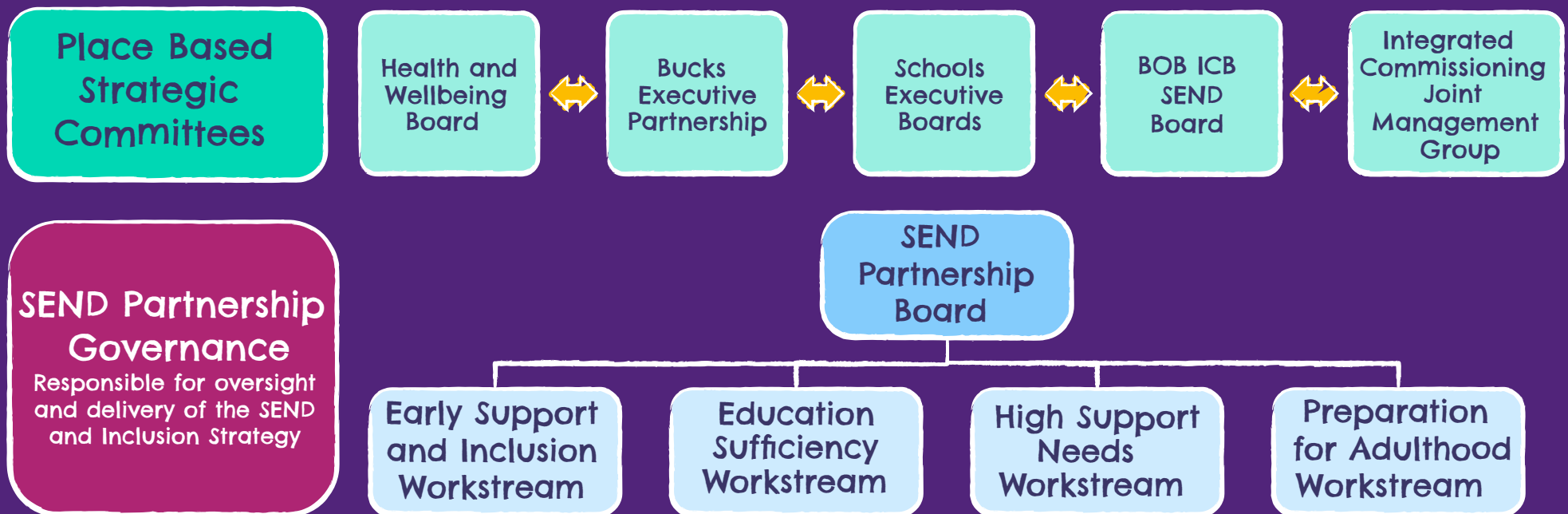
- "I understand my own citizenship, including budgeting, paying taxes and my rights"
- "I meet new people, build positive relationships, and explore new opportunities"
- "I can access the relevant training and qualifications I need in my chosen career"
- "I am given support and resources to find the career path that is right for me"
- "I have full autonomy over my decisions about my future"
- "I have the skills to ask for help when I need it"
- "I am given opportunities to socialise outside of education settings"
- "I achieve independence through affordable housing that meets or is adapted to meet my needs"
- "I can buy the things I need to live my life (i.e. affordable OT equipment)"
- "I have the choice to live in supported living, close to where I work"
- "I have a variety of choices for my supported internship, not just in hospitality or business admin"
- "I feel supported by my employer who will understand what I need to succeed in a role"
- "I am aware of which employers and jobs are the right match for me"
- "I am given the proper care in the present moment, to allow me to prepare for adulthood"

## We will

- Support settings in Buckinghamshire to embed the 4 pillars of Preparation for Adulthood within their practice.
- Ensure support is in place as early as possible to enable children and young people to advocate for themselves, make choices and benefit from being part of inclusive communities.
- Develop the post 16 offer and support increased independence into post 19 for all cohorts including further education, work with training, volunteering and/or meaningful opportunities and improve the support provided for transitions.
- Support young people to access activities within their communities, developing their social skills and improving their transition to independence.

# Governance

The SEND Partnership Board provides multi-agency governance of SEND in Buckinghamshire, driving change and improvement. The Board has ownership of this strategy and has a critical role in scrutinising and challenging the progress made against its priorities. It ensures there is a collaborative approach to understanding local need and the delivery of services for children and young people with SEND and their families. The Board sits within a broader governance structure across Buckinghamshire Council and the Integrated Care Board, detailed below.



# Impact and Outcomes

Two overarching metrics that indicate a successful transition to adulthood for young people with SEND will evidence the success of this strategy. These metrics have been chosen as, if achieved, they suggest children and young people have been appropriately supported by a range of services across education, health and care, to achieve their goals and play a meaningful role in their communities.

1. Young people (EHCP and SEN support) meet their educational goals (attainment 8, or awards/qualifications appropriate to their needs/strengths) and continue to achieve above national average.
2. Increase in the % of young people who transition to an appropriate destination (further education / higher education, employment, training) at post 16 phase transfer, or when the EHCP is ceased.



The SEND Partnership Board will monitor these KPIs and the wider impact of this strategy using the following tools:

- The Children and Young People's **Impact and Outcomes Framework**. This is aligned to our priorities and aims to triangulate quantitative and qualitative information so we can understand the difference any changes have made to the experience of children and young people with SEND, and their families.
- **The Local Area Outcomes Dashboard/Report**. This will measure key performance indicators that tell us how well services are performing to meet children and young people's needs.
- Children and young people with SEND have helped us to identify what good would look like. Their feedback is integral to measuring progress, and we have used their direct quotes to shape the success measures for each priority.

# Impact and Outcomes

The key metrics monitored via the partnership dashboard are:

## Context

- No/% of EHCPs
- No/% with SEN Support
- Requests for EHC Assessment
- EHCP 20 weeks performance
- Attainment measure
- % of families reporting overall improvement

## Health

- Waiting times for community paediatrics
- Waiting times for neuro-development
- Waiting times for therapies

## Early Support

- No/% of families accessing AES portal

## Education provision

- No/% of CYP accessing provision in Bucks
- No of new placements

## High support needs

- No/% of CYP accessing short breaks
- No/% of children and young people with high support needs accessing provision in Buckinghamshire, including EOTIS

## Preparation for adulthood

- No/% SEND NEET/EET/Not known

# Delivering Our Priorities

This strategy aims to keep driving improvements in the SEND system. It will ensure children and young people with SEND are well supported and able to achieve their aspirations. We are committed to working collaboratively with families and professionals on the identified priorities.

To deliver the Buckinghamshire SEND and Inclusion Strategy we have developed a partnership action plan with clear measures for each priority area identified. This action plan is published alongside this strategy.

We will continue to ensure that voices are heard and will provide updates on changes made. We will use feedback to help inform us of our strengths, and to shape the improvement actions we take.

## Associated Strategies and Programmes:

- [Children's Services Transformation and Improvement](#)
- [Early Identification and Intervention to Better Support Children and Young People's Therapy Needs](#)
- All Age Autism Strategy
- [Buckinghamshire's Education Strategy](#)
- [BOB ICB Joint Forward Plan](#)
- Buckinghamshire Education Places Sufficiency Strategy 2025-2030



# Glossary

## SEND

Special Educational Needs and Disabilities

## Local Area Partnership

This refers to those in education, health and social care who are responsible for the strategic planning, commissioning, management, delivery and evaluation of arrangements for children and young people with SEND who live in a local area.

## Settings

This refers to all education settings including schools, early years providers, further education, and alternative provision.

## FACT Bucks

FACT Bucks is the Parent Carer Forum for Buckinghamshire (Bucks PCF). It is an independent, pan-disability, parent-led charity.

## Shout out for SEND

Shout out for SEND is a group for young people with a Special Educational Need or Disability who represent the wider 'youth voice' in Buckinghamshire.

## Preparation for Adulthood

Preparing for Adulthood (often shortened to PfA) is about planning and taking steps so that young people with SEND can enjoy independent living as much as possible, achieve as much as possible, reach their goals, dreams and ambitions in adult life

## Inclusion

Inclusion in relation to special educational needs and disabilities refers to the practice of ensuring that all children and young people, regardless of their individual needs or disabilities, are provided with equitable access to education and other opportunities. This does not necessarily mean placement in mainstream settings. Instead, it emphasises creating supportive and adaptive environments, whether in specialised schools, resource bases, or other educational settings, where students can thrive academically, socially, and emotionally. Inclusion aims to foster a sense of belonging and participation for all young people, in their education and in their communities, ensuring that their unique needs are met in the most appropriate and effective manner.

## Universal Provision

Universal Provision, sometimes referred to as Universally or Ordinarily Available Provision, is the support that all Buckinghamshire mainstream schools and education settings should be able to provide for children and young people with special educational needs and disabilities (SEND).

## High Support Needs

High support needs refers to circumstances where a child or young person presents with a combination of multiple and linked challenges simultaneously. These challenges are interconnected and often interact in ways that are specific to the individual, they are contextual and fluid, and the level of impact upon the child or young person can change over time. High support needs may be present from birth or develop over the course of a child or young person's life, and may fluctuate. Children and young people with high support needs often need an intensive level of support with many aspects of their daily lives and may rely on a range of health, education and social care services. This may be because of illness, disability, or broader life circumstances – or a combination of these. Individuals with high support needs often have requirements that span their physical health, mental health, wellbeing, education and employment.

## Abbreviations:

- ASD - Autism Spectrum Disorder
- SLCN - Speech and Language Communication Needs
- SEMH - Social Emotional Mental Health
- MLD - Moderate Learning Difficulties
- SPLD - Specific Learning Disability
- PD - Physical Disability
- SLD - Severe Learning Disability
- HI - Hearing Impairment/Hearing Support
- VI - Vision Impairment
- PMLD - Profound Multiple Learning Disabilities
- MSI - Multi-Sensory Impairment
- CP - Child Protection
- CWD - Children with Disabilities
- CLA - Child Looked After
- CIN - Child in Need

More common SEND terms can be found on our website: [SEND jargon, needs, and conditions explained.](#)



**Buckinghamshire  
Children & Young  
People's Partnership**

Working together to reach our goals