



MEETING THE NEEDS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES ANNUAL SEND INFORMATION REPORT DATE: JANUARY 2026

What types of Special Educational Needs are provided for at Pepper Hill and Stanton Schools?

We offer provision for pupils with difficulties in the following areas, providing we can meet their individual needs:

- Cognition and Learning;
 - Autism
 - Speech and Language difficulties
- Communication and Interaction;
 - Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia
 - Moderate learning difficulties
 - Severe learning difficulties
- Social, Emotional and Mental Health;
 - Attention deficit hyperactivity disorder (ADHD)
 - Attention deficit disorder
- Physical and/or sensory.
 - Hearing impairments
 - Visual impairments
 - Multi-sensory impairment
 - Physical impairment

How are children with SEND identified and how are their needs assessed?

Children are identified as having Special Educational Needs and Disabilities (SEND) through a variety of ways including:

- Liaison with your child's previous school /early years setting;
- Concerns raised by parents/carers;
- Concerns raised by your child's class teacher or school SENDCo;
- Concerns raised due to social, emotional or mental health difficulties which are affecting performance;
- Liaison with external professionals (e.g. speech and language therapist);
- A medical diagnosis that has the possibility to affect a child's progress.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

How do the schools know if children need extra help?



- Throughout the academic year, class teachers undertake a range of different assessments on a half termly basis to monitor the progress of all children. There is then a focus on those that are identified as making less than expected progress and those that have social, emotional or mental health difficulties that may be affecting their ability to engage in the learning.
- If concerns are raised by class teachers in relation to a child's academic attainment or progress, the SENDCo may advise that an initial concerns form, FACT or FACT+ is completed and some standardised tests are carried out to specifically identify any areas of concern.
- After discussions with key staff and parents, additional support, if appropriate, will be put into place, using an SEND Support Plan, to provide targeted intervention, such as small group work and/or personalised support to help overcome any difficulties. A FACT/FACT+ Support Plan will be written identifying targets and provision put in place. Where specific provision is planned for a child, a clear baseline is established and the tests can be re-administered to monitor the progress of the child and the effectiveness of the intervention.
- The views of the pupil or young person about their support will be given consideration at this stage.
- Parents are invited into school each term to review their child's plan with the teacher and to discuss the support, targets and progress their child is making.

What should a parent/carer do if they think their child may have special educational needs or a disability (SEND)?

If you have concerns or are worried about your child you should speak to your child's class teacher first. You may then be directed to the SENDCo.

The class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching.
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy
- Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of all children and identifying and planning the delivery of any additional support. (It may not be the class teacher delivering this support but he/she will oversee the work).

The Special Educational Needs Coordinator (SENDCo) is **Miss Masad** who achieved the National Award in Special Educational Needs Co-ordination in June 2023.

The SENDCo will:

- Work with the Executive Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans



- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
 - Advise on the graduated approach to providing SEND support
 - Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
 - Be the point of contact for external agencies, especially the local authority and its support services
 - Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
 - Ensure the school keeps the records of all pupils with SEN up to date
- Ensuring that parents are:
 - Involved in supporting their child's learning and access to the curriculum
 - Kept informed about the range and level of support offered to their child
 - Included in reviewing how their child is doing

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

Tell us about your concerns

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

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

You can also contact the SENCO directly.

We will invite you to a meeting to discuss them

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 will also be given a copy of this.

We will decide whether your child needs SEND support

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 SEND support?

All our class teachers are aware of SEND 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 SEND.



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 SEND support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCo will work with you to create a SEND support plan for them.

How will school support a child who has been identified as having special educational needs or a disability?

- In all year groups, children will have access to learning and the curriculum through individual plans tailored to the child's need or through access to learning support staff
- Regular intervention programmes are available in all classes to support children to make progress with their learning
- Class teachers organise and plan targeted and/or personal provision with support from the SENDCo or outside agencies as required
- Class teachers will 'Assess, Plan, Do, Review' cycles every half term'

Strategies and programmes to support speech, language and communication needs

- Speech and Language Therapist advice is implemented by teaching staff
- Speech therapy individual or group work can be delivered by support staff following speech therapist advice

Strategies to support and develop literacy

- Read Write Inc. scheme and 1:1 phonics
- Reading, writing and spelling boosters to fill gaps and consolidate learning
- Smaller ability literacy sets supported by a teaching assistant
- Year 6 1:1 tutoring
- Additional teacher support
- Providing pupils with alternative methods of recording their work, for example a laptop or tablet
- 1:1 intervention support

Strategies to support and develop numeracy

- Smaller maths sets supported by a teaching assistant
- Small group or 1:1 maths boosters to fill gaps and consolidate learning
- Opportunities for pre-teaching
- Year 6 1:1 tutoring
- Additional teacher support
- Providing pupils with alternative methods of recording their work, for example a laptop or tablet
- 1:1 intervention support

Strategies to support and develop independent learning

- Mentoring by peers, support staff or teaching staff
- 1:1 nurture time with a Learning Mentor
- Social groups
- Visual timetables for class and individuals



- Lesson objectives clearly displayed
- Success criteria used in all lessons

Strategies to support and modify behaviour

- School sanctions and reward systems as set out in the School Behaviour Policy
- Advice from SEMH – Social, Emotional and Mental Health specialists
- Mentoring and guidance from a teaching assistant
- Personalised behaviour plans where appropriate
- Risk reductions plans where necessary
- 1:1 nurture time with a Learning Mentor

Support and supervision at unstructured times of the day including personal care

- Staff supervising during break time and lunch time
- Access to structured activities overseen by an adult indoors or outdoors as appropriate during lunch times
- Trained medical staff available all day.

Planning, assessment, evaluation and next steps are always agreed through

- Regular reviews with parents and gaining the views of the pupil
- Where applicable an SEND support plan, Education Health Care Plan or short term top up funding for short term needs
- Pupil progress assessed and reviewed half termly with senior leaders
- Clear support plans for pupils who have needs but don't have specific targets from other agencies
- Lessons and homework differentiated to take account of individual needs

How will the curriculum be matched to the child who has special educational needs or a disability?

- High quality teaching is in place in all classes for all pupils to access the curriculum. Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements.
- Differentiation is approached in a range of ways to support access and ensure that all pupils can experience both success and challenge in their learning.
- Grouping arrangements are organised flexibly with opportunities for both ability and mixed groups to maximise learning opportunities for all.
- Additional adults are used flexibly to help groups and individual pupils develop independent learning skills.
- Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

Supporting pupils moving between phases

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.



- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

How will school and the parent know how well the child is doing and how will school help the parent to support their child's learning?

Additional support is documented through the FACT assess, review, do strategies or behaviour support plan. In consultation with the SENDCo and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties.

In some cases support from a teaching assistant may be allocated. This support is deployed to ensure children can engage in lessons and wider school activities and to facilitate independent learning to support transition to Junior School/Secondary School/adulthood.

Formal review meetings are held at least termly. Parents, relevant external agencies and, when appropriate, pupils, are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded. If a child is continuing to have significant difficulties, further external expertise may be requested.

Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The SENDCo will inform parents about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by JCQ can be accepted for access arrangements for public examinations.

Parental involvement

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

- Parents evening discussions and review meetings;
- Working with their child at home by hearing them read regularly, supporting completion of homework and other additional activities provided by school;
- Ensuring their child has good attendance and punctuality;
- Ensure their child is ready for school; has had sufficient sleep, a nutritious breakfast and – is well equipped for the school day.

Attending courses, training or information events at school or outside of school. Where appropriate the school will help parents find training and events.

What support is offered from the school to ensure the well-being of the child who has special educational needs or disabilities?

Attendance support



- Attendance will be closely monitored and discussed with parents (see school attendance policy)

Behaviour support

- Where appropriate a behaviour support plan will be written
- Exclusions may be used when necessary following the school and local and National guidelines

Medical support

- Most medicines will be administered following the school policy
- Where more specialist medicines or care are required this will be provided where possible. This will depend on having available and trained staff. A Health care plan will be agreed between the medical professionals, parents and school staff. Where appropriate the child's views will also be obtained

The school works closely with medical professionals to support a child with medical needs

Pastoral Support

Strategies to support the development of pupils' social skills and enhance self-esteem

- Support from a teaching assistant
- Small group programmes
- Support from Learning Mentors
- Daily or Weekly celebration opportunities
- Lunch and after school Clubs

Mentoring activities

- Buddy system
- Play leaders

Strategies to reduce anxiety and promote emotional wellbeing

- Regular contact, communication and liaison with parents
- Transition support when transferring from one year group to another as well as to Junior School and to Secondary School
- Consistency of approach by all adults
- Regular planned opportunities for children to give their views
- One to one time with learning mentors
- Appropriate training for adults to implement strategies to support children's needs
- Regular meetings termly with other professionals to share good practice
- Check in areas within every classroom to support children's well-being

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

Children with individualised needs and outside involvement will have an additional Personalised Achievement Plan (PAP). The schools work with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. The schools foster Liaison and Communication with Professionals and Parents; professionals attend meetings and prepares all reports.

The school organises:

- Regular meetings as required



- Meetings with the school SENDCo – meetings can be booked through the school if there are any concerns.
- Referrals to outside agencies as required following internal and LA systems
- Speech and Language therapy for specific pupils
- Educational Psychologist visits
- Specialist teacher visits
- EMA Network (Ethnic Minority Achievement Network) visits
- Communication with medical professionals – requesting advice as needed from school nurses, health visitors, doctors, hospitals and specialists.
- Liaison with (CFP) Children and Families Practice MK
- Liaison with (CSC) Children's Social Care

Milton Keynes SENDIAS
Galley Hill Education Centre
Stony Stratford
Milton Keynes
MK11 1PA

Advice Line Milton Keynes Telephone Number: 01908 254518

MK SENDIAS offers impartial information, advice, guidance and support to the parents/carers of a child (aged 0-19) with an identified special educational need, or where there is a concern that there may be a special educational need.

The education professional responsible for children who are looked after is Mrs McDonnell for Pepper Hill School and Mrs Peacock for Stanton School.

The Milton Keynes Virtual School oversees and monitors provision for children who are in the care of the local authority.

How will the school support a 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 SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of all clubs to promote teamwork/building friendships
- Learning Mentors are available throughout the day for all pupils who require extra support for their mental health and wellbeing

We have a 'zero tolerance' approach to bullying.

How you support pupils transition between phases of education?

We recognise that transitions between phases of education can be particularly challenging for pupils with SEND. We place a strong emphasis on careful planning, communication, and personalised support to ensure transitions are positive and successful.



If it is felt necessary prior to the main transition day, the SENDCo will organise additional transition sessions. These allow pupils to become familiar with new environments, routines, and staff at a pace suited to their individual needs, helping to reduce anxiety and build confidence.

The SENDCo works closely with parents and carers to ensure their views and concerns are fully considered. Where pupils are transferring to a new setting, the SENDCo meets with the SENDCo from the receiving school to share relevant information, including individual needs, support strategies, and successful interventions. This ensures continuity of support and a clear understanding of each pupil's needs.

To further support a smooth transition, the SENDCo organises visits from staff at the receiving school. These visits take place within the pupil's current setting, allowing new staff to build relationships with pupils before they attend the new school..

What training are the staff having or going to have to support children with special educational needs and disabilities?

Our SENDCo actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

Milton Keynes has a Special Schools provision which schools can go to for advice to review, evaluate and develop provision for pupils who have the most complex needs.

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

Recent training has covered:

- Primary Behaviour Surgery
- SEN Code of Practice
- Understanding the four main areas of need
- Speech and Language development for early communicators

Future training planned:

- ASD Awareness and Strategies
- Supporting the attendance of pupils who struggle with Emotional Based School Avoidance (EBSA) and health-related illnesses

How will children with special educational needs and disabilities be included in activities outside the classroom including school visits?

Activities and school visits are available for all.

- Risk assessments are carried out and, where appropriate, are discussed with parents and procedures are put in place to enable all children to participate where possible.

If it is deemed appropriate that an intensive level of one-to-one support is needed, a parent or carer may be asked to accompany their child during a specific activity.



How are the school's resources allocated and matched to the child's special educational needs and disabilities?

Currently mainstream schools have funding delegated to their budgets for Special Educational Needs.

Mainstream schools contribute up to the first £6000 (approx. 13¼ hours of TA support) for each pupil on the SEND stage of the Code of Practice. Top-up funding can be provided for children whose high needs cost more than £6000. To access this funding schools have to show clearly the provision they have in place using their delegated resources. This will be evident from the schools provision management, pupils' achievement of targets and progress. Funding will relate to the severity of need. There may be changes to these arrangements following the new code of practice.

The school SEND Budget is used to provide additional support or resources to support the needs of children. This can be:

- providing specialist equipment to support a need eg a writing slope or exercise books using buff or cream coloured paper to reduce glare or visual distortion;
- providing additional intervention programmes to help a child learn and progress;
- providing a teaching assistant to support small group learning or 1:1 support.

Who can parents/carers contact for more information at school?

Please initially contact the class teacher or school SENDCo. If you need further help you can contact:

Miss R Masad (SENDCo)

Further conversations between the SENDCo, the Class Teacher and parents can be arranged as appropriate to discuss any developing needs. The SENDCo is responsible for coordinating any additional support that your child may need. They may be contacted via email to rmasad@stantonschoolmk.org.uk

Miss H Nicholson, Executive Headteacher

The Executive Headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEN policy and provision with the school.
- Have overall responsibility for the day to day management of all aspects of the school, including the provision and progress of pupils with SEND.

Mrs A Slee, SEND Governor:

Our SEND Governor will:

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



The School Governing Body

The School Governing Body has a legal duty to:

- Ensure that all pupils with Special Educational Needs are appropriately catered for
- Be involved in the regular review of the school SEND policy
- Ensure that the SEND code of practice is followed

MK SENDIAS can be contacted at 01908 254518

Milton Keynes Local Authority Special Educational Needs Offer can be found at:

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

Please follow the links below to our school websites where you will find the following policies and procedures that you may wish to read:

- Accessibility Plan
- Behaviour Policy
- Child Protection Policy
- Curriculum Policy

www.stantonschool.co.uk for Stanton School or www.pepperhillsschool.co.uk for Pepper Hill School

If you wish to make a complaint about any aspect of the SEND provision at the MK Sapphire Federation, please do so by consulting the procedures detailed in our Complaints policy. This can be found on our school websites at www.stantonschool.co.uk and www.pepperhillsschool.co.uk

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services