

Tickford Park Primary School - Annual SEND Information Report

January 2018

The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for pupils with SEND. We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information. Please see contact names, numbers and the school's email address below.

Meeting the needs of pupils with special educational needs and disabilities

Introduction

We are a fully inclusive school and encourage children with special educational needs, disabilities and medical needs to join our school community. We provide support to children across all of the four main areas of need e.g. Cognition and Learning, Communication and Interaction, Physical/Sensory and Social Emotional and Mental Health. We welcome all children into our school, including children with SEND and ensure that the relevant teachers and support staff receive training to understand the special educational need to be able to give the appropriate support.

We aim to:

- Create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- Meet the needs of individual children through quality first teaching, personalised learning, and a targeted system of intervention programmes and practical provision to support children with special educational needs.
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership.
- To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs.
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum.
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What kinds of special educational needs are provided for at Tickford Park Primary School?

At our school we offer provision for pupils with difficulties in the four main areas of need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health needs
- Physical and / or sensory needs.

At our school we have had, and do have children with many varying needs, such as:

- ADHD
- Asperger Syndrome
- Attachment disorder
- Autistic Spectrum Disorder
- Development disorders
- Down's Syndrome
- Dyscalculia
- Dyslexia
- Dyspraxia
- Emotional disorders
- Hearing Impaired
- Medical needs (asthma, Crohn's, CF, diabetes, epilepsy)
- Moderate Learning Difficulties
- Obsessive Compulsive Disorder (OCD)
- Oppositional Defiant Disorder
- Physical Disability (Cerebral Palsy, spina bifida, hydrocephalus, hypermobility, muscular dystrophy, Brittle Bone disease)
- Selective Mutism
- Sensory Processing Disorder
- Sight Impaired
- Social Communication Difficulties
- Speech and language delay/disorder
- Working memory difficulties

How do we identify if children have special educational needs?

All teachers are teachers of pupils with special educational needs and are responsible for identifying pupils with special educational needs as early as possible.

'Special Educational Needs and Disabilities' is defined in The Code of Practice (2014), when a child:

- Has a significantly greater difficulty in learning than the majority of others the same age.
- Has a disability which either prevents or hinders him or her from making use of educational facilities generally provided in schools within the area of the Local Authority concerned for children of similar age.

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.

At Tickford Park Primary School children are identified as having SEND through a variety of ways including:

- Through liaising with your child's previous school /early years setting

- Concerns raised by parents/carers
- Concerns raised by your child's class teacher or school SENCO, after they have been assessed as making considerably less than expected progress.
- Concerns about children that have not made progress after interventions/booster groups (Using the graduated approach)
- Concerns raised by class teacher or parents about the child's behavioural difficulties or poor self-esteem which is affecting performance. (Behavioural difficulties usually indicate that there is an underlying difficulty that is triggering the behaviour. The child may have Social, Emotional and Mental Health needs or Cognition and Learning difficulties)
- Liaison with external professional (e.g. speech and language therapist)
- By having a medical diagnosis

When a teacher or a parent has raised concerns about a child's progress, learning, behaviour, social interaction or emotional well-being and targeted teaching has not met the child's needs, the teacher will raise this with the SENCO.

If the teacher has concerns about a child's progress, learning, behaviour, social interaction or emotional well-being they will make an appointment with the parent to discuss any concerns, further interventions or referrals to outside professionals to support the child's learning and how the school and parents can work together to support the child at home and school.

The class teacher will discuss their concerns with the SENCO or with the Deputy and/or Headteacher in pupil progress meetings, every term. The SENCO will work with the class teacher to decide on the action that needs to be taken. Adjustments to class room provision or additional support may be put into place in order to address any specific areas of difficulty.

Those pupils recognised by the school as having a Special Educational Need or Disability will be recognised on the SEND register under the category 'SEND Support'. A parent will be fully involved and informed if their child is put onto the SEND register. A child does not have to stay on the SEND register. If there is no longer a need, they will be taken off the register.

At our school we have an open door policy. If parents are concerned about their child's academic progress or well being we would encourage them to speak to the class teacher or the SENCO (Mrs Taylor).

How is the effectiveness of the SEND provision evaluated at Tickford Park Primary School?

We are always working towards improving our provision to meet the requirements of the changing needs of our pupils. Every term the SENCO looks closely at the progress of all the pupils on the SEND register. This enables their progress to be monitored closely and provision adjusted where expected progress has not been made.

How do we assess and review the progress of pupils with SEND?

According to the Code of Practice (2014) 'teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff'

On-going monitoring is undertaken by all class teachers to identify children who are not making progress or who have social, emotional or mental needs that are affecting their ability to engage in learning activities.

Throughout the year teachers undertake a range of assessments on a half termly basis to monitor the progress of all children in their class, including children with SEND. Termly progress meetings also take place between the class teacher and the Head/Deputy teacher. The progress of the children are discussed at these meetings. Children who are not making the expected progress are discussed and strategies/ interventions are suggested and then put into place to enable those children to make progress.

In addition to the schools normal assessment and reporting system, children with SEND have a Personalised Pupil Plan (PPP) These PPPs are developed with the class teacher, child and parents/carers.

PPPs consist of:

- Smart, measurable outcomes are agreed and form part of the plan.
- They may include detailed intervention programmes that are put in to place to deliver the outcomes.
- Progress is monitored, reviewed, evaluated each 6 weeks.
- Children with an EHC Plan have an additional annual review where the teacher, SENCO, parents and any relevant outside agency review the short term outcomes and amend the EHCP where necessary.

For children with SEND we follow a graduated approach when planning, implementing and reviewing additional support for each child. The graduated approach is a four part cycle using; assess, plan, do and review cycle. Individual children's PPPs use this approach and are reviewed at least every 6 weeks. Additionally each year group provision maps are reviewed every 6 weeks.



What is our approach to teaching pupils with SEND?

We are a fully inclusive school and believe that children with SEND should take part fully in all lessons. However, there are times when a child with SEND may need to work in an intervention group or may need to work with our TA who is trained in supporting children with Speech and Language difficulties. In these instances, a child may need to work outside of the classroom environment, for a short time, in a quieter space.

We strongly encourage all of our children, including children with SEND to develop independence and resilience. However, some children may need more adult support within certain lessons in order to make progress in their learning.

How is the curriculum matched to the child who needs extra support?

- At the beginning of each year, teachers look closely at information on the needs of individual pupils.
- Outstanding Quality First Teaching (the teaching and learning in the classroom will meet the needs of all children)
- Strong and positive relationships with all children on an individual basis – knowing a child's interests, home life, strengths and weaknesses, learning styles and friendships.
- Partnership and relationship with parents/carers, involving them in targets, learning and their child's progress.
- The effective inclusion of all pupils in high-quality everyday teaching – appropriate language, resources, support, structures.
- Thoroughly planned lesson with focused and differentiated teaching and learning and provision mapping.
- The use of lively, interactive teaching styles and to make maximum use of visual and kinaesthetic as well as auditory/verbal learning.
- Lessons based on clear objectives that are shared with the children and returned to during and at the end of the lesson.
- Lessons start with a recap and sharing of previous work, with reference to individual progress and targets.
- Offering a variety of ways to record information: mind maps, talking tins, pictures, photographs, writing frames, ICT
- High (but appropriate) demands of pupil involvement and engagement with their learning.
- Appropriate and differentiated use of teacher questioning, modelling and explaining
- An emphasis on learning through talk, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently but in an ethos where children know how to help themselves and get help if needed.
- Regular use of encouragement and authentic praise to engage and motivate pupils.
- Carefully explain new vocabulary. Pre and post teaching of new or complex vocabulary.
- All lessons, where possible, to have a focus on Maths and English skills, so that basic skills are embedded throughout all areas of the curriculum.
- Use ICT in every lesson if possible
- Use phonics to spell words and reinforce writing whenever the opportunity arises.
- Orally rehearse sentences daily in relevant lessons.
- The use of learning and talk partners to support all children to be active participants in learning.
- Careful and challenging questioning is used to develop thinking and extend learning.
- Peer marking takes place regularly, particularly with written work.
- Visual timetables and learning prompts
- A clear and consistent behaviour policy with rewards and sanctions
- Resources – whiteboards, keywords, word mats, pictures, photos, number lines, number squares, cubes, beads, word books, writing slope, finger spacer, pencil grips coloured overlays, writing frames, Barrington Stokes, Coloured page books, Talk tins
- The use of random selection (lolly sticks) and appropriate questioning.
- Varied ways of grouping children when is flexible and changes according to children's needs.
- Use of our vast outdoor environment (Quiet Garden, 2 playgrounds, allotment, Roman Garden,, Super grounds (including climbing wall, Amphitheatre, secret path,

wooden animals, trees), 2 trim trails, very large field, pond, Foundation Stage outside environment, 2 courtyards). Each classroom has a door to the outside area.

- Each year group have their own area with 2 classrooms, own cloakroom, middle room and toilets.
- Clear labelling of equipment and areas within the classroom.
- Clear routines which are discussed with the children each day but are also specific to times of the day (assemblies, playtimes, lunchtime)
- Carefully planned and thought out seating plans which are flexible, appropriate to children's needs and changed regularly.
- Deployment of additional adults (teachers, TAs, volunteers, parents, students, trainee teachers) is regularly reviewed and changed according to need.
- Displays which celebrate all children's effort and work, are interactive and engaging and promote learning.
- An understanding of working memory and the need for clear, short and concise instructions and explanations.
- Extra tutoring if needed (during assembly, after school)
- Teacher mentors for children who may benefit
- Practical and/or real life learning and experiences – visits, visitors, role-play, special days
- Learning which involves scaffolding and /or modelling
- Reading material which are suitable and of interest level for SEND children (including text on coloured paper, books which match chronological age and reading age), fiction and non-fiction books, newspapers, comics and magazines)
- Use of interventions – Numicon (Maths intervention), Play as individual support , Drawing and Talking, Social Stories, Read Write Inc,

How do we adapt the curriculum and learning environment for pupils with SEND?

How do we adapt the curriculum for children with SEND?

- Quality First Teaching: All children are included in accessing the curriculum through Quality First Teaching. Teachers are skilled at developing their teaching to meet the diverse needs of the pupils in their class.
- Differentiation: Differentiation is the process by which teachers ensure that tasks are matched to the pupils' abilities. This might involve the use of adult support, different resources being used or different outcomes being expected of the pupils. It is approached and used by teachers to enable all children to access the curriculum and experience success and challenge in their learning.
- Groupings: At our school we are flexible in how we group children so that there is opportunities for children to work in ability and mixed ability groups to maximise learning opportunities for all.
- Class teachers adapt the learning to meet the individual needs of SEND children in their class. This learning may be personalised so that the child's interests are used to engage children. Learning is further adapted to meet the needs of children who may be working below 'expected' for a child of their age.

How do we adapt the Learning Environment for children with SEND?

- Our school is situated in two buildings across the site and it is wheel chair accessible. There is wheelchair access through our main entrance to the school and a ramp in and

out of Martin Hall. The Aston building has wheel chair access through the front entrance and through the Food technology room. Currently we have temporary ramps in place for a child who uses a electric wheelchair and walker and we are seeking to get permanent ramps fitted. We are happy to discuss individual requirements and to make reasonable adjustments to meet these needs.

- We have two disabled toilets; one in Martin building and one in Aston building.
- There is a disabled parking bay in school car park.
- Steps and possible hazards in the outside are have been painted with yellow paint.
- There are blinds in every room, along with lighting which assists children with vision difficulties.
- We can create individual work stations if needed.

Please talk to the class teacher or SENCo about how we can adapt the curriculum and learning environment to meet your child's needs.

How will my child be included in activities outside the classroom, including school trips?

The activities and educational visits offered by our school are made available to all children.

- We frequently use educational visits and residential trips (in Year 5/6) to enhance the learning in the classroom and make it 'come to life'. We will always include your child on a visit, ensuring any specific needs they have taken into account with our risk assessment.
- Teachers create a risk assessment for the school visits, this includes how they will meet the needs of SEND children; this will be discussed with the SENCo, parent and child if needed.
- Dependent on the needs of the child, parents may be asked to support them on an educational visit.
- Children that struggle with a change in routines and/or have anxiety go through the plan/timetable for the visit with the class teacher or teaching assistant. Where possible, they view pictures and activities of the place they are due to visit on websites.
- If a parent has a question or concern about a visit they can of course contact the class teacher or SENCo.

How do we support children with social, emotional, mental difficulties?

Every child's well-being and self-esteem are paramount at Tickford Park Primary School, however there is an awareness that a child with SEND may need support to maintain a positive well-being and self-esteem.

- Staff know the importance of enabling a child to be challenged whilst also feeling successful; the self-esteem and well-being of a child is always at the forefront of all teaching.
- A child's well-being and self-esteem will be discussed at each parent consultation meeting and PPP review meeting.
- If a parent has a concern about a child's well-being and self-esteem they can contact the class teacher immediately.
- Specific interventions are available for children who need support: Play as Individual

Support, Drawing and Talking; Socially Speaking: Social Stories; Emotional Literacy.

- If a child's SEMH is still a concern after interventions and support, the school will contact and ask for further advice from the Inclusion and Intervention Team. CAMHS is an external service that also offers advice and guidance for school and parents.

What training have the staff supporting children with SEND had, or are having?

Our SENCo, Mrs Delphine Taylor has completed the Post Graduate National Award of SENCo Standards and attends any locality meetings and training opportunities in order to keep up-to-date with local and national updates in SEND.

We have a member of our teaching staff who is a lead ASD practitioner in school. She has achieved the 'Autism Lead Practitioner Award' by the Autism Education Trusts accredited training Level 3.

One of our Teaching Assistants has completed the Elklan Speech and Language Development Training- Level 3 (5-11 year olds). She works with children across the school that have been identified as having Speech, Language and Communication difficulties. She has regular meetings with the Speech and Language Therapist to discuss individual children's needs and follows the recommendations.

Some of our staff are trained to run interventions such as, 'Rainbow Road' to help develop children's fine and gross motor skills. 'Numicon' to support children that are struggling to make progress in particular areas in Maths. 'Drawing and Talking' as well as 'Play therapy' interventions to support children who are struggling emotionally and mentally. A member of our staff has also been trained in 'Children's and Young Persons Counselling' to support children with emotional and mental needs.

Teacher and support staff have had Epipen and asthma training. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Specialist Teacher Team, or medical/health training to support staff in implementing care plans.

We will continue to access appropriate training for all members of staff to support the needs of the children attending our school, utilising the local authority's Inclusion and Intervention services.

How does the school use its resources to support a child with additional needs?

- The school budget, received from Milton Keynes Council, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher, Deputy Head and the SENCo discuss all the information they have about SEND in the school, including the children already getting extra support and the children needing extra support. They decide what resources/training and support is needed to meet children's varied needs.
- All resources, training and support are reviewed regularly and changes are made as needed.

It is used to provide:

- Specialist equipment to support a specific need e.g. writing slopes, coloured overlays, coloured books, sensory resources.
- Intervention programmes and related resources are bought when there is a need.
- Teaching Assistants to support individual children and small group learning.

Children with an EHCP will be provided with the support and resources stated in their plan so that the necessary provision meets their needs.

What arrangements are in place for involving SEND children in their own education?

The views of our SEND children at Tickford Park are very important to us. Our SEND children are involved in setting their targets in their PPPs, at least every six weeks with their class teacher. As part of the PPP process they complete a section 'All About Me' where they tell us about their family, friends, hobbies and things that make them smile. They are encouraged to complete and update the 'achievements at home' page at home that celebrates their successes in other areas e.g. football, swimming, art competitions etc.

We always involve any child with an EHCP in their annual review. How we involve them will vary depending on their Special Educational Need. Prior to the annual review meeting children will complete the 'Child's views' page of the EHCP. For some children an adult may need to ask the questions and scribe for them. Participation can range from the child helping with the preparations, to attending the meet and greet, welcome part of the SEND review meeting, through to the child playing a full part in the EHCP review meeting. If a child doesn't attend the EHCP review meeting their views will always be shared during the meeting.

What arrangements are in place for involving of parents of children with SEND?

As a school we have an open door policy and encourage parents to talk to us about how their child is progressing. Parents may contact the school to make an appointment to see the class teacher or SENCo at any time during the school year. They may also ask for the teacher or SENCO to telephone them for a conversation at any time during the school year

Parent consultation meetings will take place each term – the child's progress and targets will be discussed and given to parents in the form of a report. In this meeting the teacher will discuss your child's strengths and areas for improvement across the curriculum.

Termly meetings will take place to review each child's PPP (Personal Pupil Plan); these could take place during parent consultations. In discussion, parents will be asked how they can help support their child in achieving their PPP targets. The parents will sign the PPP and will receive a copy.

Every term the SENCo invites parents to meet to discuss their child's needs, progress, provision and to address any concerns raised by parents.

For pupils with an educational Health Care Plan (EHCP), there will be a formal annual review to review the long term, short term outcomes set out in the EHCP and whether the provision needs changing to further meet the child's needs. The annual reviews will involve parents, class teacher, SENCo and any outside agencies where appropriate. Where necessary, some EHCP may need to be reviewed earlier and every 6 months.

Every term we hold coffee mornings/afternoons for parents of SEND children. It is an informal opportunity for parents to share ideas with other parents and to seek further advice from the SENCo.

All information from outside professionals will be discussed with parents, or where this is not possible, in a report. If parents would like to discuss a report further they must not hesitate to contact the class teacher or SENCo.

We value parents as partners in their child's learning journey. We encourage all parents to contribute to their child's education. This may be through:

- Working with their child at home by hearing them read regularly and supporting them with home learning.
- Ensuring their child has good attendance and punctuality
- Ensure their child is equipped and ready for school; sufficient sleep, healthy breakfast and to come to school with all the things they need for the day.
- Attending parental meetings and any reviews to find out about their child's progress.

What are our arrangements regarding complaints from parents of pupils with SEND?

We hope that complaints about SEND provision will be rare, however, if there should be a complaint the process outlined in the school's Complaints Policy should be followed. The Complaints Policy can be found on the school's website.

What specialist services and expertise are available at or accessed by the school?

Tickford Park Primary School works with a number of external agencies to seek advice and support in order to ensure that the needs of all children are fully understood and met. Our school actively fosters liaison and communication with professionals and parents by attending meetings and preparing and sharing reports.

The SENCo can seek advice from the Inclusion and Intervention Team of specialist teachers based within the local authority. The SENCo can contact the help desk to ask for advice and they suggest whether a referral needs to be made to the specialist teachers.

We also make referrals to the Speech and Language Therapists and the School Nursing Team support the school with advice related to medical needs. School referrals can also be made to an Educational Psychologist to come in and observe, discuss concerns with parents and school staff to put provision in place and to set outcomes which are reviewed.

Our SENCo supports parental referrals to the community paediatrician and mental health agency known as CAMHS. We provide written evidence for parents to detail any provision that a child is having at school. We also contribute to any external agency assessments and use any strategies recommended to improve our provision.

External Agencies:

- Specialist teachers e.g. hearing/sight impaired specialists
- Speech and Language Therapy
- Communication with medical professions: Occupational Therapy, Physiotherapy, School Nurse, paediatricians and other specialists in specific fields of medicine and health care.
- Educational Psychologist
- Liaison with Children and Family Practice MK (CFP)
- Liaison with Children's Social Care (CSC)
- CAMHS

Advice can be sought from outside agencies when a child is a cause for concern or their learning needs are complex than can be met by the schools intervention and personalised provision. This may be triggered when a pupil:

- continues not to make adequate progress
- continues working at levels significantly below that of their peers even when teaching approaches have been targeted on an identified area of weakness
- has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners despite taking part in an

individualised behaviour management programme

- has sensory or physical needs and requires regular advice and or visits from a specialist service or specialist equipment
- has on-going communication and interaction difficulties that impede the development of social relationships and causes substantial barriers to learning

The school and parents will jointly decide to make a request for external agencies involvement.

Are there any support services that I will find useful?

- Milton Keynes SEND Information, Advice and Support Service (SEND IAS) – Advice Line 9am-5pm, Monday to Friday, term time- 01908 254518. mksendas@ilton-keynes.gov.uk. This service offers confidential and impartial information, advice and support to all families in Milton Keynes who have a child with special educational needs or disabilities.
- Children and Families Practice Central – 01908 252696. This is a team of experienced staff offering early help and family based support and advice.
- Milton Keynes CAMHS. Telephone: A telephone referral and advice line is available Mon-Fri 9am-5pm on 10908 725372

How will Tickford Park School prepare and support my child if they transfer in to the school, transfer out to a new school or move on to the next stage of their education?

Careful consideration is given to preparing pupils with SEND for transition at all stages.

For children joining Tickford Park Primary School:

- Initial contact is made, where relevant, with the setting previously attended and with the parents, as soon as notified that a child is transferring into Tickford Park Primary school.
- For children joining the Early Years setting, home visits, a visit to the child's current setting, transition days and transition meetings are organised to discuss transition and any related concerns.
- New children are encouraged to visit the school prior to starting so that they can meet their 'buddy' and be shown around the school. For children with SEND further visits are encouraged as necessary, to assist with the acclimatisation of the new surroundings.
- Joining in Y3 – Transition visits including TPPS staff visiting KS1 setting, transition days, sports events, watching performances, meet the teacher events.

When moving classes in school:

- Information will be passed on to the new class teacher in a transition meeting. All PPPs will be shared with the new teacher.
- Parents will have the opportunity to meet their child's new teacher and see the classroom before the end of term.
- Children will meet their new teacher, with their new class in their new classroom, for one morning and one afternoon towards the end of term. There will also be sessions where the new teacher reads stories with their new class.
- An individual transition plan will be created for specific children if needed; this could

include extra visits to the classroom, meetings with the teacher, new PECs card, a transition book/photos, meetings with parents.

- In September parents will have another opportunity to meet their child's new teacher and discuss how their child has settled in.

If your child is moving child to another school/end of Year 6:

- The class teacher and SENCO will meet the class teacher/Head of Year 7 to discuss SEND children and ensure he/she knows about any special arrangements or support that need to be made for your child.
- An individual transition plan will be created for specific children if needed; this could include extra visits to the school, meetings with teachers, new PECs card, a transition book/photos, meetings with parents.
- We will make sure that all records about your child are passed on as soon as possible.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

Who can I speak to or contact if I have a concern about my child or wish to find out further information about the school?

Initially, if you wish to talk about your child, please talk to your child's class teacher.

The Class teacher is responsible for:

- Adapting and refining the curriculum to respond to the strengths and needs of all pupils.
- Checking and monitoring the progress of all children in their class and planning the delivery of extra support.
- Contributing to personalised Pupil Plans in order to priorities and focus on the next steps required to enable children to improve their learning.
- Applying the school's SEND Policy.

If you need further help and support, please contact:

- The School's SENCo: Mrs Delphine Taylor
- Executive Headteacher: Miss Claire Britnell
- Deputy Headteacher: Ms Chapman
- Chair of Governors: Mrs Emma Whyte

Please contact the school office if you wish to visit the school.

Contact Details:

Tickford Park Primary School,
Avon Close,
Newport Pagnell,
Bucks
MK16 9DH

Email: office@tickfordpark.milton-keynes.sch.uk
Telephone: 01908 610431
Fax: 01908 617094
Website: www.tickfordpark.org.uk

What is the local authority's Local Offer and how do I access it?

The Local Offer is a directory of information that helps families to find and access support. All local authorities are required to have their own Local Offer as part of the government's SEND reforms.

The Local Offer for Milton Keynes can be found on the following website:

www.milton-keynes.gov.uk

The school works closely with agencies in delivering the Local Offer.

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Milton Keynes' SEND Local Offer can be obtained from Milton Keynes Council's website:
<http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs>

The school works closely with agencies delivering the local offer.

SEND Information Report Review:

This report will be reviewed and updated on an annual basis.

This report will be reviewed and updated in **January 2018**