

Caroline Haslett Primary School & Faraday Club



Special Educational Needs and Disability information report 2025-2026

Last reviewed: April 2026

Date of next review: April 2027 (or earlier in the event of legislation changes)

Approved by the Headteacher on:

Signed: _____(Headteacher) Date: _____

Approved by the Governing Board on:

Signed: _____(Chair of Governors) Date: _____

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website.

You can ask the school office to print you a copy of the policy.

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

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

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum condition
	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 hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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. Helen Thomson.

They have 9 years of experience in this role. They are a qualified teacher, with over 14 years of experience.

They achieved the National Award in Special Educational Needs Co-ordination in 2019.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENDCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of class TAs. We also have 4 dedicated SEN TAs who work with children with significant needs and Education Health and Care Plans (EHCPs).

In the last academic year, the SEN TAs have been trained in:

- Adaptive teaching
- Blanks Level Training (SaLT)
- Cued articulation

In previous academic years,, they have also received training for:

- Sign Along
- Lego Therapy
- ELKLAN
- Sensory Processing Disorder
- Medical training, including epilepsy
- Reducing barriers to learning
- Developing attention and listening skills
- Using visual supports in the classroom
- Assessment and interventions to support reading difficulties
- Inclusion, belonging and wellbeing in a neurodiverse classroom
- Developing writing for all learners in a neurodiverse classroom

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

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

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher. You can email them via the school office or meet with them after school.

They will pass the message on to our SENDCO, Helen Thomson, who will be in touch to discuss your concerns.

You can also contact the SENDCO directly, via the school office or the SENDCO email address:

sendco@carolinehaslett.milton-keynes.sch.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You can also be given a copy of this.

If we decide that your child needs SEN support, 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 pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils 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 make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEN.

The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

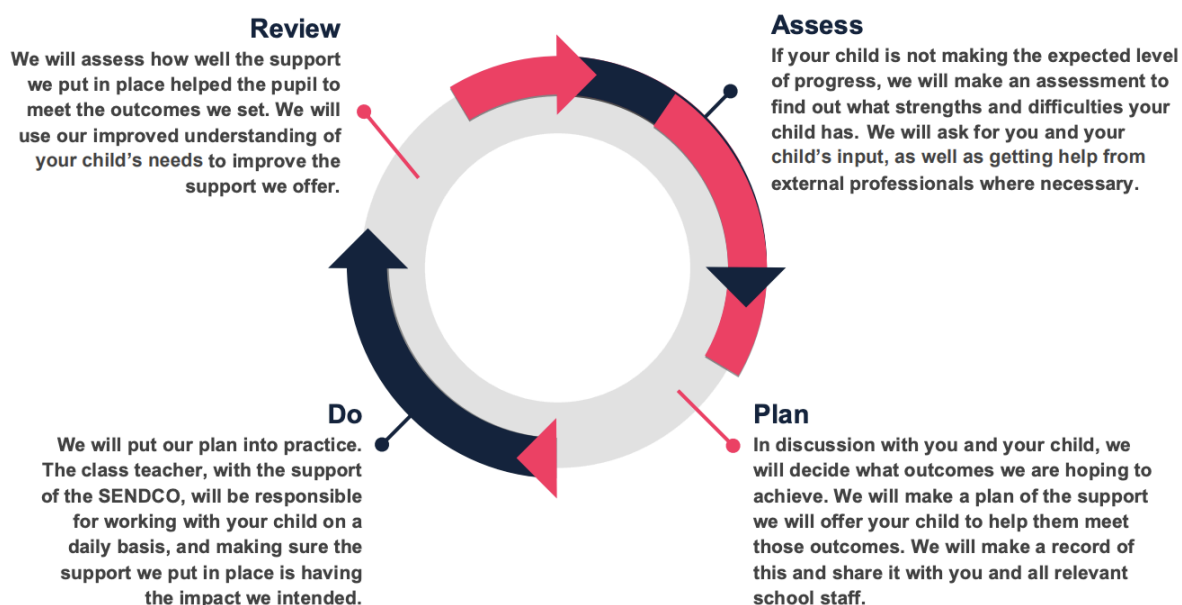
Based on all of this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register. A One Page Profile will be created for them, and they will receive an Individual Pupil Plan (IPP) each half term.

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 of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. 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.

Your child's class teacher will meet you at Parents' Evening 3 times a year to:

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

If your child is on the SEN register, you will have the opportunity to meet with the SENDCo too during Parents' Evening.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

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

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

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

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, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Participate in pupil voice

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

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. All teachers refer to the local area Ordinarily Available Provision document. This describes what should be available as part of universal good practice in our school for children and young people with additional needs, or Special Educational Needs and Disability (SEND).

<https://www.mksendlocaloffer.co.uk/sites/default/files/2024-11/Ordinarily%20Available%20Provision%20School%20Age.pdf>

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

We will adapt how we teach to suit the way the pupil works best. 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 meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts.
- Teaching assistants will support pupils on a 1-to-1 basis.
- Teaching assistants will support pupils in small groups.

We provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Social skills interventions Sign Along signs used to communicate Attention Autism “Bucket” intervention daily, where needed.
	Speech and language difficulties	Speech and language therapy and interventions
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Dyslexia screening Coloured overlays and books Adapted writing equipment
	Moderate learning difficulties	
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Quiet workstation Zones of Regulation intervention
	Adverse childhood experiences and/or mental health issues	1:1 work with Learning Mentor Vicky Squires

Sensory and/or physical	Hearing impairment	Support from the Hearing Impairment team at St Paul's School.
	Visual impairment	
	Multi-sensory impairment	Adapted seating plans to suit child's hearing needs.
	Physical impairment	Speech and language therapy

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 their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil voice
- Monitoring by the SENDCo
- Using IPPs to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Termly Pupil Progress Meetings with headteacher, class teacher and SENDCo

10. How will the school resources be secured for my child?

It may be 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's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in sports day, school productions and other workshops.

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 that they can be included.

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

Parents apply to the Local Authority admissions team, should they require a mainstream place. If there is a place, the pupil lives within catchment and needs can be met, a place is awarded. If a parent of a child with an EHCP is requiring a place, parental preference is acknowledged and the school must demonstrate whether they can meet the needs of the child. If not, the school must demonstrate why this is the case, outlining what provision or resources are required to meet need.

13. How does the school support pupils with disabilities?

Disability: many children and young people who have SEN may have a disability under the Equality Act 2010- that is "...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

At Caroline Haslett Primary School, we also have facilities to support disability needs:

- an accessibility ramp and wide, shallow steps to reception
- a medical room with rotational first aid provision, in order to support children with medical needs or those with disabilities, in school, in consultation with physiotherapists or school nursing teams
- a disabled access toilet in the entrance area
- yellow lines to demarcate the edge of steps

As a single-story school with wheelchair accessible doorways, mobility for those with additional needs is supported. We have 2 disabled parking bays in the Local Authority car park, outside of school and additional disabled parking within the school car park.

Identified staff members are first aid trained and the medical room supervisor has the relevant qualifications. All medicine administration procedures adhere to the Local Authority policy and DfE guidelines within "Supporting pupils at school with medical conditions" (DfE) 2014 and are identified in the School Medicine Administration Policy. Annual training is provided for asthma, epi-pen and other specific medication administration as per care plans for individuals in the school.

Our accessibility plan is located on the school website.

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

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

- Pupils with SEN are encouraged to be part of the school council.
- Pupils with SEN are also encouraged to be part of social clubs, Lego Club or Wellbeing Club to promote teamwork/building friendships.
- We provide extra pastoral support for listening to the views of pupils with SEN, through the work with our Learning Mentor Vicky Squires.
- We have a 'zero tolerance' approach to bullying.
- We liaise with the Mental Health Support Team who work with individual children, groups of children and parents.

- We refer to Service 6 (counselling service) where necessary.

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

Between years

To help pupils with SEND be prepared for a new school year we:

- ask both the current teacher and the next year's teacher to liaise regarding the children's SEN needs where written notes are provided.
- hold a transition morning towards the end of the summer term where children work with their new teachers in their new class.

Between schools

When your child is moving on from our school, we share all relevant SEND information with the new setting.

Between phases

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.

Pupils will be prepared for the transition by:

- practising with a secondary school timetable
- learning how to get organised independently
- participating in a secondary school intervention that is set up in the summer term to support any children who need extra help preparing for secondary schools.
- visiting their new school. Where required, staff from our school can visit the secondary school with the child too.

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

Mrs Ottaway will work with Mrs Thomson (our SENDCO) and Ms Squires (our Learning Mentor), to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported in much the same way as any other child who has SEND. 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.

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 class teacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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

If you feel that our school discriminated against your child because of their SEND, 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.

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

If you have questions about SEND, 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 the Milton Keynes Local Offer page <https://www.mksendlocaloffer.co.uk/>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are

Milton Keynes SENDIAS <https://mksendias.org.uk/>

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

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)
- <https://mkautism.org.uk/>

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – 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 plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

- **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 SEND
- **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 approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs 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 which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages