

'We want every child to be happy, caring and successful'

SEND Information Report 2024 - 2025

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The aim of this information report is to explain how we implement our [SEND policy](#). In other words, we want to show you how Special Educational Needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. This can be found on our school's website.

Note: If there are any terms we have used in this information report that you are unsure of, you can look them up in the Glossary at the end.

1. What types of SEN does the school provide for?

Our school currently provides support for pupils with the following needs:

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
Social, Emotional and Mental Health	Attention Deficit Hyperactivity Disorder (ADHD)
	Attention Deficit Disorder (ADD)
Sensory and/or Physical	Hearing impairments
	Visual impairments
	Multi-sensory impairments
	Physical impairments

2. Which staff will support my child, and what training have they had?

Our Special Educational Needs Co-ordinator or SENDCo

Our SENDCo is Mrs Stuart-Buttle.

She is a qualified teacher with seven years' experience in this role, and until recently was also a full-time class teacher. She is a member of the school's Senior Leadership Team.

She achieved the National Award in Special Educational Needs Co-ordination in 2021. She keeps up-to-date with new research and accesses training provided by the MK Inclusion Team and other external agencies. Our SENDCo also works closely with the different teams within the MK Inclusion Team to support with streamlining processes and to ensure that she is aware of the latest initiatives and information.

Teachers/Support Staff

All staff receive in-house SEN training to enhance their understanding and implementation of our SEND strategies, thereby deepening and broadening their pedagogical skills. They work closely with our SENDCo to meet the needs of pupils with SEN. Staff are actively encouraged and supported to undertake any further training that they source themselves or feel they might need.

This year there has been a focus on the following training:

- Attachment Issues
- Dyscalculia
- Dyslexia
- ADHD/ADD
- ASC
- Bereavement
- Emotional literacy
- Breathing

Cedars Primary School and Nursery implements the MK Inclusion Team's philosophy of "support around the child". Any child with SEN needs will be supported by a team of adults which includes their class teacher, teaching assistants, higher level teaching assistants and the SENDCo.

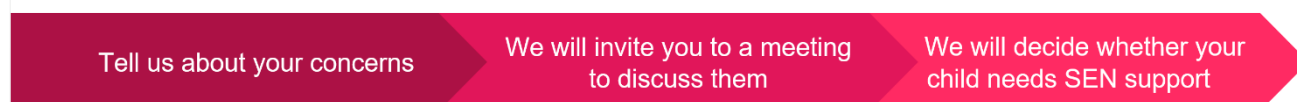
Our Learning Mentor (who is a member of staff) works closely with our SENDCo to deliver targeted SEMH support to specific children. They have a wealth of experience in this field, particularly in supporting children with attachment issues.

External agencies and experts

While staff have a duty of care to support students, they may not be qualified to manage all SEMH/physical/SEN needs. In such cases, external expertise may be required to ensure the child receives the appropriate support. The external support services school may contact include the following:

- Speech and Language Therapists
- Educational Psychologists
- Occupational Therapists
- GPs or Pediatricians
- School Nurses
- Child and Adolescent Mental Health Services (CAMHS)
- Education Welfare Officers
- Social Services and other Local Authority (LA)-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher.

You can speak to your child's teacher at the end of the school day.

You can also contact the SENDCo via the school's email address: office@cedars.milton-keynes.sch.uk

We will meet with you to discuss your concerns regarding your child's academic and SEMH difficulties.

Together we will discuss what may already be in place for your child, decide what else can be done to support your child and agree on parent/carer and school's next steps.

Please be aware that not all external agencies will accept a direct referral from schools.

We will make a note of what has been discussed and add this to your child's record.

If we decide that your child requires more SEN support than quality first teaching, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any children who are not attaining academically and/or struggling socially and/or emotionally. This might include reading, writing, number work, lack of social interaction, dysregulation, anxiety or anything else that might be stopping them from flourishing in school.

The school follows the Graduated Teaching Response as recommended by the MK Inclusion Team. If the teacher notices that a child is falling behind, they will initially have an informal discussion with the child. The teacher may notice that there are some gaps in their learning or misconceptions which can be easily resolved with a short, targeted intervention or some pre-teaching. Children who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to attain age appropriate levels, the teacher will talk to our SENDCo who will contact you to discuss the possibility that your child has SEN.

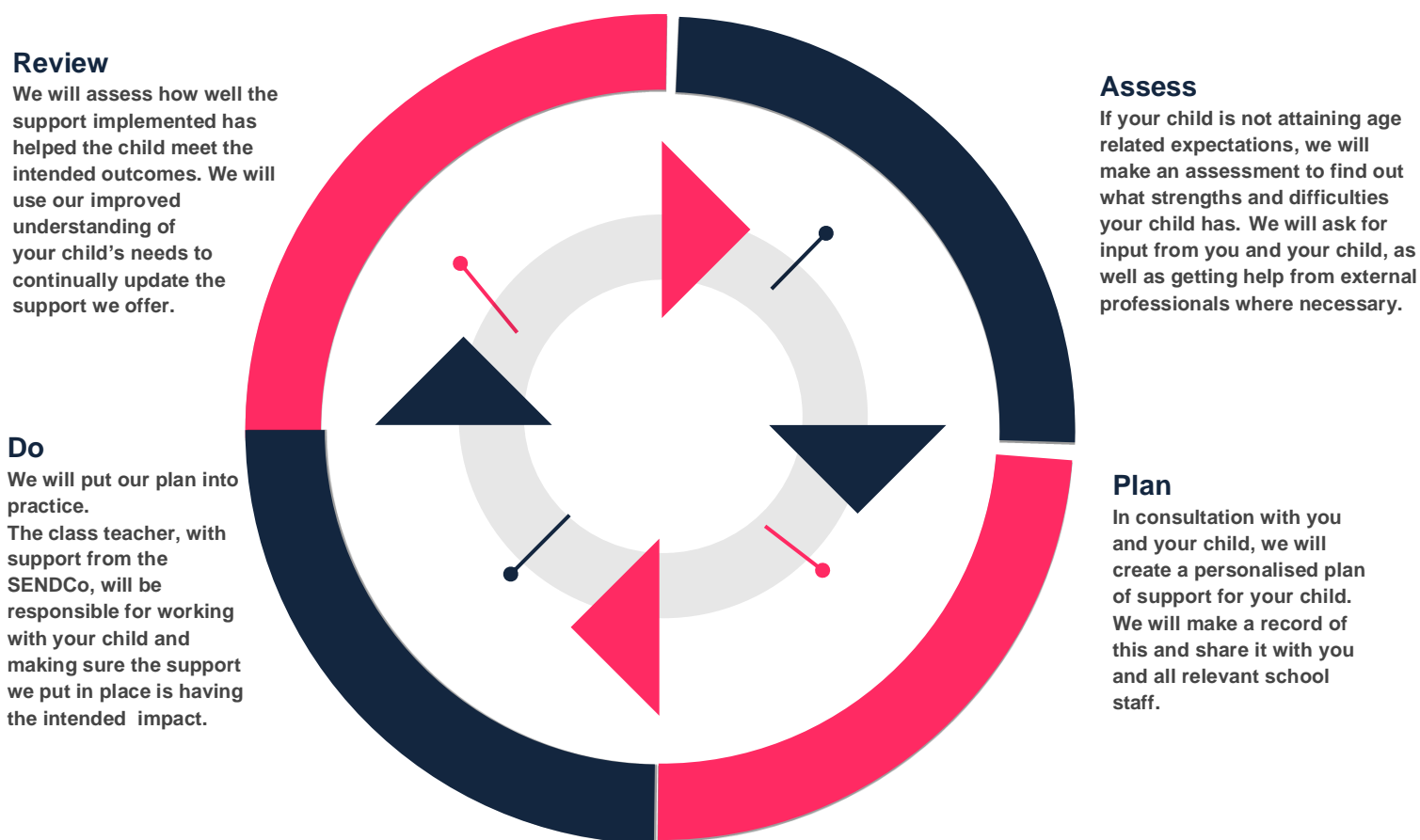
The SENDCo will observe your child in the classroom and on the playground before having an informal chat with them to see what they feel will help them whilst at school. The SENDCo will then discuss this information with your child's class teacher and ensure that the appropriate support is put in place for the child.

Based on all of this information, they will meet with you to discuss the support your child is receiving and the possible need for advice from outside agencies and professionals. At this point, you will decide if you wish for your child to be placed on the school's SEN Register or on the school's SEN Watch List. Initially your child will have a personalised Targets & One Page Profile (T&OPP) created for them. If appropriate, a Milton Keynes SEN Support Plan will be created. These are usually created for children with a specific diagnosis and who would benefit from an Educational Health Care Plan.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle - **Assess, Plan, Do, Review**.



All interventions will be specifically targeted to increase your child's attainment. At the start of each intervention there will be a 'baseline assessment', this will be followed by an 'intermediate assessment' and an 'exit assessment'. These will not be onerous or pressurised, it is purely so that we can make sure the interventions are impactful and enable us to make any adjustments accordingly.

This process will be ongoing and organic. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress. This could be in the form of a meeting with your child's class teacher and the SENDCo, an email, Parents' Evening or an updated T&OPP.

Your child's class teacher will:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support in place to help your child
- Identify what we will do, what we will ask you to do and what we will ask your child to do

The SENDCo may also attend these meetings to provide extra support.

We acknowledge that you know your child better than anyone. We are also aware that children often "mask" in school and that their behaviour at home can be dramatically different from how your child presents themselves in school. We want to make sure you have a full understanding of how we are trying to meet your child's needs, whilst also encouraging your child to take ownership of their learning and understanding the support they require.

If your child's needs or aspirations change at any time, please let us know right away so that we can keep our provision as relevant as possible.

After any discussion we will make a record of the outcomes, actions and support that has been agreed. This record will be shared with all relevant staff and you will also receive a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher or the SENDCo.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, we treat each child as an individual and tailor their needs to support them, within the confines of a mainstream school.

Where appropriate we will ask for your child's input regarding the following:

- what they feel they struggle with
- what will help them
 - pre-teaching
 - concrete resources
 - SEMH interventions
 - physical/sensory breaks
 - sensory stones
 - lunchtime Commando Joe's
- which adults they feel most comfortable approaching for support
- sharing their "pupil voice"

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the attainment and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to an age appropriate broad and balanced curriculum in every year they are at our school.

School will make all reasonable adjustments to support your child. There is no 'one-size-fits-all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are impactful to your child.

These adaptations include:

- concrete resources, e.g. word mats, notebooks etc.
- pre-teaching
- adaptations to the curriculum
- small groups with adult support
- chunked learning
- extra time for children to complete work or adapted expectations
- recommended aids such as laptops, visual timetables etc.
- red, yellow and green cards for children to alert adults to how they are feeling during a lesson
- targeted academic interventions

These interventions are part of our contribution to Milton Keynes' local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- reviewing your child's progress towards their goals every six weeks
- reviewing the impact of interventions after 4 – 6 weeks
- using pupil voice questionnaires
- monitoring by the SENDCo
- regular and open communication between child, parent/carer, class teacher and SENDCo
- holding an annual review (if they have an Education, Health and Care (EHC) Plan)

10. How will the school secure resources for my child?

It is possible that your child's needs mean we need to secure:

- extra equipment or facilities
- more teaching assistant hours
- further training for our staff
- external specialist expertise

If that is the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils. This includes our Before and After School clubs, Sports Days, workshops, assemblies etc. Adaptations will be made to enable all students to participate in all school activities.

All pupils are encouraged to go on our school trips, including residential visits. Risk assessments and adaptations will be made to accommodate all children. These adaptations will be created in consultation with parents/carers, teachers, the child and the SENDCo.

No pupil is ever excluded from taking part in these activities because of their SEN or disability, and we will make whatever reasonable adjustments are needed to make sure they can be included.

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

Cedars Primary School and Nursery follow the [admissions process](#) as dictated by the local authority. The details can be found on the school's website.

13. How does the school support pupils with disabilities?

- The school has an [Accessibility Plan \(2023 - 2026\)](#) which is available on the school's website
- The school has a lift at the main front entrance for wheelchair access. The remainder of the school site, including the playground, is wheelchair accessible
- The school has ramps at specified fire exits
- There are two disabled toilets large enough to accommodate changing
- There are blinds in every room, along with lighting which assists children with vision difficulties
- Clever Touch Boards are used in all classrooms, which have adjustable brightness and contrast and can be modified to meet the needs of children with visual impairments
- Steps and possible hazards in the outside areas have been highlighted with yellow paint

14. How will the school support my child's mental health, emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- **Mood Monsters** to help children identify and express their emotions
- **Affirmations** to encourage positive self-talk and mindset
- **ELSA (Emotional Literacy Support Assistant) sessions** to address emotional and social needs
- **Protective Hands** activities that foster a sense of safety and belonging
- **Jigsaw Charter** promoting emotional well-being through a structured program
- **Respectful relationships** between adults and children and creating a supportive environment
- **Opportunities for children to speak with any member of staff** if they have concerns
- **Social skills groups** to develop interpersonal abilities
- **Small group sessions** designed to build confidence and self-esteem
- **Access to a Learning Mentor** with personalised plans for pupils with complex needs
- **Commando Joe's lunchtime support** for children who find playtimes challenging
- **Young Carers' Assessments** to ensure support for children in caregiving roles
- **Personal, Social and Health Education (PSHE)** is an integral part of our curriculum and is also taught discretely on a weekly basis
- **Assemblies** help children gain an understanding of the diverse needs of human beings
- **Attendance** is regularly monitored and pupils returning after an absence are fully supported. We work closely with parents to prevent prolonged unauthorised absences
- We provide a **comprehensive, fully supported transition programme** for children moving between key stages or joining/leaving the school
- A policy is in place to ensure the **medical needs of children** are met including those unable to attend school due to medical conditions
- **Relevant staff are trained** to support children with medical needs
- **Pupil Voice** is actively sought through the School Council, questionnaires and other forums. These opinions are acted upon, showing children the value of their voice in shaping our happy, caring and successful school
- We have a [mental health and emotional wellbeing policy](#)

15. What support will be available for my child as they transition between classes or settings?

To help pupils with SEN prepare for a new school year, we ensure that:

- pupils meet with their new class teacher and visit their new classroom
- there are regular visits to their new classroom in the last few weeks of the summer term
- there is an opportunity to identify their “safe space”
- there are opportunities to discuss with their new class teacher what they feel will support them best
- a meeting between present class teacher, new class teacher and SENDCo is held to ensure an accurate handover
- parents/carers are informed of relevant adaptations

Secondary School Transition

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

The SENDCo of the secondary school will come into our school for a meeting with our SENDCo. They will discuss the needs of all the children who are receiving SEN support and adapt the transition processes to meet the needs of individual children.

Pupils will be prepared for the transition by:

- a visit from the secondary school SENDCo where your child will have the opportunity to ask questions
- extra transition days at the secondary school
- an opportunity to share their “needs” with secondary school SEN Team
- encouraging pupils to discuss their feelings regarding secondary school with the SENDCo or their “safe” adults
- parents/carers arranging a meeting with the SENDCo to discuss any queries that they might have regarding their child’s transition to secondary school

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Stuart-Buttle is the Designated Teacher for Looked After Children.

She works with all staff to make sure that they understand how a looked-after or previously looked-after pupil’s circumstances and their SEN might interact, and what the implications might be for their school life.

Children who are looked-after or previously looked-after will be supported in much the same way as any other child who has SEN. However, looked-after pupils will also have a Personal Education Plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another. The school works closely with Virtual Schools in order to secure any extra support or funding that the child might need to enhance their school experience.

17. What should I do if I have a complaint about my child’s SEN support?

[Complaints](#) about SEN provision in our school should be made to the SENDCo in the first instance. In the unusual event that your issue cannot be resolved successfully, you will then be referred to the school’s complaints policy (this is available on the school’s website).

If you are not satisfied with the school’s response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

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:

- admissions
- 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.

[What if I do not agree with SEN provision AA.pdf](#)

18. What support is available for me and my family?

If you have questions about SEN or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at <https://www.mksendlocaloffer.co.uk>

Our local Special Educational Needs and Disabilities Information, Advice and Support (SENDIAS) services are: <https://mksendias.org.uk>

Local charities that offer information and support to families of children with SEN are:

<https://www.milton-keynes.gov.uk/children-young-people-and-families/tickford-family-centre>

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- ◆ **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- ◆ **Annual Review** – an annual meeting to review the provision in a pupil's EHC plan
- ◆ **Area of Need** – the four areas of need a pupil with SEN can have. These are: Communication and Interaction; Cognition and Learning; Physical and/or Sensory and Social, Emotional and Mental Health Need
- ◆ **CAMHS** – Child and Adolescent Mental Health Services
- ◆ **Adaptations** – when teachers adapt how they teach in response to a pupil's needs
- ◆ **EHC Needs Assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- ◆ **EHC plan** – an Education, Health and Care (EHC) plan is a legally-binding document provided by the local authority that sets out a child's needs and appropriate provision be that within a mainstream school or more specialist provision
- ◆ **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- ◆ **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan and reviewing the impact of the action on the pupil

- ◆ **Intervention** – a short-term, targeted adaptation to teaching or SEMH support for a child with a specific outcome in mind
- ◆ **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area. School has no direct input regarding what the local authority is able to provide
- ◆ **Outcome** – target for improvement for pupils with SEN. These targets do not necessarily have to be related to academic attainment
- ◆ **Reasonable adjustments** – changes that the school can make to remove or reduce any disadvantages caused by a child's needs within the confines of a mainstream school
- ◆ **SENDCo** – the Special Educational Needs and Disabilities Co-ordinator
- ◆ **SEN** – special educational needs
- ◆ **SEND** – special educational needs and disabilities
- ◆ **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- ◆ **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- ◆ **SEN support** – special educational provision that meets the needs of pupils with SEN
- ◆ **Transition** – when a pupil moves between years, phases, schools or life stages