Milverton Primary School

SEND Information Report September 2025

Aims

Our SEND policy and information report aims to:

Set out how our school will support and make provision for pupils with special educational needs (SEND)

Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

The SENDCO/Inclusion Leader: Kate Brookes

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They will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SEND governor: Kate Bradley

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher: Matt Fisher

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEND policy

What are the admissions arrangements for pupils with disabilities?

In accordance with the SEND code of Practice, Milverton Primary School is committed to ensuring that all pupils, including those with disabilities, have equal access to education and are not disadvantaged during the admissions process. When a pupil with an EHCP is being considered for admission, we follow the statutory consultation process to assess whether we can meet the child's needs effectively and make any required adaptations. Without an EHCP, applications are received through the usual admissions process. We do not discriminate against pupils with disabilities in our admissions criteria. Where a disability or special educational need is known prior to admission, we work closely with families, previous educational settings and relevant professionals to ensure a smooth transition and appropriate support from the outset.

What are the kinds of Special Educational Needs that Milverton Primary School provides for?

At Milverton Primary School we aim to ensure that all children, whether or not they have SEND, have access to a broad and balanced and relevant curriculum which is differentiated to meet their individual needs.

We aim to provide early identification, assessment (where possible) and provision for any child who may have special educational needs or a disability and plan to enable all of our children to reach the highest levels of achievement of which they are capable and to optimise their self-esteem.

All staff to play a part in identifying SEND pupils and to take responsibility for recognising and addressing their individual needs and we encourage the whole school community to demonstrate a positive attitude towards SEND.

We strive to obtain an effective parent partnership in developing and implementing a joint learning approach at home and school. We seek and consider, the views of the child and their family in planning, decision making and evaluating the process.

In line with this the school follows the SEND Code of Practice set out by the Department for Education / Department for Health which states four broad areas of need as:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (includes behaviour issues)
- Sensory and/or Physical needs

What policies for identifying children with SEND and assessing their needs are available in school?

The school has several policies written to ensure that the needs of all pupils at Milverton Primary School are met. These include the SEND policy, The accessibility plan, the Single Inclusion Equality Scheme and the More Able Gifted and Talented policy. These policies are either available on the school website or upon request from the Headteacher.

Teachers are responsible and accountable for the progress and development of the pupils in their class and should be contacted in the first instance regarding queries about provision made for specific pupils.

The member of staff responsible for overseeing provision for children with SEND in school is the Inclusion Leader who works closely with the Head teacher and SEND governors to ensure that policy and practice is developed and maintained.

What arrangements are made at Milverton Primary School for consulting children and parents of children with SEND and involving them in their child's education?

If a child is identified as not making progress or members of staff have any sustained concerns about an area of their development, a meeting will be arranged with the child's parents or carers at the earliest opportunity. This meeting will usually be led by the child's class teacher.

Parents and carers as well as pupils are seen as equal partners in the planning and assessment process associated with meeting the needs of pupils with SEND in school and are encouraged to participate in termly planning meetings to discuss the progress and next steps of pupils. Invitations to participate in these meetings will be sent by class teachers.

Class teachers will seek to gain the views of a child with SEND as part of their ongoing planning and assessment cycle within the classroom and act on these views where appropriate.

At Milverton Primary School what are the arrangements for assessing and reviewing children and young people's progress towards outcomes?

Children identified as having SEND are set specific targets that are personal to them, this usually happens termly. These targets will be addressed through whole class teaching and if appropriate through individual and/ or group support within school.

These targets are reviewed at least termly and the progress against them is monitored by the class teacher and Inclusion Leader and SLT.

Pupils and parents/ carers are partners in this process and the school actively seeks their contribution in the setting and review of these targets.

Education, Health and Care Needs Assessments

Where a request for statutory assessment (formerly referred to as a Statement of SEN) is made by a school to the LA, the child will have demonstrated significant cause for concern.

The Local Authority (LA) will seek evidence from the school that the child in question has been supported for a reasonable amount of time without success and that several strategies have been put in place.

The LA will also need clear information about the child's progress over time, documentation relating to strategies in place to deal with the child's individual needs, including any special resources and arrangements that are put in place. Reports from any external agencies involved with that child will also be requested.

The LA will decide whether an Education, Health and Care Plan is necessary or whether the child's needs can be met through additional SEND support within school. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

As a school we will liaise with parents/carers, the child and any other professionals who may work with the child, throughout this process.

How does Milverton Primary School support children and young people in moving between phases of education and in preparing for adulthood?

Staff at Milverton Primary School work closely with children and their families to ensure that learning is matched to children's needs but also that it is relevant to their area of need, interests, ambitions and plans for the future.

Children are encouraged to try new things and to participate in experiences that are new to them.

At key transition points, staff at Milverton work closely with the child and their family and in partnership with other schools and professionals, to ensure that key information is passed on, and opportunities are taken to provide children with the skills that they need for the future. Children starting school in EYFS (Reception year) are part of a carefully planned induction process, which includes liaising closely with parents and previous nursery settings allowing the needs of all children to be considered.

What approach does Milverton Primary School take to teaching children and young people with SEND including adaptations made to the learning environment of children with SEND?

Children identified as having SEND will have their need met through various stages of support at school.

Within whole class lessons where teaching is tailored to meet the needs of all pupils, this will include matching questioning to a child's ability, providing differentiated materials and additional resources, use of adult support within the classroom and ongoing classroom management strategies to support a child or children.
A child with SEND may also participate in additional learning opportunities through Targeted Support sessions as part of a group or individually. Here targets are set by class teachers and learning opportunities provided to enable a child or group of children to achieve targets. These Targeted Support sessions are reviewed termly by teachers and the Leadership team during Pupil Progress meetings.
Where necessary the school will work with outside agencies or specialists to support the learning of a child with SEND.

The school benefits from support from several agencies including SEND Supported, Educational Psychology Service, School Health (COMPASS), School Counsellors, Children's Services and SENDIAS (KIDS). Where necessary and in consultation with relevant specialists, specific resources will be provided, and physical adaptations needed to the child's learning environment will be made.

How does Milverton Primary School secure expertise among teachers to support children and young people with SEND?

Staff at Milverton Primary School are keen to develop their professional expertise and engage fully with training opportunities provided to them.

Regular staff meetings and INSET sessions are provided to ensure that all staff are up to date in their knowledge of national, local and school policy and practice.

The Inclusion Leader completes regular CPD to improve understanding and awareness of SEND provision.

In addition to relationships with the agencies mentioned above, the Inclusion Leader works with other local schools through the Leamington North Cluster to monitor and review school practice.

How does Milverton Primary School assess and evaluate the effectiveness of the provision they make for children with SEND?

The progress of all children, including those with SEND is monitored by class teachers as part of their ongoing assessments, which feeds into planning.

Focussed Pupil Progress meetings attended by teachers and members of the Senior Leadership Team occur termly. Here a child's progress and attainment are considered, alongside achievement in Targeted Support sessions. Information shared at these meetings is used to plan future support.

The Inclusion Leader provides information about the progress of pupils and groups of pupils to the school Governing Body through attendance at meetings and through the SEND Link Governors.

How does Milverton Primary School enable children with SEND to have access to facilities and extra-curricular activity available to all children in the setting?

All children are encouraged to participate in additional opportunities at school including extra-curricular provision.

Where a barrier to participation is present, school staff will work with a child and their family alongside relevant specialists, to make arrangements for this to be overcome wherever possible.

Financial support is available to ensure that this is not a barrier to participation and the school fund and Pupil Premium Funding is used to support children and families in many instances.

How does Milverton Primary School support and improve emotional and social development, including extra pastoral support arrangements for listening to the views of children with SEND and measures to prevent bullying?

The views of children and families at Milverton Primary School are important to ensure a full, relevant and balanced education is provided to all pupils.

There are opportunities for all pupils to participate in decision making activities within school including the School Council. SEND is not a barrier to involvement in these opportunities and additional support is provided if necessary.

The school employs a school counsellor who works in school on a weekly basis for individuals who require additional support in any area of their social or emotional development. There are also additional opportunities for SEMH support through our pastoral links with St Marks Church.

The whole school participates in an annual Anti-Bullying week, usually held in November.

All children during the year take part in lessons developed by Warwickshire's *Taking Care* Scheme. The Taking Care Project "*...helps us learn about empowerment, communication, self-esteem and other life skills so we can prevent abuse, reduce violence and promote life enhancing, rather than life depleting, experiences.*"

The school also invests in physical resources to support pupils with emotional and social needs, such as journals, worry-dolls and colour monsters, which may be supported with Teaching Assistant time.

We also have access to The Nest, a sensory room, which is accessible at any time for staff to take children that require a quiet or calm space to regulate their emotions or behaviours.

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

If a member of the school community including a parent or carer of a child with SEND has concerns about the provision made for their child, they should initially speak to the child's class teacher.

If the concerns are not appropriately managed at this stage, the Inclusion Leader should be consulted and thereafter the Head teacher.

If concerns are still not managed effectively the SEND Governor should be contacted through the school office and thereafter the Chair of Governors.

Useful Links

The Warwickshire Local Offer -

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision locally.

Link to Warwickshire's Local Offer
http://warwickshire.gov.uk/send

Warwickshire SEND Information, Advice and Support Service SENDIAS (KIDS)

www.kids.org.uk/sendiass-home

Monitoring arrangements

The SEND policy and SEND Information Report will be reviewed by the SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Performance and Standards committee of the School Governing Board.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions