

Inspire - Enable - Achieve



The Vale Federation: Booker Park School SEN Information Report

Date policy last reviewed: December 2025

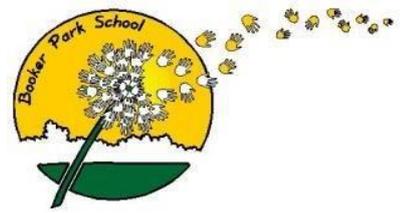
Date policy to be reviewed: October 2026

Signed:

 Principal

Date 5th January 2026

David J Pearce Chair of Governors Date 5th January 2026



SEN Information Report

<p>What kind of SEN provision is available at Booker Park School?</p>	<p>Booker Park School is a primary special school for children aged between 3 and 11 years. It is a member of the Vale Federation of Special Schools, together with the secondary school Stocklake Park. Booker Park meets the needs of children with learning difficulties. Most pupils have severe or profound and multiple learning difficulties, with a smaller number having moderate learning difficulties with other additional needs. Pupils may also have physical, neurological and sensory impairments, autistic spectrum conditions, and complex medical needs.</p> <p>The school is located in Aylesbury. The majority of pupils come from the Aylesbury Vale area, with some pupils coming from across Buckinghamshire, and a small number of pupils coming from neighbouring local authorities.</p> <p>In the autumn term of 2025, there are 241 pupils on roll.</p> <p>Classes are organised both according to children’s age and need. There are four classes solely for children with profound and multiple learning difficulties. There are seventeen autism specific classes (all children also have additional learning difficulties). There are five classes for children with severe learning difficulties, and two classes for pupils with a range of moderate to severe learning difficulties. Not all pupils with a diagnosis of autism are in an autism specific class.</p> <p>Admission to the school is determined by Buckinghamshire Local Authority.</p>
<p>How will Booker Park identify and assess my child’s special needs?</p>	<p>All pupils have an Education Health and Care Plan (EHCP). This means that pupils will arrive at the school having gone through an assessment process to form the EHC Plan. Teaching staff and the wider multi-disciplinary team will assess the pupils on an ongoing basis, including more formally for the annual review of the EHC Plan.</p>
<p>How does Booker Park evaluate the effectiveness of our provision?</p>	<p>We monitor pupil progress in a number of ways. We use “Evidence for Learning” software to evidence progress through photographs, video and staff comments. These are frequently shared with families, and families can “share back” this progress too, by recording media from home.</p> <p>We set challenging targets for pupils. We ensure our standards by moderating work in school, and by liaising with other local special schools. We scrutinise the work of pupils throughout the year to ensure that pupils’ learning is challenging, relevant and accessible. We also monitor the success of other provision in school such as alternative communication methods, use of technology etc.</p>

	<p>We have robust procedures for self-evaluation of our work, reporting to Governors and working with external specialists to quality assure the work we do.</p> <p>Booker Park was last inspected by OFSTED in July 2022, and judged to be 'good' in all areas.</p>
<p>How do I know how well my child is doing at Booker Park?</p>	<p>During the autumn, spring and summer term, parents/carers have the opportunity to meet with their child's teacher at parents' evening. Once a year as part of the annual review of the EHCP, there will be a report which outlines the progress the child is making. This will also be discussed at the multi-professional annual review meeting. Additionally each child will receive an end of year report every July. Parents/carers have access to online learning journals (Evidence For Learning).</p> <p>Parents/carers are welcome to make an appointment to discuss their child's progress with school staff at any time throughout the year.</p>
<p>How will staff support my child and how will the curriculum be matched to my child's needs?</p>	<p>All planning is highly differentiated for each child and the support provided for each individual is outlined in their Education Health Care Plan (EHCP). Each student has an individual Termly Progress and Provision (TPP) document, which identifies their termly targets and is used to record and share progress with parents; students are involved in this process wherever possible.</p> <p>School staff are supported by speech and language therapists, occupational therapists, physiotherapists, the school nurse, the community paediatrician, and CAMHS.</p>
<p>How do we adapt the curriculum at Booker Park?</p>	<p>We follow the curriculum we have devised to meet the needs of all of our pupils. The purpose of our curriculum is to inspire and enable children, in order that they can achieve and play an active role in their own lives, being able to self-advocate and to engage in the world around them.</p> <p>The curriculum takes a whole-child, holistic view and is designed to address the cognition, learning, communication, sensory, physical, social, emotional and mental health barriers that the children have to their learning as detailed in the EHC Plans.</p> <p>The curriculum areas are "My Knowledge", "My Communication", "My Body", "My Well-Being", "My Behaviour" and "My Skills for Life". Developmental curriculum frameworks have been devised by the multi-disciplinary teams who work at the school, supplemented and informed by published curriculum documents such as the Barrs Court Curriculum, Q Skills and Equals. None of our subject areas exist in isolation.</p> <p>The Booker Park curriculum is split into 3 pathways, dependent on the developmental level of the child. These are the pre-formal, semi-formal and formal pathways – further information can be found on the website.</p>

	The curriculum is further informed by each child's individual targets as detailed in the EHC Plan.
What additional support for learning is available?	We constantly review and adapt the support required for pupils with the aim of ensuring that they become as independent as possible. We work together with other professionals to do this (SaLT, OT, physiotherapy, medical professionals).
What support is there for social and emotional development at Booker Park?	<p>The development of social and emotional skills is at the very core of all our work and is embedded throughout everything we do.</p> <p>All pupils have a class teacher and a team of support staff who monitor and support the pupils' well-being, attendance and behaviour. We work closely with families to support pupils.</p> <p>We have a full-time school nurse. Members of class staff receive additional training in meeting individual pupils' medical needs.</p> <p>We have a clear behaviour policy, and aim to encourage appropriate behaviour through positive behaviour management. Staff are trained in Team Teach physical intervention.</p> <p>The school works hard to promote British values, encouraging mutual respect and tolerance for others.</p> <p>The school runs outdoor learning sessions to help foster social and emotional development.</p>
What training is provided to develop staff expertise?	<p>We are committed to the training and development of our staff. Examples of training provided to relevant staff has included:</p> <ul style="list-style-type: none"> • Speech and Language programmes (for example Makaton, PECS, Interactive Interaction) • SCERTS (Social Communication, Emotional Regulation, and Transactional Support) to help students learning strategies to manage and regulate their behaviours, and to recognise and communicate emotions • Safe eating and drinking • Health and Safety • Team Teach • Paediatric manual handling • First Aid • Phonics • Talkabout • Eye gaze • Zones of regulation
What equipment and facilities are there to support young people with special needs?	Booker Park works with others to provide appropriate specialist equipment to enable pupils to access the curriculum – mobility aids, standing and lifting equipment, specialised seating, access to specific Communication Aids (High and Low tech; including use of Communicate in Print, iPads and learning pads, Eye Gaze equipment) and other enabling technology. The school is fully accessible to wheelchair users. Specialist equipment also includes equipment needed to meet the medical needs of students who may require interventions such as

	<p>gastrostomy feeding, nasal-gastric feeding, oxygen therapy and the administration of medication for conditions such as epilepsy and behaviour.</p> <p>We benefit from:</p> <ul style="list-style-type: none"> • A hydrotherapy pool with underwater lights and music; • Soft play • Designated speech and language therapy including an observational mirror room; • Designated occupational therapy rooms, including vestibular room; • A designated physiotherapy room; • A dark room; • All classes have access to playground areas, appropriate play and sports equipment; • There is a variety of low-level apparatus as well as outdoor musical and sound equipment; • There are hoists in relevant classrooms, adapted changing facilities; • ICT room • An outside learning area
<p>How are families involved in the education of their children?</p>	<p>At Booker Park we aim to fully include parents and families in the process of working together. This includes:</p> <ul style="list-style-type: none"> • Initial visits to the school; • New parents' information morning; • Home/school book information exchanges • A report at the end of the year; • Annual review of the EHC Plan meeting and report; • Parental representation on the Governing Body; • Parental involvement in changes in school through informal and formal consultations; • Newsletters; • An open-door policy within school, to ensure privacy and confidentiality appointments can be made to discuss individual pupils; • Parents, families and friends are welcome to attend weekly assemblies, and events such as sports days, Christmas celebrations, Harvest Festival etc <p>A family support officer is employed by the school to engage parents and families as much as possible in the school.</p> <p>Other agencies and visiting professionals are available to talk to and support pupils and families.</p>
<p>How are young people consulted about their views in relation to their education?</p>	<p>All pupils in our school are treated with dignity and respect. There is full personalisation of the curriculum for each pupil in order that they can access and experience success throughout their school life.</p> <p>All pupils' views and choices are sought as part of the Annual Review process. Progress, achievements and next step targets are regularly discussed with pupils in their lessons and through monitored annotation.</p> <p>Pupil voice is captured formally at annual review, and through regular pupil surveys.</p>

<p>What do I do if I have a concern about the provision at Booker Park?</p>	<p>We try to ensure through our positive relationships with families that complaints rarely occur. However, any complaints should be made initially to the child’s teacher. If this does not solve the problem, the next point of contact is your child’s department leader, then the Head of School will be consulted, and then the Principal and the Governors.</p> <p>The school has a complaints policy which outlines this process. This is available on the school website</p>
<p>What specialist services can be accessed at Booker Park?</p>	<p>The school receives advice from a range of professionals in order to meet the needs of the pupils as assessed by appropriate professionals.</p> <p>On site we have access to:</p> <ul style="list-style-type: none"> • Speech and Language Therapy – we employ therapists directly; • Occupational Therapy – we commission provision through The Pace Centre; • Physiotherapy – we commission provision through Buckinghamshire Healthcare NHS Trust • A full-time school nurse- who we commission through Buckinghamshire Healthcare NHS Trust. <p>We additionally have access to support from the Visual Impairment Team, and the Hearing Impairment Team, the Educational Psychology Service, the community paediatrician, CAMHS, and Social Care.</p>
<p>What are the school’s arrangements for supporting pupils in transferring between phases of education?</p>	<p>When pupils join the school, there are appropriate transition arrangements made depending upon their specific needs and circumstances. These can include visits in their current session, visits to the school, photo information books about the school. Information is shared between schools/placements and any other professional involved in the transition process.</p> <p>Transitions from class to class and to a new key stage are well planned for and pupils are supported with visits and visual supports and social stories.</p>
<p>Where can I get further information and support?</p>	<p>Please visit our school website: www.bookerpark.com</p> <p>The school phone number is 01296 427221.</p> <p>The Buckinghamshire Special Educational Needs and Disability Information, Advice and Support (SEND IAS) Service (formerly Parent Partnership) exists to support the parents and carers of children who have special needs in school or pre-school settings. They can be contacted on: 01296 383754, or via the contact form here: https://www.buckinghamshire.gov.uk/schools-and-learning/bucks-sendias-service/contact-sendias/</p>
<p>Where can I get information about the local authority’s local offer?</p>	<p>Buckinghamshire Council, along with all other Local Authorities, are required to publish information about services they expect to be available in their area for children and young people from birth to 25 years of age who have special educational needs. This is known as the</p>

“Local Offer”.

Buckinghamshire’s Local Offer can be found at:

<https://familyinfo.buckinghamshire.gov.uk/send/about-local-offer/>