

SEND Information Report

2018-19

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| **What kinds of need are provided for at Great Linford Primary School?**  We cater for the four areas of need listed in the SEND Code of Practice (2014):   * Communication and interaction * Cognition and learning * Social, emotional and mental health difficulties * Sensory and/or physical needs   All children with SEND are welcome to apply for a place at our school. We encourage prospective parents/carers to book a meeting with the SENCO prior to applying to discuss the provision on offer or that can be put in place to meet their child’s needs. For pupils with an Education, Health and Care Plan (EHCP), parents/carers have the right to request the school of their choice. The local authority will send the school a copy of the EHCP and must comply with that preference and name the school in the EHCP unless they feel that:   * it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or * the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.   If you have not already done so, at this point the SENCO would be in touch to invite parents/carers into school to see first hand the provision available to their child and to discuss their child’s needs further. If appropriate, the SENCO will also arrange to see the child in their current setting or to talk to members of staff currently working with them. The school will then inform the local authority as to whether they feel they can meet the child’s needs or not and the local authority will make the decision on whether to name the school on the EHCP. Currently, we support 6 children across the school who have an EHCP. |
| **Who can I contact at Great Linford for more information about SEND?**  **The Class Teachers**  Relationships are built up between school support staff, teaching staff and parents informally on a day-to-day basis. If any concerns arise about a child’s learning or progress, parents are initially encouraged to request a meeting with their child’s class teacher. Further meetings can be arranged to discuss strategies and progress as required.  **The SENCO (Special Educational Needs Coordinator)**  Miss Alex Kerrigan is our SENCO as well as our Deputy Headteacher. Appointments can be booked with her via the school office: 01908 605027. You can also send her a message via the contact page on the school website: <http://www.greatlinfordprimaryschool.co.uk/contact.html> or by emailing her directly at [alex.kerrigan@greatlinfordprimaryschool.co.uk](mailto:alex.kerrigan@greatlinfordprimaryschool.co.uk)  **The Headteacher**  Miss Tara Lovelock is the school’s Headteacher. She is responsible for the day to day management of all aspects of the school, including the provision made for pupils with SEND. Sometimes it may be appropriate for the Headteacher to also be involved in discussions with parents/carers about their child’s progress and deciding upon how the school can best meet a child’s needs.  **SEND Governor**  Mrs Myra Hall is our SEND governor. Along with the governing body, she has a legal duty to ensure that all pupils with SEND are appropriately catered for and supports the school in ensuring that the SEN code of practice is being followed.  **Complaints**  At Great Linford Primary School we endeavor to get it right as we unashamedly put the needs of the pupils first. Our staff have also earned a reputation for being very approachable and good listeners. Our families are positively encouraged to come into school to talk about any aspect of their child’s education. Initial contact is usually made through the child’s class teacher, and in the vast majority of cases, concerns or anxieties are usually resolved at this stage. However, if this fails and a parent wishes to make a formal complaint, the full complaints procedure can be found in the policies section of our website. |
| **How does Great Linford Primary School identify children with additional needs who may require extra help?**  Ongoing monitoring takes place by class teachers through observations and assessment of pupil’s work to identify any children that are not making appropriate progress either academically, in their understanding of or use of language, in their social and emotional development or in their physical development. Where a lack of progress or engagement in learning activities is identified, the class teacher will discuss their assessments with the SENCO. Additional provision and strategies will be put in place to help overcome difficulties and a specific assessment relating to the area that the child is struggling with may be undertaken if appropriate. This may include the Milton Keynes Local Authority communication assessment, called the First Assess Communication Tool (FACT), a Boxall profile which assesses children’s emotional development or a dyslexia screening tool. Parents/carers will be informed of any additional support put in place. |
| **What should a parent/carer do if they think their child may have special educational needs or a disability (SEND)?**  Parents and carers are initially encouraged to request a meeting with their child’s class teacher to raise any concerns they may have about their child’s learning and progress. Such meetings can be arranged with the teacher directly or booked through the school office. Where appropriate, your class teacher will also speak to the SENCO who may attend this meeting or arrange to meet with you separately to discuss your concerns further. |
| **Our principles of teaching pupils with SEND**   * We believe all children, including those with SEND, should be given the opportunity to reach his/her full potential in all areas of their development. * They are entitled to have full access to the curriculum, promoting personal development and preparing them for adult life. Individual needs should not constrain any educational entitlement. * We believe that developing independence, self-advocacy, respect for others and the development and maintenance of self-esteem are integral parts of the educational entitlement for all children but particularly those with SEND. A key focus of the support we provide focuses on increasing children’s levels of independence and their resilience. * We place great emphasis on creating a calm, happy, sensitive, secure and nurturing environment for all of our children, including those with SEND. * We believe all children should be given opportunities to experience success and to feel proud. Therefore, we recognise the importance of incorporating wider activities into the provision for children with SEND in addition to traditional academic learning. * Provision for children with SEND is a matter for the school as a whole.  This whole school approach to SEND means that every member of staff takes responsibility for every pupil that they teach.  The SENCO, together with the Headteacher and the governing body, provide advice, guidance and support where necessary.  Teaching such children is a whole school responsibility. |
| **Our approach in practice**   * Knowing our children * Understanding their SEND * Being prepared to try different strategies and approaches * Thinking creatively and being solution focussed * Listening to our children, our parents and other professionals * Working together * Continually adapting provision to best support the child |
| **How will the school staff support a child who has been identified as having special educational needs and/or disabilities (SEND)?**    Specific resources or adaptations tailored for your child will be used in order to make lessons accessible, promoting and developing independent learning. This may include:   * Alternative methods of recording instead of writing such as the use of the Clicker software on a Chromebook or a voice recorder. * Coloured overlays * Pencil grips * Writing frames * Visual aids * Sand timers * Fiddle toys   Where appropriate, your child may be taught in smaller groups, or have additional adult support within the classroom. Intervention groups that may be led by a teacher or a learning support assistant (LSA) may be arranged and detailed on the year group provision map. Such interventions may focus on developing literacy and numeracy skills, speech and language, emotional understanding or regulation and social skills, self esteem and resilience. This may include sessions in our Nurture group - Acorns, work with one of our play psychotherapists or time with our school therapy dog ‘Meg’. Strategies to support your child modify their behaviour and/or improve their attention and focus may be put in place such as individual reward systems linked to finishing learning tasks or following our values. Provision may be put in place to support your child during unstructured times of the day such as playtime and lunch time if they find the lunch hall or the playground difficult to manage. The type of support decided upon will be dependent on the type of need that the child has. If the provision and strategies that have been put in place do not support the child efficiently enough, the SENCO, with parental consent, will seek advice from external agencies such as the local authority Inclusion and Intervention team or a speech and language therapist.  SEND children can also be supported during testing periods, such as the Key Stage 2 SATs using access arrangements. These include giving the child rest breaks or access to an adult who can act as a reader, prompt or scribe. In certain cases depending on the child’s level of need, the school can also apply for additional time for children during the tests, usually 25% extra. |
| **How will the curriculum and learning environment be adapted to the child who has special educational needs or a disability?**  Quality first teaching is in place in all classes for all pupils to access the curriculum and is monitored regularly by the leadership team to ensure that this remains the case. Using the information from ongoing monitoring and classroom assessments, teachers differentiate the learning to ensure it is pitched at a level which is accessible but still challenging enough for each individual child. This will sometimes involve children accessing curriculum content from younger year groups where gaps in their understanding have been identified by the class teacher. Information from more specific assessments to identify children’s needs such as the Milton Keynes Local Authority communication assessment, called the First Assess Communication Tool (FACT), or a Boxall profile which assesses children’s emotional development, may result in a child being set personal, specific and achievable outcomes which are not linked to a curriculum subject. These will be included on the child’s SEN support plan. These may include things such as increasing the amount of time a child can sit and focus for, improving their ability to share and take turns, increasing the length of their utterances from one or two words to a full sentence, improving their ability to self regulate when they are angry by using different tools to support them or reducing the number of refusals to engage in learning. Where this is the case, your child may have specific sessions included in their timetable which allow them to develop the skills needed to meet these personal outcomes. Some children have sensory or physical breaks planned in to their timetable to give them time to complete short activities which meet their sensory seeking needs. Where children have been identified as having severe or complex needs, a completely personalised curriculum timetable may be implemented. This will often be driven by the child’s interests. It may also have a broader focus on developing life skills as opposed to consisting of purely academic curriculum subjects.  We ensure the child has access to an environment which supports their needs. For some children, the traditional classroom set up may not be the best place for them to learn. We can set up individual work stations inside or outside the classroom for children that need their own space and minimal distractions. We have shared areas outside of the classrooms which can also be used as a quieter space to complete work for children that need it. We also have the Nurture room, Acorns, which can be used as an additional space during learning time. Within Acorns we have a black out tent, a light up bubble tube, a light table and other sensory resources which children may need to access to support their sensory needs. We also have an additional black out tent in the library which can be used as a space for children to calm down. |
| **How are the school’s resources allocated and matched to the child’s special educational needs and disabilities?**  A national special educational needs amount is allocated in the school ’s budget by the Local Authority. This is used primarily to employ learning support assistants in the school who can support the children in class as well as deliver interventions. The money can also be spent to purchase specific resources or specialist equipment to support learning. As a school, we are expected to provide the equivalent of 13.25 hours of 1:1 support from within this budget. If a child’s needs require more than 13.25 hours of 1:1 support, the school can look at requesting additional funding. This requires the school to evidence the purpose of the support in place for the child and the impact it is having, usually across two terms. If the school can demonstrate they are spending **all** of their SEN budget, they can request additional top up funding. There are strict criteria for applying this. If awarded, it is funded on an agreed temporary basis only by the local authority. Where your child’s needs are identified as being long term and complex, in consultation with you, the school may decide to try and get the child an Education Health and Care Plan (EHCP). These are issued by the local authority. EHCPs are designed to support children and young people with long term and complex needs that are impacting on their ability to access learning and develop independence. The EHCP will set out your child’s educational, health and care needs, and the provision they require in order to make progress. The plan will also come with additional funding that the school will receive annually in order to deliver the provision required for your child. With your consent and support, the school may submit detailed paperwork on your child’s needs, the support they receive and the progress they have made to the local authority requesting that they carry out an Education, Health and Care Plan (EHCP) needs assessment. The local authority review the evidence submitted and decide whether or not to start the assessment process. The decision is not always yes. If it is decided an assessment is necessary, this will be carried out by relevant professionals, including an educational psychologist. Once complete, the local authority review the evidence found and decide whether or not to issue an EHCP. |
| **How will the school and I know how my child is progressing and how will the school involve me and help me to support my child’s learning?**    Teachers at the school operate an open door policy, and if you wish to discuss your child’s progress at any time, an appointment can be made with the teacher or via the office.  Parents’ evenings are held during the Autumn and Spring terms and progress will be discussed here. You will also be made aware of any additional provision your child is receiving. For children with special educational needs, if you wish you will also be able to attend an additional meeting each term with the SENCo and class teacher to discuss your child’s SEN support plan. Such meetings allow for a collaborative approach between the family and the school and allow for parent voice to be gathered. We value the information and insight you can give us on your child and how best we can support them in all areas of the curriculum, school life and their emotional and social development. If you are not contacted for such a meeting, but feel that you would like one, please arrange this with the class teacher. The school will measure how well your child is progressing against the curriculum as well as against any personal, specific and achievable outcomes that may have been set as part of their SEN support plan through assessment of their academic progress, and regular observations of their behaviour and learning patterns. You will be part of the planning and reviewing process of these outcomes, and expectations regarding progress and how you can support at home will be shared and discussed during the termly meetings. Every child at Great Linford Primary School has a reading journal which also has space for messages to be communicated between home and school to share regular comments about progress and concerns between parents/carers and the class teacher. More personalised communication systems can also be set up with the class teacher if necessary. Please ask your class teacher if you feel this is something you require. Open mornings and workshops may be hosted throughout the year by the school regarding how to support your child in particular subject areas such as phonics, reading, writing and maths. The SENCO will also signpost you to any specific workshops or training aimed at the families of SEND children run by external providers that may be relevant, for example, the annual MK SEND Information Day. |
| **How will children with SEN be consulted about the provision put in place for them?**  Great Linford Primary School adopts a child centred approach to the support it provides to children with special educational needs. Every effort is made to gather your child’s views about support that is planned for them, and regular reviews of their viewpoint on the support are sought; if they are not engaged with a particular provision, it is unlikely that it will work for them. Views are sought through discussion with the child and their most trusted adult. Where a child tells us they no longer wish to receive a particular type of provision or intervention, we find a suitable alternative to try. For children who are unable to articulate their views, their patterns of behavior are observed instead as this can indicate their feelings about their provision even if they are unable to express them verbally. |
| **What support is offered from the school to ensure the well-being of my child who requires extra help or has special educational needs and/or disabilities?**  At Great Linford Primary School, we pride ourselves on outstanding pastoral support and acknowledge that at some time within their school life all children may need extra support from their class teacher and other members of staff. Further support is provided through a range of means:   * Well being check-ins can be set up with a key adult, identified by both the child and the class teacher. These provide the child with regular, protected time to share their feelings with a trusted adult. * Celebration or wow books can be set up for children who have a negative view of themselves at school to record all the positives that they experience during their school day. This may include photographs, positive messages from their teacher or examples of some of their work. * The school has a Nurture group ‘Acorns’ which runs in the afternoons led by our Nurture manager, Sue Regan, and her assistant, Sarah Vaughan. The number of sessions a child attends a week will depend on their level of need. Children are assessed using a Boxall Profile and are then supported to develop any gaps they may have in their social skills and emotional understanding. Nurture groups assess learning and social and emotional needs and give whatever help is needed to remove the barriers to learning. There is great emphasis on language development and communication. The relationship between the two staff, always nurturing and supportive, provides a role model that children observe and begin to copy. * ‘Toast time’ is offered mid-way through the morning and is an opportunity for social learning, helping children to attend to the needs of others, with time to listen and be listened to. Children attend if they struggle with the intensity of a full morning of academic learning and need a break or if they need an additional snack time to support them with their emotional regulation in class – the ‘hangry’ children. * We have a therapy dog ‘Meg’ whose owner is Sandy, one of our learning support assistants. Meg comes into school on a Friday afternoon and provides sessions run by Sandy for children who have either: low well being, high anxiety levels, difficulty forming friendships, children who lack the confidence to speak in front of others or children who need support in regulating their emotions. Children look forward to these sessions and you can often see a visible difference in their well being and mood during their time with Meg. * We also have a small team of play psychotherapists who can offer individual or group therapy for children who have suffered trauma at some point in their past. * At lunchtimes, we offer ‘Special Play’ – an invitation only session run by our Nurture Manager and Assistant. Children can eat their lunch in the comfort of the nurture room and have access to a range of indoor and outdoor play opportunities, including some adult led, in a smaller group with a high adult to child ratio. Children who struggle to manage their anxiety in the hall and on the playground benefit from attending Special Play. * We also offer ‘Board Game Café’ during the lunch hour. As a school, we have invested in nearly 150 different board games which cater for all age groups. The session is run by our Headteacher, Miss Tara Lovelock, along with some Year 6 helpers and although it is open to all, it is also signposted to those children whose well being might be being affected by difficulties they are having socially on the playground at lunchtime. * Playground and restorative leaders are children from all year groups who can support children resolve friendship difficulties on the playground following the school’s principles of ‘Restorative Justice’. They also identify and support children who may not have anyone to play with. * We value the role that music can play in supporting children’s well-being. ‘Rock Steady’ is a company that comes in once a week and works with children to set up their own rock band, teaching them how to play different instruments such as the drums, keyboard and guitar. Although parents pay for their children to attend this session, we also receive a limited number of free places which we have used to target children with low well being and self esteem. * Peer mentoring systems are also used to support children’s well being. Children are matched to another in an older year group who acts as a positive role model and buddy to that child. Sometimes, it is the child with low well being who becomes the role model. We have used children in this way to work with our sports coach supporting him deliver lessons to the younger children. * Our PSHE curriculum provides pupils with the skills and knowledge needed to enhance and maintain their social, emotional knowledge and wellbeing provides pupils with the skills and knowledge needed to enhance and maintain their social, emotional knowledge and wellbeing. We have just bought into a new scheme, Jigsaw, which has a particular focus on incorporating mindfulness and developing children’s mental wellbeing. * Sensory breaks are provided for children who struggle with self regulation as a tool to support them manage their anxiety. * Personalized reward systems are used to support children with low levels of self esteem and motivation. * Opportunities to experience success are timetabled in for children with more extreme learning difficulties who may find all aspects of the school day incredibly challenging due to their very low levels of cognition. This may simply be a colouring activity or some time playing with some lego. * The school nurse is able to support children’s wellbeing either by coming in and working with your child on tools to manage anxiety or by making a referral to CAMHS (Child and Adolescent Mental Health Service) if this is appropriate. |
| **How does the school evaluate the effectiveness of the SEND provision?**  The quality first teaching, provided to all children as well as those with SEND, is monitored in a number of ways by the leadership team:   * A cycle of lesson observations and learning walks * Scrutiny of children’s work * Scrutiny of planning * Pupil voice * Teacher meetings with the SENCO for advice and guidance * Monitoring of progress data   Leaders give advice to all staff on how the quality of their teaching could be made even better. Support is provided to staff where leaders feel the quality of teaching requires some more significant improvement.  Termly pupil progress meetings are used to discuss the progress of all children, including those with SEND. Where slow progress is being made, provision in place is reviewed and new provision is decided upon between the leader and the class teacher. Where the leader has concerns about the provision and progress, the SENCO will meet with the teacher to provide support and to monitor SEND provision more closely.  All interventions are planned in consultation with the SENCO. These are recorded on the class provision map. These are also recorded on the SEND child’s SEN support plan. Each intervention will have an identified impact measure by taking different types of start and end point data. The SENCO monitors the start and end point data along with pupil’s academic data to decide whether new interventions need implementing.  The SENCO supports class teachers complete reviews of the provision detailed in their children’s SEN support plans – this enables her to monitor the effectiveness of the wide range of strategies being used with the child, not just the intervention groups they attend. |
| **What specialist services and expertise are available at or accessed by the school to support children with special educational needs?**   * The school, with parental support, can involve the school nurse who can make referrals to the community paediatrics team and to CAMHS if a child meets relevant criteria. The paediatrician, amongst many other things, can begin assessments to diagnose ASD and CAMHS can begin assessments to diagnose ADHD. The school nurse is also able to provide advice and support for parents on a wide range of areas. For further information, including to arrange an appointment with the nurse, please contact Carol in the school office. * If your child receives support from other medical services, such as occupational therapy or physiotherapy, the school can liaise with them also for support and advice when necessary. * With parental consent, the SENCO can refer to the Speech and Language Therapy service if strategies and provision being put in place in school to support difficulties in this area are not working as effectively as they should be. If the referral is accepted, a speech and language therapist will come in to school to carry out assessments. They will then offer advice and ongoing support to the SENCO and the adults working directly with your child. * With parental consent, the SENCO can seek advice for supporting a child from the Inclusion and Intervention team via the SEN duty desk. They are a team of specialist teachers. They can come into school to provide a consultation with staff regarding how best to support your child. * The school buys in to support from the Educational Psychology service – 3 days support an academic year. The SENCO, with parental consent, may commission a piece of work from an Educational Psychologist in order to help the school support your child. |
| **What training are the staff having or going to have to support children with special educational needs and disabilities?**  The school places a strong emphasis on professional development of staff. The SENCO is currently completing the National Award for SEN coordination and actively engages with local opportunities organized by the local authority to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND. Staff receive regular support and training from the SENCO and from any external agencies that are involved with the children in their class. Specialist training is booked for staff relating to the specific needs of the individuals they may currently be supporting. Recent training that has been attended by individual staff members includes:   * Autism and demand avoidance * Supporting children with social communication difficulties understand emotions * Understanding and managing challenging behavior in children with social communication difficulties * Comic strip conversations – a tool to support social communication difficulties * SEMH (social emotional and mental health) in the mainstream classroom * Attachment and trauma * Protective behaviours * Visual impairment modification training * Hearing impairment modification training * Slow processing skills * Memory difficulties * Phonological awareness as a tool to support speech and language difficulties * Dyslexia * Zones of regulation intervention * 1st Class at Number intervention * Talk Boost intervention * Drawing and talking therapy intervention * Epilepsy and diabetes |
| **How will children with special educational needs and disabilities be included in activities outside the classroom including school trips?**  Activities and school trips are available for all. Risk assessments are carried out and where appropriate are discussed with parents and procedures are in place to enable where possible all children to participate If it is deemed appropriate that an intensive level of 1 to 1 support is needed, a parent or carer may be asked to accompany their child during a specific activity. |
| **How accessible is the school environment for children with special educational needs and disabilities?**   * Wide doors are fitted to some outside doors. * One toilet is adapted for disabled use in the school in the main reception. * There is level access from the car park to the main building reception. * There is a ramp to allow easy access in and out of the Nurture room. * There is a disabled space marked out in car park. * The stairs and fire escape stairs are marked with yellow and black tape to support those who are visually impaired. Parts of the playground are also marked with this tape too. |
| **How will the school prepare and support a child who has special educational needs or a disability to join the school and then transfer to a school for the next stage of their education?**  **When starting at our school with no previous school experience:**  We arrange three ‘Stay and Play’ sessions for you and your child prior to the summer holiday. In September, we will conduct a home visit and talk to parents/carers about their child’s previous learning experiences i.e. child minder, pre-school, nursery, playgroup, children’s centre or at home with family. Where relevant and with permission we will talk to previous settings about any special arrangements and support that may have been in place and the child’s previous targets. Depending on the need of the child, it may be suitable to start the child initially on a reduced timetable, building their time up as quickly as possible. When starting at our school having attended another school  1. The SENCO will meet with parents/carers to discuss the child’s current needs and provision 2. We also ask parents/carers to bring the child for a look around the school. This gives the school a brief chance to meet the child. 3. The SENCO will telephone or arrange a meeting with the previous school to discuss provision that was in place. The previous school will send to us any educational records including any details of special arrangements, previous support and targets. 4. Depending on the need of the child, it may be suitable to start the child initially on a reduced timetable, building their time up as quickly as possible. 5. A ‘buddy’ will be assigned to the child to support in making friends. 6. A key adult will be assigned to the child to support with the transition. How much support and what this support will look like will depend on the child’s need.   **When moving to secondary**  Each secondary school provides transition paperwork for the primary school to complete – the child’s needs are explained on here and the nature and level of support which has had the most impact is also shared. The SENCo ensures contact has been made with the new school SENCO or an appropriate member of staff to arrange time to talk through the information on the forms as appropriate. As a school, we always request that this is done in a face to face meeting. In some cases, it may be appropriate to arrange a meeting with the parents/carers, the new school and our staff – the SENCO and class teacher. With your permission, we pass on any reports we may have received from external agencies or other professionals. In some cases, a meeting may be arranged with these professionals and the new school. Each secondary school will have their own procedures for transition, for example transition day(s). Where appropriate, we may recommend a more detailed transition plan including more visits to the new school, perhaps accompanied by the child’s key member of staff and/or additional visits from the new school to see the child in their current setting. |
| **What other support and advice is available to parents of SEND children?**  **The Milton Keynes SEND Local Offer**  The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. Knowing what is available and how it is accessed gives more choice and control over what support is right for your child. The Milton Keynes SEND Local Offer can be accessed here:  <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>  You can also follow them on Facebook: [www.facebook.com/mksend](http://www.facebook.com/mksend)  **Milton Keynes SENDIAS (Special Educational Needs and Disability Independent Advisory Service)** MK Special Educational Needs and Disability Service is a statutory service offering confidential and impartial information, advice and support to children, young people and their parents in Milton Keynes who have special educational needs or a disability, between the ages of 0-25, where this impacting upon their education. Our extended remit covers health and social care where this relates to SEND and education. We can help parents/carers prepare for meetings, listen to their concerns, deal with letters and reports and support through the statutory assessment process.  We can also help parents/carers to understand their rights, if they are worried about their child’s progress at school and to work in partnership with the local authority and schools in a positive way.  Other issues we can support with include: exclusions and tribunal appeals. Support is provided via the telephone, [email](mailto:mksendias@milton-keynes.gov.uk) and if necessary on a 1:1 basis.  We organise group support e.g. workshops, information days and seminars.  Advice line: 01908 254518 9.30am-4.30pm with an answer phone facility Email: [mksendias@milton-keynes.gov.uk](mailto:mksendias@milton-keynes.gov.uk) Website: <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs/mk-special-educational-needs-and-disability-information-advice-and-support-service> Facebook: <https://www.facebook.com/MKSENDIAS>  **PACA – Parents and Carers Alliance MK** PACA is an independent forum for parent/carers of children and young people with disabilities or additional needs in Milton Keynes. We share our experiences with decision makers to bring about real change to develop local services and to make lives better for our families. We gather your opinions in response to proposals e.g. Consultations[**Membership is FREE!**](http://www.pacamk.org/become-a-paca-member/)[**http://www.pacamk.org/**](http://www.pacamk.org/) |