



Milton-on-Stour C of E Primary School

SEND Key Information Report 2026-2027

Welcome to Milton-on-Stour's Primary School's SEND Information Report. All schools have a duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs and/or Disability (SEND).

Our School Ethos

As a Christian school, we at Milton-on-Stour Primary, celebrate the fact that all children are different and have diverse talents, strengths and learning needs. We regard neurodiversity as a strength in a school and celebrate all that this brings. We recognise neurodiversity as a natural and valuable part of human diversity and seek to understand how different children learn, communicate and experience the world. As a small village primary school, we have the advantage of getting to know the children and families very well and can prioritise a personalised approach to ensure that the very best learning opportunities are offered to meet the needs of each child. As a relational and trauma-informed school, we recognise that children's experiences can influence how they engage with learning, relationships and school life. We seek to understand behaviour and communication within the context of these experiences and prioritise relationships which help children feel safe, valued and ready to learn

We always aim to be a fully inclusive school, where all our children are supported to enable them to achieve their potential. Dorset schools take a similar approach to meeting the needs of pupils with Special Educational Needs and we are supported by the Local Authority and Pickwick Academy

Trust to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

Mrs Tamar Shanks is our Special Educational Needs Co-ordinator (SENCO). Mrs Shanks works collaboratively with the Senior Leadership Team to ensure a whole school approach to SEND, where consideration is given to the needs of all children across every area of school life. Mrs Shanks can be contacted by telephone or letter via the school – or via email: senco@milton.dorset.sch.uk

How Do We Identify and Assess a Child's Special Educational Needs?

We will always aim for early identification and action as we know this leads to the best outcomes for children. Put simply, the earlier we can understand a child's strengths, needs and barriers to participation, the sooner we can provide support that helps them thrive.

Prior to starting school, a child may already have been identified with Special Educational Needs or Disability. Where this is the case, we work closely with families and supporting agencies to ensure that transition into school is as smooth as possible, and we plan carefully to allow the child to quickly feel happy and confident in the school environment.

A child's Special Educational Need may not become apparent straight away. At Milton-on Stour Primary School we rigorously track and monitor children's progress throughout the school year. On a daily basis, teachers are evaluating and observing children to consider their progress as well as their emotional well-being and behaviour. Assessment data is formally recorded at the end of each term and this is analysed by senior leaders and discussed with class teachers at pupil progress meetings.

As soon as we have any concerns, our first step would be to contact the child's parents to gain their perspective and point of view. If as parents, you have any concerns about your child's progress or well-being we urge you to arrange a meeting with your child's class teacher. We genuinely welcome input from parents and carers and understand that by working together we are doing the very best for the children.

Following consultation with parents, we will formulate a plan – as part of a graduated response to concerns. This may mean that we gently adapt classroom provision (such as personalised resources, or increased live feedback) and/or we may start an outcome focused small group or individual intervention, such as precision teaching. The impact of these measures will be reviewed after approximately one term.

If your child has accelerated progress, it may be felt that no further additional support will be necessary. Alternatively, we may decide that an additional term of support and and/or intervention would be beneficial. Once again this will be reviewed.

For some children, a period of targeted support will lead to barriers being successfully reduced. For others, ongoing provision may be required. Decisions regarding SEND Support and inclusion on the SEND Register are made collaboratively with families and are based on a child's identified needs, rather than fixed timescales or the presence of a diagnosis. There will be circumstances when this process can be accelerated, if all parties feel that this is in the best interests of the child.

We are committed to co-producing support with children, families and professionals, ensuring that decisions are made together and reflect the aspirations of both the child and their family

Who are the best people at Milton-on-Stour Primary School to talk about my child's learning and possible challenges or difficulties?

Class Teacher

Your child's class teacher will be your main point of contact and developing a good working relationship with them will be important for you and your child. They are responsible for:

- Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need. The class teacher will work closely with the SENCO to plan and provide additional classroom support to allow your child to fully access the curriculum and/or plan suitable interventions to accelerate learning toward specific outcomes.

Ensuring that they are confident in understanding your child's needs and are aware of the latest guidance and advice in the best ways to support.

- Responding to children and parents with compassion and understanding.
- Writing one page profiles and support plans. The one page profile is information all about your child, written alongside them. Alternatively a support plan may be used instead - this outlines the targets and outcomes we are working toward and the provision that is in place to support your child in achieving them. These documents are working documents and will be updated regularly by the class teacher. Support plans will be formally reviewed once a term by SENCO, class

teacher, TA, parent and child. A new support plan will be written and shared.

- Children's views, wishes and feelings are central to the graduated approach and help shape support plans, outcomes and review meetings.
- Work closely with the SENCO to ensure that all staff who work with your child understand your child's specific needs, support strategies and targets. The class teacher, with support from the SENCO, is responsible for ensuring that support staff are informed, trained and equipped to successfully deliver provision to ensure your child's success.

If your child's class teacher is an Early Career Teacher, the SENCO will take a much greater role in supporting the teacher, child and parents or carers.

SENCO – Mrs Shanks

The SENCO (Special Educational Needs Coordinator) acts as a champion for children with Special Educational Needs (SEN) and their families by leading the school's SEN policy, identifying needs, coordinating support (like interventions and therapies), training staff, liaising with parents, and ensuring all students get the tailored help they need to succeed. Working closely with the Headteacher, Mrs Shanks strives to ensure quality teaching and support, focusing on developing independence and ensuring legal requirements, like EHCP reviews, are met.

- Strategic Leadership: Embedding and continuously developing an effective whole school graduated response to SEND, by overseeing the school's SEND policy and its implementation, ensuring compliance with the Equality Act 2010. This also includes distributive leadership, ensuring all practitioners understand and share responsibility for supporting pupils with SEND, not just the SENCO.
- Graduated Approach through Provision & Coordination: Managing the day-to-day support and provision for pupils with SEND, including coordinating interventions and resources. This includes ensuring that the child's voice is heard and placed at the centre of planning and support. This also includes Applying for statutory assessment, Ensuring the requirements of an EHCP are fulfilled, Securing additional funding where appropriate and facilitating person centred annual reviews.

- **Budget & Resources:** Advising on the effective use of the school's delegated budget and other resources for SEND, and supporting the head Teacher in effective deployment of resources.
- **Data & Monitoring:** Keeping records up-to-date, identifying patterns in SEN identification, and monitoring the effectiveness of provision.
- **Collaboration:** Ensuring that parents are involved and informed in all elements of the graduated response and feel enabled to support their child's learning at home. Also, being an additional point of contact for all parents who may have concerns about their child or in liaison with other external agencies such as LAs, psychologists, health and other schools (for example planning for successful transitions).
- **Staff Development:** Providing professional guidance and planned ongoing professional development to colleagues, and ensuring all staff understand their responsibilities for SEND.

Headteacher – Mrs Clifton

The Headteacher is ultimately accountable for all aspects of school life, including Special Educational Needs and Disabilities (SEND), ensuring provisions meet the 0-25 Code of Practice 2014 and the Equality Act 2010, overseeing the work of the SENCO and wider team.

- **Overall Accountability:** Accountable to Governors for the school's overall success, including the quality of SEND provision.
- **Strategic Leadership:** Sets the vision and ethos, ensuring the school's policies (including the SEND policy) are effective and reflect a commitment to inclusion.
- **Resource Management:** Oversees the deployment of the designated budget and other resources to effectively meet pupils' SEND needs, working closely with the SENCO.
- **Policy & Compliance:** Ensures the school meets its duties under the Equality Act 2010 (reasonable adjustments) and produces/publishes its School SEN Information Report.
- **Liaison & Communication:** Maintains strong links with parents, the Local Authority (LA), health/social care professionals, and other schools to support transitions.

- Support for SENCO & Staff: Supports the SEN Coordinator (SENCO) and delegates tasks, while remaining responsible for ensuring every child's needs are met.
- Inclusive Environment: Fostering an inclusive culture with ambitious expectations for all children; ensures pupils with SEND join in everyday school activities with their peers as much as possible, with appropriate support.

SEN Governor – Mr Chris Heal

The SEND governor champions inclusive practices, working closely with the Head teacher and SENCo on behalf of Governors.

- Working closely with the SENCO to make sure that the necessary support is made for pupils who attend the school who have additional needs.
- support and challenge the school's senior leaders, particularly SENCO and head teacher
- To ensure that the school is compliant with statutory duties.
- Meeting with the SENCO at least termly, asking strategic questions ensuring the school has a clear vision and ethos for inclusion and pupils with SEND.
- Act as a link between the governing body, senior leaders, staff, and parents, ensuring stakeholder voices are heard.

What are the different types of support available for children with SEND at Milton-on-Stour?

Adaptive Teaching and the Graduated Approach at Milton-on-Stour

At Milton-on-Stour, we are committed to an inclusive approach where **adaptive teaching** and the **graduated response** form the foundation of our provision for all learners, including those with Special Educational Needs and Disabilities (SEND). Research consistently demonstrates that children with SEND make the best progress when they experience high-quality, responsive classroom teaching.

1. Universal Provision: Adaptive Quality First Teaching

This is the starting point for every child and represents the most effective way to meet diverse needs within the classroom. For your child, this means:

- High expectations for all learners, with appropriate scaffolding to enable success.
- Teaching informed by a secure understanding of your child's strengths, needs, and prior learning, ensuring lessons build on what they already know and can do.
- Use of adaptive teaching strategies, including varied approaches to engage, motivate, and embed learning effectively.
- A clear understanding of barriers to learning, supported by current research and knowledge of neurodiversity.
- Reasonable adjustments in the classroom, such as personalised resources, visual supports, alternative writing tools, or planned movement breaks.
- Consistent implementation of specialist strategies recommended by professionals, such as Educational Psychologists or Speech and Language Therapists.

2. Targeted Support: Early Intervention

This represents the first graduated response for children who may have gaps in understanding or are not making expected progress. It typically involves:

- Short-term, targeted interventions with specific outcomes, delivered over a set period.
- Support provided in small groups or individually, planned by the class teacher and often delivered by a Teaching Assistant (TA) or Emotional Literacy Support Assistant (ELSA).
- Ongoing monitoring by the class teacher, with impact reviewed at termly pupil progress meetings.
- Interventions designed to be short and frequent, minimising time away from the classroom so children continue to benefit from Quality First Teaching and do not feel singled out or miss favourite lessons.

3. SEN Support: Personalised Provision

For children on the SEN Register, support becomes more bespoke and personalised:

- A tailored plan is created in collaboration with the SENCO, who monitors delivery and impact.
- Parents and pupils are actively involved in termly reviews, shaping next steps.

- Advice from external specialists may be sought to ensure provision is effective and evidence-based.

4. Specialist and High Needs Provision

For children with higher or complex needs, including those with additional funding or an Education, Health and Care Plan (EHCP):

- A highly individualised programme of support is planned and delivered, often requiring increased adult support.
- Provision is reviewed through statutory EHCP Annual Reviews (or more frequent meetings), involving Dorset Council provision leads and external agencies.
- The process ensures outcomes are clear and provision addresses the holistic needs of the child, including academic, social, emotional, and physical development.

How do I know if my child is making progress?

At Milton-on-Stour Primary we value the whole child and therefore consider progress across all areas of development and learning. Progress may be seen through academic achievement, communication, independence, confidence, emotional wellbeing, participation in school life, friendships and preparation for future transitions.

Children's academic progress and development is continually monitored by their class teacher. The national curriculum suggests that children's attainment is measured against age related expectations, eg. What should we be expecting a year 3 child to achieve by the end of the year.

Children with SEND will sometimes require smaller step descriptors to show their progress, and this will be reflected in their success in achieving outcomes and targets written on their support plans. We use a range of strategies to help us write and measure these such as reading and spelling ages, learning walks and book looks, additional assessments. We would also be keen to include progress steps at home – for example, if a child has been receiving ELSA in school to increase confidence, and at home they have recently found the courage to start swimming lessons. These are all important tools in helping us recognise and celebrate success and in planning a child's next steps.

Formal statutory assessments are: Early Years Foundation Stage Profile (EYFSP), Year 1 phonics screening, year 4 times table test, end of key stage 2 statutory tests (SATs). We may use other assessment tools such as the AET

progression framework or Pre-Key Stage Assessment to report attainment and progress for some children.

The progress of children with an EHCP will be formally reviewed at an Annual Progress Review.

How do I know if staff have the skills and expertise to work with my child?

All staff access ongoing professional development which is planned and delivered both with their individual interests and profiles and with the overall needs of the school in mind. Training may be delivered using in-house expertise, or we may use external providers, including on-line learning. If a new medical or learning need presents that we do not feel confident in, training will be put in place as a matter of urgency.

What arrangements are in place for supporting my child when they start school, when moving into a new class and when moving from primary phase to secondary phase?

We appreciate that for some children on our SEND register, and their families – transition can be a challenging and worrying time. We value good preparation and planning to ensure a smooth as move as possible.

Within primary school, transition is supported by ‘move up’ days where children will have the opportunity to work with their new class teacher and begin to build those all-important relationships. Some children will be involved in making transition booklets, which they can take home over the summer. These can be a good way to continue to prepare children and to help alleviate any anxieties which may develop.

We aim to maintain good relationships and communications with all feeder pre-schools. Where possible your child's reception class teacher will visit your child in their pre-school setting and we offer taster sessions in school. If your child has already been identified as having a special educational need, our SENCO will meet with the SENCO of your child's pre-school. If you are concerned that your child has or may have additional needs, please inform us at the earliest opportunity.

Our receiving secondary schools run a series of transition opportunities and where possible will offer additional transition sessions for children who are likely to find the move to secondary more challenging. In addition to class teacher handover meetings, our SENCO will also meet with the secondary school SENCOs to discuss children with additional needs. For our higher needs children, it is usually appropriate for the SENCO from the receiving secondary to attend a transition review meeting to ensure that all appropriate support is in place.

Our aim is that children approach transition with a sense of confidence, belonging and readiness for the next stage of their journey

What happens when parents and carers are not happy with provision?

We are committed to working in partnership with families and hope that concerns can be resolved through open discussion, trust and collaborative problem-solving. We encourage parents to speak with their child's class teacher in the first instance, followed by the SENCO and Headteacher if needed

At Milton-on-Stour we want each child to feel a valued member of our community, and to be the best that they can be. We embrace the fact that all children are different and value every talent and success. We set high expectations and adopt the philosophy that if the whole school is modelled on equality of opportunity, with consistent high quality teaching and timely and effective support – then we can all achieve!