



Little Kingshill Combined School

Special Educational Needs

2026_2027 Annual Report

All mainstream schools and maintained nursery schools are required by law to produce a Special Educational Needs Report on an annual basis, [Special Educational Needs \(Information\) Regulations Clause 65](#)

All mainstream schools and maintained nursery schools are required by law to make their Special Educational Needs Report available on their website.

What are the values and visions of SEND at Little Kingshill School and Nursery

Little Kingshill Combined School and Nursery is committed to provide education for all pupils in order to ensure they achieve as highly as possible, including those pupils with Special Educational Needs and Disability (SEND). We believe all children have individual needs, strengths and talents which should be met through a challenging, enjoyable and enriched curriculum which provides opportunities for all children to work at their own level and pace. We recognise that many children may require additional support throughout their learning journey.

Inclusion is highly valued and children are included in whole class quality first teaching.

We believe that all children should be equally valued in school. We endeavour to eliminate prejudice and discrimination and to remove any barriers to learning which could prevent children from progressing. We believe all children should have the opportunity to flourish and feel safe. We support the development of the whole child, whilst valuing and celebrating the many and varied abilities displayed by all children.

What type of SEND provision does Little Kingshill Combined School and Nursery cater for?

Little Kingshill Combined School currently caters for children with a wide range of SEND needs across the four broad areas of need:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Emotionally based school avoidance (EBSA)
Sensory and/or physical	Hearing impairments

	Visual impairment
	Multi-sensory impairment
	Physical impairment

Our school's Accessibility policy can be found on the school website using the following link:

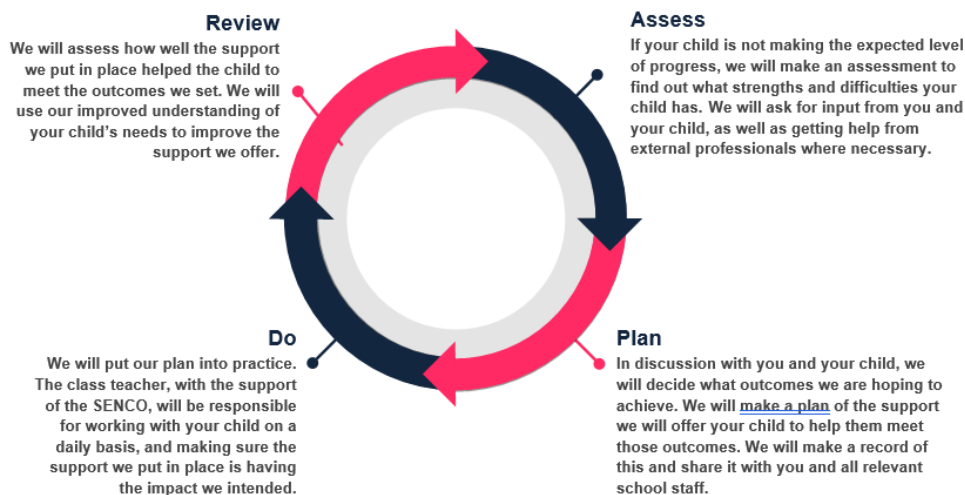
<https://primarysite-prod-sorted.s3.amazonaws.com/little-kingshill-combined-school/UploadedDocument/e632afdc-9672-4fe3-8356-2d81a018280e/accessibility-policy-2024.pdf>

How does Little Kingshill Combined School and Nursery identify pupils with SEND?

The SEND Code of Practice (2014) states in point 6.23 that:

“Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.”

- Early identification of Special Educational Needs and early intervention is regarded to have the best outcomes. We endeavor to identify needs and put in provision for children when a number of the following factors are contributing to a barrier to participation in learning and school experiences
- Progress and attainment monitoring - Termly progress meetings identify all children's current level of attainment and the amount of progress they are making. Pupils with SEND may be identified if limited progress is being made or if progress differs significantly in one specific area of the curriculum. Insight assessment tool will monitor progress.
- A mixture of assessment tools at the start of each year and throughout the year to measure attainment. If these assessments show that a child is consistently below age related expectation (ARE) and progress remains below the expected range then this may indicate SEND
- Early identification of SEND – Inclusion Coordinator regularly spends weekly time in Reception class and Nursery to help identify emerging needs
- If a pupil's level of attainment is low in comparison to the expectation for their age group, the teacher will put in strategies to support their learning and children are monitored for 2 terms.
- If there is a change in a pupil's behaviours then staff would discuss the reasons behind this with parents and discuss any emerging needs
- Teacher's follow pathway to identify SEND and reports on going concerns to Inclusion Coordinator
- Concerns are also raised by parents/carers, teachers, support staff or the child.
- Observations made by parent/ carers, teachers and Support Assistants (SA) can also identify needs.
- If there is a change in a pupil's behaviour, this may indicate needs.
- Links may be made with Specialist Teaching Services or other external professionals such as: Occupational Therapy and Speech and Language therapy, who may also identify needs.
- We use the 'graduated approach' (Assess, Plan, Do, Review) to monitor any areas of concern. See diagram below:



If parents/carers or professional have any queries or concerns they can contact the Inclusion Coordinator (SENDCo): **Aarti Gudka** on **01494863744** or agudka@lkcs.org.uk

How does Little Kingshill Combined School and Nursery consult with parents/carers of pupils with SEND about the education of their children?

- Parent/ teacher consultations are held termly with children on SEND Support as specified in the SEND Code of Conduct, 2015 (DfE/DoH). Parental voice and pupil voice are valued and considered.
- Annual written class reports.
- SEND Support plans are reviewed by teachers three times a year and shared with parents.
- Annual Reviews are held for children with EHC plans.
- Appointments can be made with the class teacher or Inclusion Coordinator to discuss individual pupils in detail at any time during the school year.
- Parents are informed of children who are being monitored due to any initial concerns teachers may have.
- Some children with SEND may have a Home/School Communication book which goes home daily or weekly.
- Teachers will work together with parents to agree on next steps for children with SEND.
- SEND information from the local authority is updated on the Inclusion page on the school website, where they can also find a link to the local offer.

How does Little Kingshill Combined School and Nursery consult with children about their education?

All pupils are encouraged to contribute to their own education by:

- Discussing their own strengths and areas of development with their class teachers.
- Pupils take an active role in their own Annual Reviews through pupil voice in both written and verbal forms.
- Pupil voice is noted in SEND support plans and EHC plans.
- 1:1 discussion with teachers and SAs.
- Pupil surveys such as the '3 houses' and 'one page profiles'.
- School Council.

How does Little Kingshill Combined School and Nursery assess & review the progress of

pupils with SEND?

- Monitoring progress in academic attainment – progress is recorded half-termly by class teachers via the Insight tracking tool. Termly progress meetings identify all children's current level of attainment and the amount of progress they are making.
- Pupils with SEND may be assessed using a personalised approach (SEN Support plan) if they are working significantly below age related expectations (ARE) and/or other special needs that effect cognition and learning (E.g. physical impairments or SEMH).
- Personal SMART targets are set according to the stated needs and are assessed and reviewed termly with the class teacher and parents, with advice from the Inclusion Coordinator, in the SEND Support plan.
- Graduated approach of ASSESS, PLAN, DO and REVIEW.
- Regular discussions with parents and carers.
- Multi agency support to assess and review specific targets for individual children E.g. SALT, OT, PRU and EP.
- Intervention records are used to record the progress of children during specific interventions.
- Class provision maps are updated by class teachers and monitored by the Inclusion Coordinator to make sure that SEND provision is effective.
- Children with SEN Support plans have their plans reviewed termly in collaboration with parents.
- Children with EHCP plans have termly and annual reviews to review personal targets.
- Parents are encouraged to be as involved as possible with their child's review of assessments and progress and are invited at least 3 times a year to discuss their child's review through parent progress meetings and annual reviews.

How does Little Kingshill Combined School and Nursery evaluate the effectiveness of its provision for pupils with SEND?

- All interventions are monitored to ensure they are effective and have impact on raising attainment on Year group provision maps.
- Pupil, staff and parent feedback.
- Ongoing review and adaptation of Support Plans and Provision Maps by the class teacher and Inclusion Coordinator.
- Termly assessments of individual targets on SEND Support plans.
- School Performance data is analysed by the Senior Leadership Team.
- Progress and attainment measures using Insight Tracking system.
- National and local data is analysed by the Senior Management Team and shared with all staff.
- Evaluating the number of children with SEND accessing extra-curricular clubs

What are Little Kingshill Combined School and Nursery's arrangements for pupils with SEND transferring between other education providers?

Many strategies are in place to enable the smooth transition of pupils with SEND. These include:

- Discussions between the previous or receiving settings, prior to the pupil leaving or joining.
- All pupils attend a yearly transition session where they spend time with their new class and teacher.
- Additional visits are arranged for pupils who require extra time in their new school.
- The Inclusion Coordinator will meet with parents/carers prior to their children joining the school.
- Relevant staff may visit schools to talk to staff prior to a pupil joining the school.
- The Inclusion Coordinator will liaise with Inclusion Coordinators from other settings to ensure all information is passed on efficiently.
- The Inclusion Coordinator and any other relevant staff may attend a pupil's Annual Review prior to joining the school.
- Secondary school staff visit prior to pupils' leaving the school to speak to staff and pupils.

- Children new to the school are given a “buddy” to help them settle in.
- If a pupil with SEND is likely to find transition difficult, home visits can be arranged if appropriate.
- Transition booklets with social stories are provided for children who find the changes more challenging and are gone through with sufficient lead in time.
- In some cases, professionals may be called on to give the school advice on transitioning a pupil with specific needs successfully. E.g. ASD specialist teacher advice, OT advice or EP advice.

What is the process of supporting learners with SEND at Little Kingshill Combined School and Nursery?

- The first step in supporting all learners in Quality First Teaching.
- The ‘Ordinarily Available Provision’ or ‘Universal Provision’ resource on the Bucks county council website outlines the special educational needs that children may have across the four broad areas, with easy to use provision suggestions for all members of school staff and families alike, as well as strategies for whole school and quality first teaching. These are also known as ‘reasonable adjustments’.
- If a teacher or parent has a concern about a child, then the child will be ‘monitored’ by the Inclusion Coordinator and teacher through observations for 2 terms.
- Screening tools like ‘Speech and Language Link’ in the Foundation stage, or a teacher observation form may be used to identify additional needs. All observations are logged.
- If a pupil is identified as having further SEND, a SEND support plan will be put in place to outline the expected outcomes and additional provision the pupil will receive in order to support their learning.
- Outside agencies may also be contacted for specialist advice. (CAMHS, specialist teaching service, the PRU, Occupational Therapy clinics)
- If a pupil is deemed to have significant and complex needs and are falling significantly behind their peers, the school may apply to the Local Education Authority for an Education, Health and Care Plan.
- If a pupil has medical needs a Health Care Plan will be put into place with advice from health care professional and alongside parents.
- If a child has additional needs then a request for further funding may be put in place. E.g. for an EHCP or Higher Needs Block funding (HNBF). Although HNBF referrals have been frozen since September 2024)
- Parents and carers are kept informed at all stages of support and are their involvement is valued as paramount in the co-production of support for their child.

How does Little Kingshill Combined School and Nursery adapt the curriculum & learning environment for children with SEND?

- Teachers will use the OAP document to ensure that essential strategies and Quality First Teaching are used and are put in place first, before extra support is explored.
- When a child has been identified with SEND, their work may be scaffolded by the class teacher to enable them to access the curriculum at an appropriate level.
- Children with SEND are set specific educational outcomes according to their area of need. These targets are set out in a class provision map and a SEND Support Plan or Education, Health and Care Plan (EHCP). Progress in relation to the targets is monitored closely by the class teacher and the Inclusion Coordinator each term. The cycle of ASSESS, PLAN, DO, REVIEW will be followed.
- Specialist equipment may be given to pupils as appropriate and recommended by a professional. e.g. writing slopes, sensory cushions, pencil grips or easy grip scissors, ear defenders.
- Visual timetables are displayed in all classrooms and some classrooms may have individual timetables for children to go through with a supportive adult, according to the children’s needs e.g. a ‘now and next board’.
- A range of curriculum resources are used to support specific subject areas e.g. Numicon is used in

maths lessons and coloured overlays or word banks can be used in literacy lessons.

- Adaptations are made to the learning environment to accommodate individual pupils if necessary e.g. seating position or large print, calm areas, Velcro on chairs.
- Classrooms are adapted to have a calm environment, with simple colours on displays, less busy displays and more uniformity across all classes in the school.
- As much as possible, SEND children are included in whole class learning and given the same opportunities as all children, this is so they can experience the whole curriculum.
- Interventions may be carried out on an individual or group basis depending on the complexity of the need.
- Some of the interventions currently in use are: Plus 1, Power of 2, Toe by Toe, Precision monitoring, Bug Club Phonics, Theraputty, Speech and Language Link, ELSA.

How does Little Kingshill Combined School and Nursery provide additional support for learning?

- Support assistants (SA) may be deployed to work with pupils on a 1:1 basis or with small groups in order to target more specific needs. SAs may also support pupils within the classroom alongside the class teacher.
- Intervention groups are run by staff to target specific areas of the curriculum such as: phonics, spelling, handwriting, fine and gross motor skills, basic literacy and numeracy skills and speech, language and communication skills. Intervention programmes vary in length but usually run for 6 weeks. The interventions are regularly reviewed to ascertain the effectiveness of the provision and to inform future planning in the class provision maps.
- Some pupils with SEND may require more expert support from an outside agency such as the Specialist Teaching Service or Speech and language therapist. A referral will be made, with parental consent, to the most appropriate agency. After a period of assessment, specialists will make recommendations which will be included into a SEND support plan. In some cases specialist teachers may support children in class.

How does Little Kingshill Combined School and Nursery train staff in relation to pupils with SEND?

All staff receive training opportunities in relation to the needs of the SEND children they work with.

- The Inclusion Coordinator attends regular training in all aspects of legislation and practice related to SEND.
- Whole school staff training for teachers and SAs is organised in line with the shared targets set out in the School Development Plan and shared appraisal targets for all SAs relating to SEND.
- Staff may receive individual training from external sources related to any child with SEND they may be supporting e.g. Supporting children with ASD or Speech and Language and communication needs.
- All staff are trained in a wide range of topics related to SEND. Recent training undertaken by all members of staff includes: "Supporting children with Working Memory difficulties ; 'STEPS' training; and The Autism Education Trust's: Making Sense of Autism.
- Regular liaison with the link Occupational therapist and link Speech therapist also takes place when new targets are set for a child and the key SA is guided through the provision for the new targets.
- Newly appointed staff meet with the Inclusion Coordinator to discuss SEND procedures in school.
- Appropriate staff are trained in line with any medical needs that are set out within Health Care Plans e.g. Auto injectors and Diabetes Training. All staff have the basic First Aid training.
- A termly staff meeting is dedicated to SEND so all staff are informed of changes and updates.
- The whole school use an online training tool – National College online – teachers are guided to specific training depending on the school SEND needs.

How does Little Kingshill Combined School and Nursery obtain Specialist expertise?

At times it is necessary to consult with outside agencies to receive more specialised expertise. The agencies used by the school may include:

- Educational Psychologist
- Specialist teaching service- Downs Syndrome
- Specialist Teaching Service – Cognition and Learning
- Specialist Teaching Service – ASD
- Specialist Teaching Service – Speech, Language, Communication and Interaction
- Specialist Teaching Service – Sensory Impairment
- CAMHS (Child & Adolescent Mental Health Service)
- Community Paediatricians
- Occupational Therapist (OT)
- Speech & Language Therapist (SALT)
- School Nursing
- PRU (Pupil Referral Unit)
- Family Resilience
- Social Services
- ECPC (Education of Children in Public Care Team)
- The Education Welfare Specialist Unit
- EARLY Years Advisor

What facilities does Little Kingshill Combined School and Nursery have to include pupils with access requirements?

As a school we are happy to discuss individual access requirements. Facilities we have at present are:

- Ramp access leading to the Nursery building, the playgrounds, Reception and KS1 classrooms and Village Hall.
- Ramp access to the ground floor of the KS2 building and the office is accessible to wheelchair users via the side entrance gate. There is a disabled toilet facility near the main office.
- Currently, we are not DDA compliant.
- The accessibility plan can be found on the school website using the following link:
<https://primarysite-prod-sorted.s3.amazonaws.com/little-kingshill-combined-school/UploadedDocument/e632afdc-9672-4fe3-8356-2d81a018280e/accessibility-policy-2024.pdf>

How does the school make sure the admissions process is fair for pupils with SEN or a disability?

If a child is in receipt of SEN support and the parents are wishing for them to have a place within our setting, the parents are required to contact the admissions team at Bucks County Council and apply through the normal channels. More information can be found on the following website:

<https://www.buckinghamshire.gov.uk/schools-and-learning/schools-index/school-admissions/apply-for-a-primary-school-place/>

For children who are in receipt of an EHC plan, parents should contact the SEN team at Bucks County Council in order for them to advise the appropriate process. Further information can be found at the following website:

<https://familyinfo.buckinghamshire.gov.uk/send/education-and-send/education-options-children-and-young-people-send/>

If the school is over subscribed then access for pupils with an EHC plan will be consulted upon by the SEND team under the fair access protocol.

How can the school obtain new or specialist equipment & facilities for pupils with SEND?

If any individual has a need for specialist equipment or facilities the Inclusion Coordinator and Head teacher will be happy to discuss this and liaise with the local education authority's SEND Department. The school will strive to make reasonable adjustments in line with the Equality Act (2010).

Some children may be provided with specialist equipment which will be supplied by the specialist teacher. E.g. An occupational therapist may provide specific equipment like a supportive chair or advise the school on which resources are suitable for the child to achieve their targets.

How does Little Kingshill Combined School and Nursery improve the emotional and social development of pupils with SEND?

- All SEND children have a named adult of their choice who they know they can talk to at any time to discuss any issues or concerns
- Some children have an identified and designated "safe place" to go if necessary.
- The school has developed a 'calm zone' within the school grounds for children to go at break times or during a lesson if they need a quiet calm space. We also have an Eco Garden which can be used for whole class teaching or small groups.
- The Nursery has a 'Calm Cove' for children to access and explore feelings.
- Some children may have an emotional based target on their support plan in place.
- Some children may be referred to teacher Outreach workers from the PRU (Pupil Referral Unit) who come into school to work with children on programmes suited to the child's needs. e.g. boosting self- esteem or learning how to manage anger.
- Staff run small group interventions designed to develop social and emotional skills such as: 'Socially Speaking'; 'Zones of Regulation'; or Sunrise Club.
- Mental health services can be accessed via the Bucks Mental Health Support team (BUCKS MHST), who also have links with CAMHS, for children who require support for significant emotional trauma or mental health needs.
- Children can also be referred to the school nurse following a parental referral.
- There is 1 ELSA trained staff to promote well- being and social communication through ELSA interventions.
- The PSHE curriculum uses JIGSAW, which covers many aspects of emotional and social well-being, including a dedicated time in each lesson for 'calm time'. Social and emotional skills are discussed and developed.
- Daily collective assemblies and understanding of school values through whole school and class assemblies.
- The school's identification process and strategies for bullying are outlined in the Behaviour for Learning Policy.

How does Little Kingshill Combined School and Nursery's governing body involve other bodies (incl health, social care, BCC support services, voluntary & community groups) to meet the needs of pupils with SEND and their families?

The governors of Little Kingshill Combined School are responsible for entrusting a named person to monitor arrangements for children with SEND. In a support and challenge role, the governing body ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the school's Inclusion Policy and Accessibility plan annually.

The school's named governor for SEND is Mrs Sue Treasure.

The designated governor meets with the Inclusion Coordinator on a termly basis to discuss any matters relating to SEND including the involvement of outside agencies.

How do we enable pupils with SEND to engage in activities with pupils who don't have SEND?

Inclusion is at the heart of what we do within the school. When planning the curriculum, teachers use adaptive teaching methods which enable pupils with SEND to work along side and with all pupils.

What activities do Little Kingshill Combined School and Nursery provide for pupils with SEND in addition to those available through the curriculum?

All children are actively encouraged to take part in activities, school trips and residential visits including:

- Topic linked school trips in every year group and educational workshops at school.
- A wide range of lunch time and after- school clubs.
- Forest School
- An overnight camping on school grounds or residential trip in Year 4.
- A residential trip in Year 5.
- A week's residential trip in Year 6.
- Wide range of performance opportunities inside and outside of school.

Appropriate support and procedures are put in place for all children to participate in extra-curricular activities. Risk assessments are carried out for pupils with SEND. If it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

Little Kingshill Combined School and Nursery collaborates with the following education providers and other settings:

- Pre-school and nursery settings where children are transitioning into the Nursery class or Reception.
- Secondary schools where children are transitioning from Year 6 to Year 7.
- Special Schools where children may be transitioning to or from into their age appropriate year group.
- Any school where children are transitioning to or from during in year transitions.
- PRU (Pupil Referral Unit)

Little Kingshill Combined School and Nursery communicates the contact details for the support listed above to pupils with SEND and their families via:

- School website
- 1:1 discussions
- Termly coffee mornings
- Information available from the Inclusion Coordinator
- School prospectus to new parents
- BFIS Website - Local Offer

Key contacts at Little Kingshill Combined School:

Inclusion Coordinator (SENDCo)

Name: **Mrs Aarti Gudka**

Email: agudka@lkcs.org.uk

Tel: 01494 863744

The Inclusion Coordinator currently works 4 days a week (Monday to Thursday). In her absence please email the school on office@lkcs.org.uk and we will endeavour to contact you as soon as we can.

The role of the Inclusion Coordinator/SENDco

Special Educational Needs Coordinators (SENCOs) work in educational settings and Education, Health and Care Coordinators (EHCCOs) support them. A parent/carer should always speak to the SENCO for help and guidance at first, as they work with the EHC Coordinators and can go to them for advice if needed.

What is a SENCO?

A Special Educational Needs Coordinator (SENCO for short) is a teacher, within your mainstream primary or secondary school, that aims to help you and others understand what your child needs to make their learning easier. A SENCO helps to spot these needs and can put in place, or make referrals for, relevant support to help your child succeed.

A SENCO should always base their decisions and actions on the SEND Code of Practice.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

If there are any concerns about a child or young person's (CYP) learning, the SENCO is your first point of contact for advice and support.

The SENCO is the first point of contact for parents and carers. SENCOs will provide you and your child with the information, advice and support you need to take part in the SEN decision-making process.

SENCOs will liaise with external agencies including:

The Integrated SEND Service (EHC Coordinators, Specialist Teachers, and Educational Psychologists)
Health and social services
Voluntary bodies

The steps taken to prevent pupil's with disabilities being treated unfairly including anti-bullying measures.

At LKCS we are a fully inclusive school and hold up our core values on respect and treat all pupils fairly.

Please follow the link below to our Equalities policy: <https://primarysite-prod-sorted.s3.amazonaws.com/little-kingshill-combined-school/UploadedDocument/468abd7d-997e-4d7d-983a-4653281d88e0/equalities-and-cohesion-policy-autumn-2022.pdf>

We recognise that children with SEND can be vulnerable and have trained staff and pupils in identifying prejudice related bullying. Anti bullying measures are in place for all children including those children with SEND. These measure are outlined in the Behaviour for Learning policy which can be found on the school website using the following link:

<https://primarysite-prod-sorted.s3.amazonaws.com/little-kingshill-combined-school/UploadedDocument/ff947c9f-8624-43ce-b2ee-bdecd2df1bb9/behaviour-for-learning-policy-2025.pdf>

Who is the contact for compliments, concerns or complaints from parents of pupils with SEND?

The class teacher is the initial point of contact for responding to parental concerns. Parents can also contact the Inclusion Coordinator for concerns relating to pupils with SEND.

If you have spoken to both the class teacher and Inclusion Coordinator and you wish to take any matter further, then you may then wish to make an appointment to see the Head Teacher. If after speaking to the head teacher you wish to take the complaint further please follow the complaints procedure which is outlined in the following link:

<https://primarysite-prod-sorted.s3.amazonaws.com/little-kingshill-combined-school/UploadedDocument/69c0377e-bd58-434c-bbb5-902add91ba74/complaints-policy-and-resolutions-procedure-2025.pdf>

Head Teacher

Name: **Mr Stephen Dodd**

Email: Email: office@lkcs.org.uk

Tel: 01494 863744

Chair of Governors

Name: Mr Nigel Honey

Email: Email: office@lkcs.org.uk

Tel: 01494 863744

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Parents, carers or young people can use an independent, unbiased mediation service by calling Global Mediation on 0800 064 4488. This service is free of charge.

Bucks SENDIAS service

The Special Educational Needs and Disability Information, Advice and Support Service or SENDIAS, provides free, confidential, impartial information, advice and support on all matters relating to special educational needs and disability for children and young people aged 0 to 25 and their parents/carers. Here parents can find informative resources which will help answer questions they may have. They can use the following link:

<https://www.buckinghamshire.gov.uk/schools-and-learning/bucks-sendias-service/>

SENDIAS Contact details;

01296 383 754

E-mail: sendias@buckinghamshire.gov.uk

Little Kingshill Combined School and Nursery's link to the Bucks Local Offer

Information for the Local Offer for Buckinghamshire is available at www.bucksfamilyinfo.org/localoffer

The Bucks Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 0845 688 4944 or email familyinfo@buckinghamshire.gov.uk