



**Great Linford**  
Primary School

**SEND Information Report**  
**2023-24**

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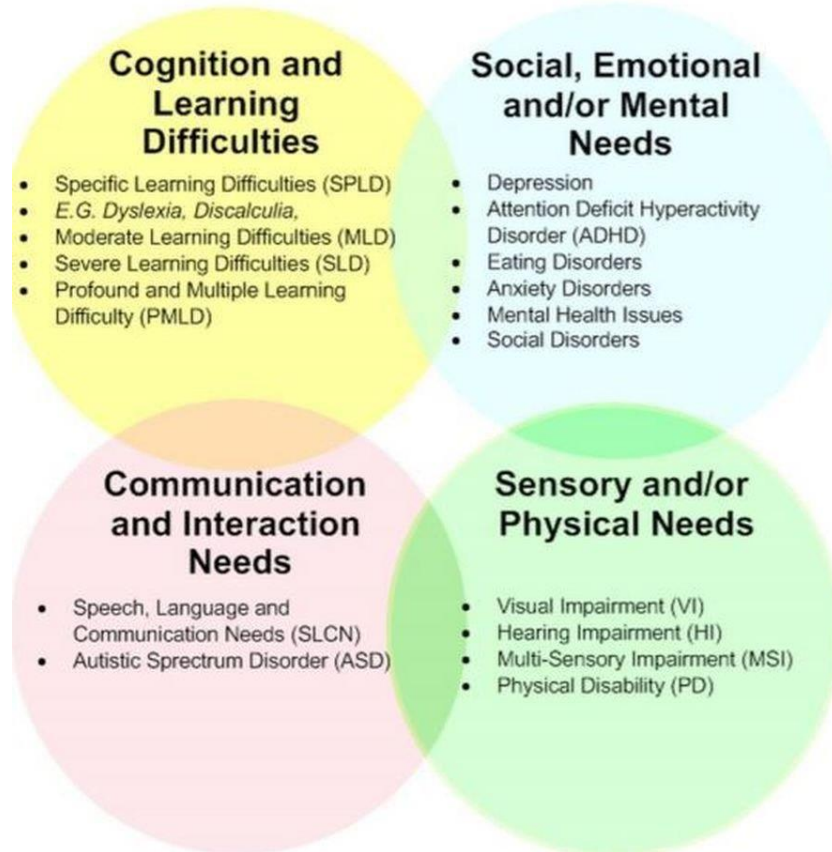
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# 1. Types of SEND at Great Linford

## What kinds of need can be provided for at Great Linford Primary School?

- We cater for the four areas of need listed in the SEND Code of Practice (2014):



- All children with SEND are welcome to apply for a place at our school, including those with an Education, Health and Care Plan (EHCP)

# 2. Our approach to SEND

## 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 SENDCO, together with the Head of School 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 focused
- Listening to our children, our parents and other professionals
- Working together
- Continually adapting provision to best support the child

## **3. Our SEND processes**

### **a) Identification of SEND**

#### **Definitions of SEND**

##### **Special Educational Needs**

- A child or young person has special educational needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

##### **Learning difficulty**

- A child has a learning difficulty if they have a significantly greater difficulty in learning than the majority of others the same age. These children can be initially identified as making less than expected progress given their age and individual circumstances. This can be characterised by progress which:
  - is significantly slower than that of their peers starting from the same baseline
  - fails to match or better their previous rates of progress
  - widens the attainment gap between them and their peers

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

##### **Special Educational Provision**

- Special educational provision is provision needed for children to make and maintain progress that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.
- This additional provision should not be just 'more reading/writing' or 'more maths' - it is more than offering targeted support or interventions personalised to gaps in children's learning, which are methods of differentiating the usual school curriculum as part of 'Quality First Teaching.' Learners requiring special educational provision need individual interventions or

support strategies, particular to them, in order to address their underlying learning needs and enable or improve access to the curriculum.

**Low attainment/being academically further behind or making slow progress does not automatically mean a child has SEND. Many children can receive the support they need to make progress through adaptations made as part of the ‘Quality First Teaching’ within the classroom on offer to all children.**

### The different levels of additional support at Great Linford

<b>Class support</b>	Additional strategies, support, adjustments and targeted class-based interventions are put in place by the class teacher as part of quality first teaching, focusing on key areas of concern.
<b>Class support with SENDCO involvement</b>	Advice from the SENDCO is sought when reviews of current class support show provision is not having the desired impact on progress and on addressing difficulties and needs. Further adaptations to quality first teaching are made under the guidance of the SENDCO.
<b>SEND support</b>	The child moves onto the SEND register as additional provision in place is now deemed to be <u>additional to or different from</u> the usual class support provision that would be provided. A SEND Support plan is written detailing the child’s difficulties and the provision required for them to meet them. This includes a short term outcomes record is also completed showing the SMART outcomes the child is working towards at the time. This document is reviewed and updated at 6 different points during the year as part of the Assess, Plan, Do, Review cycles (APDR)
<b>SEND support with external agency involvement</b>	The SENDCO refers to external agencies for additional advice on appropriate provision due to limited progress being made towards the desired outcomes, despite having the <u>additional to</u> and <u>different from</u> provision.
<b>Education, Health and Care Plan (EHCP)</b>	The local authority have issued an EHCP as the child has met the criteria for this highest level of support. The child’s needs are deemed to be long term and complex, impacting significantly on progress, requiring sustained high levels of support and involvement from professionals. The EHCP states the outcomes the child needs to work on and gives detail of the provision that school needs to put in place. Details from the plan are transferred to a SEND support provision map which is reviewed half termly. The EHCP is formally reviewed annually.

### What happens when a child is identified as needing additional support?

- The flow chart on the following page exemplifies the process that happens when staff and/or

parents have concerns about a child's lack of progress, engagement or about their behaviour.

**Staff/parental concerns:**

- ◆ Lack of progress
  - ◆ Lack of engagement
  - ◆ Behaviour
- Discuss with parents.

**Class support**

Adaptations are made within the classroom by the class teacher to include adjustments to one/some/all of the following:

- ◆ Teaching strategies
- ◆ Behaviour management strategies
- ◆ Level of adult support
- ◆ Additional teaching or interventions targeted at the identified areas of weakness using adults working in the classroom
- ◆ Classroom environment
- ◆ Resources

**Review after 4 weeks**

Provision has addressed concerns – keep in place making it part of the quality first teaching for that child to ensure continued progress if it is managing the child's needs. Teacher continues to monitor in class. Remove provision if needs are no longer there.

**Review after 4 weeks**

Concerns about the child remain – class teacher to seek further advice from the SENDCO by completing a request for SENDCO involvement form.

**Class support with SENDCO involvement**

To include one/some/all of the following actions from the SENDCO:

- ◆ Observation of the child and/or their work
- ◆ Discussion with parents
- ◆ Discussion with class teacher and additional classroom adults to identify further adaptations to provision or targeted interventions that can be put in place.
- ◆ Specialist assessments carried out to establish the extent of difficulties noted and/or to precisely identify areas of need in order to make intervention more targeted.

As a result, the SENDCO will ensure that further changes to provision are made.

**Review after 4 weeks**

Provision has addressed concerns- keep provision in place making it part of the quality first teaching for that child to ensure continued progress if it is managing the child's needs. Provision is reflected on the Request for SENDCO involvement form. Teacher continues to monitor in class. Remove provision if needs are no longer there.

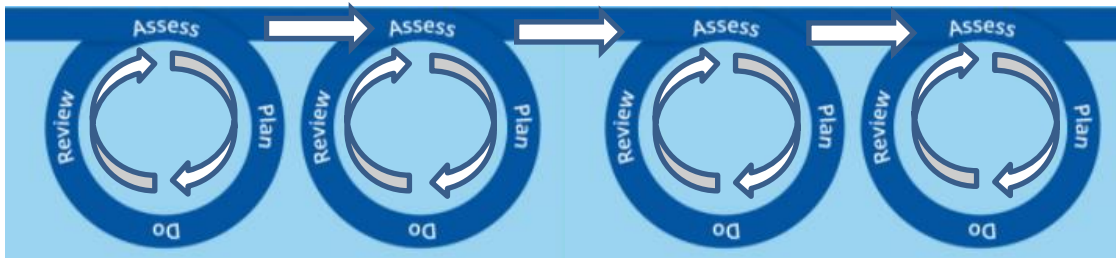
**Review after 4 weeks**

Concerns about the child remain – the child moves onto the SEND register and a SEN support plan is set up. Regular review cycles are completed and provision is formally captured in a SEND support plan.

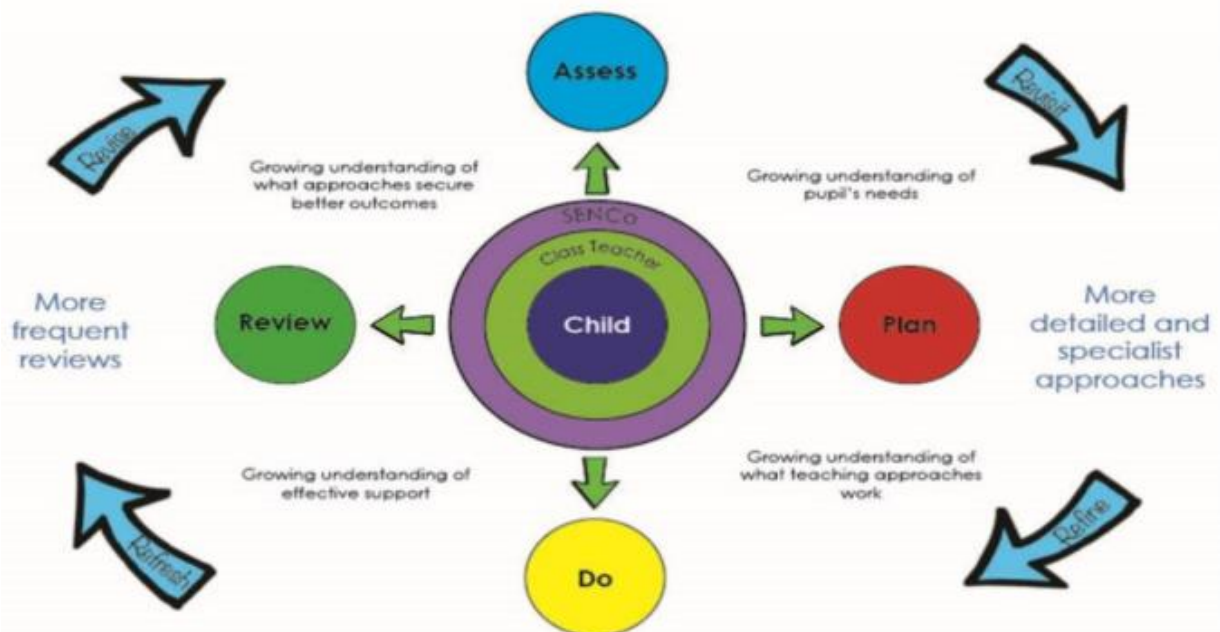
### 3. Our SEND processes

#### b) Assessing and reviewing the progress of SEND pupils

- Once SEND has been identified and the child is put onto the SEND register, the child begins to receive SEND support.
- This SEND support takes the form of a four-part rolling cycle: Assess, Plan, Do, Review (The Graduated Approach) that the class teacher is responsible for implementing, with guidance and support from the SENDCO.



- Earlier decisions and actions regarding the strategies and provision required to support the child to make progress are revisited, refined, refreshed and revised each time the cycle is followed. This is as a result of a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes is identified.



- The planned provision which will be actioned in the 'Do' part of the cycle is captured in a SEND support plan. The plan will state: the child's needs and their difficulties and the provision required to overcome these (any adaptations to teaching strategies, the curriculum, the environment, any resources or any interventions that are needed). Within the SEN Support plan is a short term outcome record for each APDR cycle which state the desired outcomes being worked on during that ADPR cycle.
- Each half term, the SEND support plan is reviewed to see whether the provision put in place has been effective. Provision will be adapted accordingly and new desired outcomes will be set for the child as appropriate.



- If after repeated changes to provision there seems to be little or no progress towards the desired outcomes, the SENDCO – with parental consent – will refer to an appropriate external agency for additional advice (see [section 9](#))

### 3. Our SEND processes

#### c) Evaluating the effectiveness of 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 SENDCO 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, class support and SEND support provision in place is reviewed and discussed. Where the leader has concerns about the provision and progress, this is shared with the SENDCO and triangulated with their monitoring of provision.
- The SENDCO monitors SEND support provision in a number of ways:
  - The SENDCO monitors the SEND support plan written by class teachers and supports teachers when necessary with finding appropriate strategies and provision to meet the needs of each child. The SENDCO may write these SEND support plans alongside teachers if teachers request this or where monitoring indicates they may need further support with provision planning.
  - Where targeted intervention programmes are running (particularly our speech and language interventions), the SENDCO monitors the start and end point data to decide whether new interventions need implementing.
  - The SENDCO monitors the reviews of each SEND child's SEND support plan– this enables them to monitor the effectiveness of the wide range of strategies being used with each child, not just the intervention groups they attend. The SENDCO may conduct these reviews jointly with the teacher if it has been identified that they need support with provision planning or if the teacher has raised concerns to the SENDCO about the child's needs and/or current provision.
  - The SENDCO monitors logged behaviour incidents to identify where additional provision may need to be put in place for SEND children or where current provision may not be working.

The SENDCO uses information from provision monitoring to make decisions about the strategic deployment of learning support assistants across the school

### 4. Our SEND Provision

#### a) Adaptations to teaching

The following strategies can be used with individual children during whole class teaching:

### **Scaffolding learning**

- Quality first teaching is in place in all classes for all pupils to access 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 identify which children need additional scaffolding to ensure that they can access the curriculum content for their year group to help ensure that they do not fall further behind.
- Scaffolding helps move student learning from where it is to where it needs to be. Typically, it involves breaking up a learning experience, concept, or skill into small discrete parts, and then giving students the assistance they need to learn each part.
- This assistance may involve: the use of modelled examples, concrete resources, visual prompts, step by step task checklists or worked examples, sentence structures/starters, cloze procedure or forward and backward chaining of tasks.
- Scaffolding can also be used to develop children's use of language, teaching them how to respond appropriately by modelling and extending their responses.

### **Preventing cognitive overload**

- Working memory is used to support our learning process but it has a finite capacity and overloading it can impede learning. For many children with SEND, teaching can overwhelm the working memory capacity, if the complexity of the instruction and instructional materials are not properly managed, expecting learners to think about far too many things all at once. The following strategies can be used to prevent this:
  - Instructions given one at a time/broken down into small steps
  - Simplifying our language and limiting the number of information carrying words
  - Using closed questions where a choice of answers are given
  - Giving children longer processing time before expecting a response
  - Reducing the amount of information children have to sit and listen to all at once in a lesson i.e chunking the lesson into lots of short teaching inputs and interspersing these with activities for the children to complete
  - Adapting the way written information is presented e.g. reducing the number of questions presented on a worksheet

### **Choice**

- The use of controlled choices as part of learning activities can be particularly useful for promoting engagement in reluctant or demand avoidant learners.

## **4. Our SEND Provision**

### **b) Providing recommended aids**

- Specific resources tailored to meet different types of need will be provided to children as required in order to make lessons accessible and to promote and develop independent learning. These may include:
  - Alternative methods of recording instead of writing such as the use of the Clicker software on a Chromebook or a voice recorder.
  - ACE Dyslexic dictionaries
  - Coloured overlays and coloured paper exercise books
  - Pencil grips

- Writing slopes
- Wobble cushions
- Sand timers
- Voice recorders/Talking tins
- Fiddle toys
- Chew toys
- Sensory toys
- Theraputty
- Weighted items when recommended by an occupational therapist
- Ear defenders
- Visual timetables and work schedules
- Now and next boards
- Mirroring software installed on a personal ipad for a child with visual impairments or a closed circuit television for magnification when recommended by a specialist teacher for visual impairment
- Enlarged font size
- Modified exercise books for those with visual impairments
- High contrast computer keyboards
- Radio aids for children with hearing impairments when recommended by a specialist teacher of the deaf
- AAC (Augmentative and alternative communication) systems recommended by a speech and language therapist or specialist teacher

## 4. Our SEND Provision

### c) Adaptations to the learning environment

#### Adaptations within the classroom

- Adapting seating plans e.g. seating children near to the door to allow for easy exits or away from 'heavy traffic' areas of the classroom
- Individual desks to reduce distractions
- Work stations – to promote independence and/or to address anxieties/stress around completing learning– e.g. personal visual timetable, task checklists, now and next boards, start and finishing trays
- Safe/calm down spaces

#### Learning spaces outside of the classroom

- We have a number of additional rooms and shared spaces which can be used as break out spaces for children when their individual needs make it difficult for them to remain in the classroom. The spaces have been allocated to year groups where there are:
  - Children who need a personalised curriculum/different teaching inputs to the rest of the class.
  - Children who disrupt the learning of others.
  - Children with sensory difficulties.

These spaces are set up with individual work stations, calm down spaces and sensory resources

## 4. Our SEND Provision

### d) Adaptations to the curriculum

We aim to ensure that all children, including those with SEND, access learning in all areas of the curriculum. The following adaptations are in place to support us achieve this aim:

- **Changing the context** – In English lessons, the context of writing tasks can be completely personalized to match the interests of the learner to promote engagement and to improve the volume of writing produced and the likelihood of task completion.
- **Adapting content** –Where appropriate, we adapt the knowledge and skills to be learned within a curriculum topic for individuals.

This could involve reducing the number of facts a child with SEND has to learn or giving them different facts to learn that will be easier for them to understand linked to the topic in its broadest sense. It might involve the child focusing on only one skill and mastering it in depth. Where teachers identify that a child has gaps in understanding in English and Maths, curriculum content from younger year groups will be revisited to plug these and help the child catch up.

- **Developing key life skills** – We adapt our curriculum offer when appropriate to incorporate activities for our SEND children which focus on developing essential key skills that will help prepare them for adult life. These focus on the following:
  - **Communicating**
    - Speaking
    - Listening
    - Conversation and discussion skills
  - **Learning with others**
    - Learning as part of a group
    - Being a good member of a social group
  - **Developing independence and responsibility**
    - Developing the ability to act independently
    - Taking individual responsibility for ourselves and others
  - **Developing a sense of self worth**
    - Recognising feelings and understanding emotions
    - Managing one's moral and social development
    - Stress management and conflict resolution
    - Developing a positive sense of one's self
  - **Improving own learning and performance**
    - Organisation and planning skills
    - How I learn and how I develop
    - Monitoring and evaluating own learning
  - **Information processing and evaluation**
    - Recording, presenting and evaluating information
    - Interpreting and analyzing information
    - Locating and collecting information
  - **Reasoning and enquiry**
    - Making judgements and justifying opinions
    - Inference and deduction
    - Research skills
  - **Creative thinking and problem solving**
    - Problem investigation
    - Creativity and innovation

These key skills can provide relevant and achievable learning focuses for SEND children within

the broader context of different curriculum subjects. They can allow SEND children to participate in full curriculum subject study even when particular National Curriculum knowledge and skills may be out of their reach.

Additionally, we offer extra-curricular group activities to develop these skills too: playing board games, cooking, working on our allotment, engineering/construction projects, craft activities and textiles. We also have our school therapy dog, Meg, who works with small groups of children to develop these skills.

- **Personalised curriculum** - Where children have been identified as having severe or complex needs, a completely personalised curriculum timetable may be implemented matched to the child's developmental stage and their interests. It has a greater focus on developing the key life skills listed above.

## 4. Our SEND Provision

### e) Intervention – what additional support is available?

#### Communication and interaction difficulties

- Targeted speech and language intervention programmes and resources recommended by the speech and language therapy service:
  - Phonological Awareness Programme
  - Nuffield Early Language Intervention (NELI)
  - Speechmark Communication Pathway resources:
    - School Start age 4-5
    - Developing baseline communication age 2-5
    - Speaking, Listening and Understanding age 5-7
    - Understanding and Using spoken language age 7-9
  - Talk Boost - KS1 programme
  - Black Sheep Press resources, including Story starters – narrative skills programme and Why, Because – developing reasoning
  - Colourful semantics
- Lego therapy
- Social stories
- Comic strip conversations to explore other people's perspectives to help resolve an incident/conflict.

#### Cognition and learning difficulties

- Additional RWI phonics
- Pre-teaching sessions focusing on vocabulary
- Post-teaching 'keep up' sessions to ensure children's understanding is at the point it needs to be before the next lesson.
- Catch up intervention programmes e.g. Numicon, RWI Fresh Start
- Activities which provide multi-sensory over learning opportunities – spelling, number facts
- Additional opportunities to use web programmes for maths fluency and spelling practice e.g. TT Rockstars, Numbots, spelling frame
- Additional 1:1 reading
- Boosting Reading at Primary 1:1 intervention

- Memory difficulties programme
- Precision teaching – learning high frequency words, spellings or number facts to fluency
- 1:1 coaching programmes
  - Reading – Toe by Toe
  - Spelling – The Hornet and Word Wasp
  - Maths – Power of 2

### **Social, emotional and mental health difficulties**

- Social skills programmes and structured adult led group activities to put the skills into practice.
- Self-esteem programmes and activities which allow children to experience success to build up their confidence.
- Emotional literacy intervention
- Emotional regulation programme – Zones of regulation
- Feelings thermometer/5 point scale to support emotional identification and regulation
- Programmes which focus on managing anger: Starving the anger gremlin / Volcano in my tummy/ My hidden chimp
- Programmes which focus on managing anxiety: Starving the anxiety gremlin
- Daily check in time with a trusted adult
- Sensory/ timeout/ relaxation/ movement breaks based on the child's individual preferences to support self-regulation, control of anxiety or the channelling of excess energy.
- Positive behaviour plan – guide for all staff on dos and don'ts for dealing with a child's problem behaviour
- Classroom exit strategies for times of stress
- Play psychotherapy
- Bereavement counselling
- Protective behaviours work
- Personalised motivational reward systems – at the end of a task/ morning/ day
- Alternative provision at break and lunch time for children who find eating with others or the playground difficult
- 1:1 support from a trusted adult focussing on helping the child to understand their own self-regulation and recognising when they are becoming anxious or frustrated
- Time with our therapy dog, Meg.

### **Sensory and/or physical difficulties**

- Fine motor skills programme - Write Dance
- Fine motor skills activities e.g. threading / lego/ dough disco
- Gross motor skills programme – FIZZY
- Handwriting without tears –letter formation and handwriting programme
- Sensory circuits
- Whiggle and Whoosh programme
- Sensory and physical activity breaks
- Sensory sensitivity strategies
- Movement to music
- Touch typing programmes for those who require technology as their main method of recording

## **4. Our SEND Provision**

### **f) Learning support assistants**

- We have 19 learning support assistants working across the school.
- They are deployed across the school according to the level of need in each year group. Because of this, there may be some year groups which have more learning support assistants working in them than others.
- Sometimes they will support children working in the classroom, other times they will support children who need to access our break out spaces. They also deliver the interventions listed in the previous section.
- The use of learning support assistants forms one part of our graduated approach to supporting children with SEND. Many adaptations and adjustments can be made to the curriculum, the teaching and lesson structure and to the environment before a learning support assistant is deployed to provide additional support for a child.

## **4. Our SEND Provision**

### **g) Adaptations to extra-curricular activities/trips/visits**

- All of our extra-curricular activities and school visits are available to all our pupils, including our before and after school clubs. No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- Trip, visit and activity providers are briefed fully about the needs of the children so they can make any relevant adjustments to ensure children can access the experience fully.
- Risk assessments are carried out and are discussed with parents and measures are put in place to reduce levels of risk. In exceptional circumstances, where the risks are deemed very high, a parent or carer may be asked to accompany their child during a specific activity.
- All pupils are encouraged to go on our residential trips. If these are relatively local, children are given the option of being collected by their parent/carers just before bedtime and returning the next day.
- All pupils are encouraged to take part in sports day, school productions and workshops/assemblies from visitors. If necessary they are offered alternative ways to participate e.g. doing the music and the lights in the school production rather than being on stage.

## **4. Our SEND Provision**

### **e) Key Stage 2 SATs – access arrangements**

- 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.

## **5. Well-being, emotional and social support for children with SEND**

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:

- We are a nurturing school who believe in the principles of nurture and place great emphasis on offering a safe and supportive learning environment for children, achieved through the strong nurturing relationships adults build with them and through the routines and experiences that the adults provide the children. Creating this environment allows children to experience an increased sense of security and self-worth. These feelings allow children to accept support and guidance to improve their level of skill in different aspects of early social and emotional development where they may have gaps which are hindering their engagement and involvement with their current learning.
- 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.
- We have a therapy dog 'Meg' whose owner is Sandy, one of our learning support assistants. Meg comes into school weekly 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.
- We can provide alternative provision at break and lunch for children that find being on the playground difficult.
- We have an extensive collection of board games which are regularly brought out for children to use 1:1 with a trusted adult or to use in a structured small group providing a context for children to widen their friendship circle or to develop their social skills. They also can be used as part of our alternative provision at breaktime and lunchtime.
- 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.
- 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.
- We take a zero-tolerance approach towards bullying.

## 6. Our Facilities

### How accessible is the school environment?

- 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.

## 7. Funding

- The school has a notional SEN budget set by the local authority each year. It states the amount of money the school is expected to use from within the total budget it receives from the local authority.
- The money is used to provide the following aspects of our provision to support a child's needs and to help them learn and progress:
  - Providing recommended aids
  - Intervention
  - Learning support assistants
- Where a child's needs result in school needing to use a significant amount of funding from the notional SEN budget on their provision, in consultation with parents, the school may decide to apply for an Education Health and Care Plan (EHCP) for the child. These are issued by the local authority and come with additional 'top up' funding that the school can put towards the cost of delivering the provision required for that child. 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 a child's educational, health and care needs, and the provision they require in order to make progress.
- In order to obtain an EHCP, with its additional funding, schools must submit detailed paperwork on a child's needs, the support they receive and the progress they have made, to the local authority, requesting that they carry out an EHCP needs assessment. The local authority will review the evidence submitted and decide whether or not to start the assessment process. The decision is not always a yes. If it is decided that 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.
- The school can apply for additional top up funding when they are using a large proportion of their notional SEN budget to provide the appropriate provision for children with EHCPs. In Great Linford, this would be the case when there were more than 11 children with EHCPs.
- The school can apply for top up funding to purchase equipment that has been recommended for a child by a specialist teacher.

## 8. Consulting and involving SEND pupils and their parents/carers

### Parents/carers of pupils with SEND

- We value the information and insight parents/carers can give us on their child so we know how best we can support them in all areas of the curriculum, school life and in their emotional and social development.
- Teachers at the school operate an open door policy, and if parents/carers wish to discuss their child's progress at any time, an appointment can be made with the teacher. Please see the 'Who to contact' section for further details of how to do this.
- Parents' evenings are held during the Autumn and Spring terms. At these meetings, which take place with the child's class teacher, the child's SEND support plan may be discussed.
- SEN support plan meetings take place every 6-8 weeks. In these meetings, the outcomes are discussed including what provision is currently in place and how well this is going in terms of the progress the child has made towards the desired outcomes on the plan. Through these discussions, parents/carers become part of the reviewing process and their comments and views feed into the next cycle of outcome setting and planning. It also gives parents/carers an awareness of how they can support their child at home.
- If it is felt that the parents evening appointment slot isn't long enough to discuss this, a separate meeting is booked in addition to the termly parents meeting to talk about the SEND support plan in detail.
- The school do not have Parents' evenings in the summer term but for SEND parents/carers an additional meeting takes place at this time to review the child's SEND support plan again and to discuss progress and to think about transition arrangements in preparation for the move to the next year group.
- Where a child works for the vast majority of the time with 1:1 support from an LSA, more frequent communication with parents/carers will take place either at handover times at the start and end of the day.
- Personalised communication systems can also be set up if necessary e.g. weekly phone calls home or the use of a home school communication book. These can be set up upon request of school staff or parents/carers.
- Open mornings and workshops may be hosted throughout the year by the school providing information to parents/carers on how to support their child in particular subject areas such as phonics, reading, writing and maths.
- The SENDCO 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.

### Pupils with SEND

- 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.

## 9. Working with external professionals

Great Linford Primary School works in partnership with professionals from external agencies and other bodies to help meet the needs of SEND pupils and their families.

### External support for meeting the needs of SEND pupils that can be accessed by school referral



#### Inclusion Specialist Teaching team

<p>Who they are and what support they offer</p>	<p>A team of specialist teachers who provide advice and support to school staff to help raise standards and improve outcomes for children and young people with SEND using a child centred consultation approach. The specialist teachers have a team of inclusion/intervention workers who they can deploy to work directly with children and young people with SEND and their families to deliver packages/plans of intervention in a child centred and focused way, listening, observing, giving advice, information and support within their educational or home setting.</p> <p>They also provide the following support to parents:</p> <div style="background-color: #008080; color: white; padding: 10px;"> <p><b>Our Specialist Teachers and Inclusion and Intervention Workers are here to support you in the following ways:</b></p> <ul style="list-style-type: none"> <li>- Suggest simple activities you may wish to try at home</li> <li>- Suggest activities that support your child's sensory preferences</li> <li>- Create visuals you can use in the home</li> <li>- Create personalised social stories with you, for your child</li> <li>- Give you tips for managing anxiety</li> <li>- Discuss transition arrangements</li> <li>- Liaise with your child's school/SENDCo</li> <li>- Signpost you to other sources of support</li> <li>- Arrange a regular check in with you</li> <li>- Answer any questions- big or small!</li> </ul> </div>
<p>How can this support be accessed</p>	<p>The SENDCO and parents can call the duty line: 01908 657825</p> <p>The SENDCO and parents can email: <a href="mailto:SENDSupport@milton-keynes.gov.uk">SENDSupport@milton-keynes.gov.uk</a></p> <p>A signed parental consent form is needed before the team can begin a consultation with school staff about a child along with two cycles of short term outcomes set and reviewed as part of the APDR cycle.</p>



### Milton Keynes Schools Speech and Language Therapy Team (SLT)

**Who they are and what support they offer**

Milton Keynes Schools Speech and Language Therapy Team provides services to all primary and secondary schools within Milton Keynes, to help support children with developmental and acquired speech and language difficulties.

The service is delivered by therapists with specialist or highly specialist knowledge of a wide range of conditions, developmental and learning needs which impact upon a child’s communicative competence and performance within an educational and social context.

The support provided to schools takes the form of specialist assessment, consultations, modelling interventions and advising on specific strategies for the classroom to enable children to learn and join in with others.

The therapist’s role is to identify a child’s needs and support the school to implement advice. Some children may benefit from specific interventions that are delivered by the school and/or the SLT team and this is outlined in a child’s Education, Health and Care Plan (EHCP) or in the SLT report and recommendations following assessment.

**How can this support be accessed**

The SENDCO can refer a child to this service using a request for involvement form. The form requires the following information to be provided:

- The child’s performance and progress in relation to peers
- The child’s participation in learning and their concentration
- The child’s social integration in class
- Any concerns about the child’s wellbeing
- Details of the provision currently in place –
  - Strategies being used in the classroom to support the child
  - The targeted intervention programme currently in place including how long they have been accessing the intervention and how they have responded to it.
- Family information to be completed by the parent/carer





### School Nurse

**Who they are and what support they offer**

School nurses are qualified nurses who hold an additional post graduate qualification in Specialist Community Public Health. School nurses support the holistic assessment of health and wellbeing of school aged children; through health promotion, ill health prevention and early intervention strategies. School Nurses support individual children and families through either direct support or referral to another service or Profession. The School Nurse is supported in their role by Registered Nurses and Health Care Assistants. The school nursing team can support with the following:


- Healthy lifestyle, including weight and healthy eating
- Body changes, puberty and hygiene
- Support and advice regarding health conditions such as asthma, anaphylaxis

	<p>etc</p> <ul style="list-style-type: none"> <li>• Reassurance about a health worry</li> <li>• Stress at home or at school, including bullying</li> <li>• Poor sleeping patterns</li> <li>• Concerns regarding vision and hearing</li> <li>• Bedwetting/Continence issues</li> <li>• Mental and emotional health and wellbeing</li> <li>• Information regarding smoking, alcohol and drugs</li> <li>• Relationships and sexual health</li> <li>• Information about immunisations</li> <li>• Information about other services and where necessary refer to other health professionals or services, <b>including the community paediatrician if school and parents suspect the child may have a neurodevelopmental difficulty such as social and communication difficulties, Autism Spectrum Disorder (ASD), developmental delay, or motor coordination difficulties</b></li> </ul> <p><i>Please note this is not an exhaustive list</i></p>
<p>How can this support be accessed</p>	<p>The SENDCO or Family Champion can complete a referral form giving details of the reason for the referral and what they want to happen as a result of the referral.</p> <p>Parents/carers can also contact our service directly on 01908 725100 Monday to Friday between 9.30am and 4.30pm or email <a href="mailto:cnw-tr.0-19adminhub.mk@nhs.net">cnw-tr.0-19adminhub.mk@nhs.net</a> to find out more about what we offer or to make an appointment for their child.</p>
 <p><b>Child and Adolescent Mental Health Service</b></p>	
<p>Who they are and what support they offer</p>	<p>Milton Keynes Specialist CAMHS provides support to children and young people up to the age of 18 who may be experiencing mental health difficulties and are causing a high level of concern to parents/carers, family and professionals around them due to a significant change in the child/young person's mood and/or behaviour.</p> <p>Some of the difficulties this team can help with include:</p> <ul style="list-style-type: none"> <li>• Significant Behaviour Problems associated with moderate to severe mental health problems</li> <li>• Depression and other mood disorders</li> <li>• Self Harm</li> <li>• Anxiety Disorders (including phobias)</li> <li>• Obsession/Compulsion</li> <li>• Tic Disorders</li> <li>• Attention Deficit Hyperactivity Disorder (ADHD)</li> <li>• Eating Disorders</li> <li>• Family Relationship Problems (Family Relate)</li> <li>• Trauma, including Post-Traumatic Stress Disorder (PTSD)</li> <li>• Psychosis</li> </ul>
<p>How can this</p>	<p>The SENDCO or Family Champion can complete a Single Point of Access referral form giving details of the reason for the referral and the current mental health concerns.</p>

support be accessed	<p>The Single Point of Access will offer a dedicated referral phone service: <u>01908 724228</u>. A CAMHS Mental Health Practitioner will be available to discuss and complete referrals, review risk and provide information, including signposting where needed.</p> <p>All new referrals are discussed within regular team meetings and once a referral has been accepted the team can usually see them as soon as they can. More urgent referrals will be prioritised, so new referrals may be placed on a waiting list (not exceeding 18 weeks).</p> <p>Families will be allocated to the most appropriate professional based on the information presented. Sometimes more than one professional may become involved. Any intervention offered will be discussed with you and your child/young person.</p> <p>The Single Point of Access is not an emergency service. If a child or young person is experiencing a crisis that requires an emergency response, the current pathway for accessing CAMHS has not changed. The CAMHS Liaison and Intensive Support Team (LIST) operate out of the Milton Keynes University Hospital 24/7 365 days a year and can be accessed via the A&amp;E department.</p>
 <b>Educational Psychologist</b>	
Who they are and what support they offer	<p>Educational psychologists apply their training and knowledge of children’s development, learning and behavior, which includes social and emotional wellbeing, in the work they do with organisations, teachers, parents and carers. Their work promotes lifelong development, emotional wellbeing and satisfying lives for children, young people, and their families.</p> <p>The school works in partnership with Educational Psychologists in two ways:</p> <ul style="list-style-type: none"> <li>• For statutory work – Educational Psychologists are directed by the Local Authority to undertake assessment work with children whom the local authority have decided to carry out an Education, Health and Care Plan needs assessment</li> <li>• For commissioned work – the school buys in days of Educational Psychologist time, at a cost of £575 per day, to use in one of the following ways: <ul style="list-style-type: none"> <li>➤ Case consultations</li> <li>➤ Staff consultation/problem solving sessions</li> <li>➤ Staff or parent drop in sessions</li> <li>➤ Assessment work (including observation, information gathering, and informal and standardised assessment tools)</li> <li>➤ Interventions - for individuals or groups</li> <li>➤ Project work</li> <li>➤ Attendance at non-statutory meetings</li> <li>➤ Whole school development support (including advice on policies, supervision, research and evaluation)</li> <li>➤ Training</li> </ul> </li> </ul> <p>Assessment work with individual’s costs at least one day’s worth of time.</p>
How can this	The SENDCO is allocated a budget to spend on commissioned work each financial year, usually between 3 and 6 days worth of support. The SENDCO, with oversight of

support be accessed	need across the whole school, decides which children to prioritise Educational Psychology involvement for.
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### External support for meeting the needs of EHCP pupils that can be accessed by school referral

 <b>Outreach team</b>	
Who they are and what support they offer	A team of Specialist Teachers and Inclusion/Intervention workers who support children with an EHCP with complex needs who are struggling to remain on a full time timetable in school or are currently not attending school. They provide advice to school on additional support or strategies that feed into the outcomes on the EHCP and support in the annual review and the setting of new outcomes.
How can this support be accessed	The SENDCO can refer to this team by calling the duty line: 01908 657825

### Other professionals involved with SEND pupils that the school may work with

The school will liaise with any professionals involved with a child with SEND as and when required to ensure that they are following any recommended advice given to support the child's needs:

- Occupational therapists
- Physiotherapists
- Specialist Medical Professionals
- Children with Disabilities team
- Children and Families Practice (CFP)
- Children's social care (CSC)

## 11. Transitions for SEND children

### When starting school for the first time in EYFS:

- We arrange three 'Stay and Play' sessions for you and your child prior to the summer holiday. We also speak to pre-schools and nurseries to find out about your child's previous learning experience and send out a welcome form where parents/carers provide us with all relevant information about their child including any vision/hearing impairments, any professional involvement and information on milestones.
- In September, we have a short-staggered start where the children come in in half groups to get to know the other children and adults on a more personal level.
- 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. We follow the guidance from the local authority on the use of part-time timetables which can be found [here](#)

### **When starting at our school having attended another school:**

- The SENDCO will meet with parents/carers to discuss the child's current needs and provision
- 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.
- The SENDCO 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.
- 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.
- A 'buddy' will be assigned to the child to support them in making friends.
- A key adult will be assigned to the child to support them 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 SENDCO ensures contact has been made with the new school SENDCO 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 SENDCO and class teacher.
- 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.

## **12. Staff training and expertise**

- Our SENDCO –Mrs Woolley– has completed the National Award for SEN coordination. She 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.
- Carol Mallet has completed the Attachment Lead in schools training, understanding how to support adopted, fostered and vulnerable children settle and learn.
- Staff receive regular support and training from the SENDCO 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
  - TEACCH
  - Introduction to Clicker
  - ELKAN Speech and language support 5-11



- Developing resilience and well being
- Anxiety
- Supporting children with social communication difficulties understand emotions
- Understanding and managing challenging behaviour in children with social communication difficulties
- Comic strip conversations – a tool to support social communication difficulties
- Using sensory activity breaks to support children with ASD/Sensory integration
- SEMH (social emotional and mental health) in the mainstream classroom
- 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
- Epilepsy and diabetes
- Precision teaching
- Alphabet Arc

### 13. Who to contact at Great Linford about SEND

#### My child attends Great Linford – Who should I contact to discuss the needs of my child?

<b>Class teacher</b>	<p>He / she is responsible for:</p> <ul style="list-style-type: none"> <li>➤ Adapting and refining the curriculum and the curriculum delivery to respond to strengths and needs of all pupils.</li> <li>➤ Checking on the progress of your child, identifying their next steps and adapting their learning journey in order to improve progress</li> <li>➤ Identifying and planning the delivery of any additional support. (Class Teacher may not be delivering this support.)</li> </ul> <p>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, their progress or their needs, including potential SEN, parents are initially encouraged to request an appointment with their child’s class teacher. Where appropriate, the class teacher may consult with the Special Needs Coordinator (SENDCO) and parents may then be put in contact with her.</p> <p>To arrange a telephone appointment with your child’s class teacher, please do so by contacting the school office on 01908 605027, sending a message on Gateway, speaking to Carol on the gate or emailing Julie: <a href="mailto:julie.newton@greatlinfordprimaryschool.co.uk">julie.newton@greatlinfordprimaryschool.co.uk</a></p>
<b>SENDCO</b>  <b>Mrs Charlotte Woolley</b>	<p>She is responsible for:</p> <ul style="list-style-type: none"> <li>➤ Coordinating provision for children with SEND and developing the school’s SEND approach.</li> <li>➤ Ensuring that parents are:</li> </ul>

	<ul style="list-style-type: none"> <li>- Involved in supporting their child’s learning and access to the curriculum</li> <li>- Kept informed about the range and level of support offered to their child</li> <li>- Included in reviewing how their child is doing</li> <li>➤ Helping with planning for successful movement between new classes or schools.</li> <li>➤ Liaising with a range of agencies who can offer advice and support to help pupils overcome any difficulties.</li> <li>➤ Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.</li> </ul> <p>You can arrange an appointment with Mrs Woolley in the following ways:</p> <table border="1" data-bbox="421 651 1394 824"> <tr> <td>Call</td> <td>01908 605027</td> </tr> <tr> <td>Email</td> <td><a href="mailto:charlotte.woolley@greatlinfordprimaryschool.co.uk">charlotte.woolley@greatlinfordprimaryschool.co.uk</a></td> </tr> <tr> <td>School website</td> <td><a href="http://www.greatlinfordprimaryschool.co.uk/contact.html">http://www.greatlinfordprimaryschool.co.uk/contact.html</a></td> </tr> </table>	Call	01908 605027	Email	<a href="mailto:charlotte.woolley@greatlinfordprimaryschool.co.uk">charlotte.woolley@greatlinfordprimaryschool.co.uk</a>	School website	<a href="http://www.greatlinfordprimaryschool.co.uk/contact.html">http://www.greatlinfordprimaryschool.co.uk/contact.html</a>
Call	01908 605027						
Email	<a href="mailto:charlotte.woolley@greatlinfordprimaryschool.co.uk">charlotte.woolley@greatlinfordprimaryschool.co.uk</a>						
School website	<a href="http://www.greatlinfordprimaryschool.co.uk/contact.html">http://www.greatlinfordprimaryschool.co.uk/contact.html</a>						
<p><b>Head of School</b></p> <p><b>Miss Alex Dixon</b></p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> <li>➤ The day to day management of all aspects of the school, including the provision made for pupils with SEND.</li> </ul> <p>Sometimes it may be appropriate for the Head of School 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.</p>						
<p><b>SEND Governor</b></p> <p><b>Myra Hall</b></p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> <li>➤ Supporting school to evaluate and monitor quality and impact of provision for pupils with SEND across the school.</li> <li>➤ Along with the governing body, he/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.</li> </ul>						

**I’m a prospective parent of a child with SEND - who is it best that I speak to?**

- We encourage prospective parents/carers to book a meeting with the SENDCO 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 SENDCO 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 SENDCO 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.

## 14. Complaints about SEND provision

- 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 contact the 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, where necessary with the involvement of the SENDCO. Additionally, Carol Mallet, our Family Champion, can also be contacted if a parent feels there are issues that need to be resolved. However, if both of these fail and a parent wishes to make a formal complaint, the full complaints procedure can be found in the policies section of our website.
- The parents of pupils with disabilities have the right to make disability discrimination complaints 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
- Parents can also appeal to the first-tier SEND tribunal if they disagree with a decision that the local authority has made about an education, health and care plan (EHCP)

You can find out more about appealing to the SEND Tribunal at: [SEN Tribunal](#)

## 15. Where to look for further support



### SEND Local Offer

#### 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](#) 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/>

## Milton Keynes SEND Team Supporting parents at home

Our Duty Line is open every week day 8.30 – 4.30, including bank holidays.

Our Specialist Teachers and Inclusion and Intervention Workers are here to support you in the following ways:

- Suggest simple activities you may wish to try at home
- Suggest activities that support your child's sensory preferences
- Create visuals you can use in the home
- Create personalised social stories with you, for your child
- Give you tips for managing anxiety
- Discuss transition arrangements
- Liaise with your child's school/SENDCo
- Signpost you to other sources of support
- Arrange a regular check in with you
- Answer any questions- big or small!

Contact us on 01908 657 825 or email us on

[inclusionandinterventionteam@milton-keynes.gov.uk](mailto:inclusionandinterventionteam@milton-keynes.gov.uk)



Sign up to the MK Local Offer Facebook page where you will find all the latest information and government updates relating to children and young people with SEND and beyond [www.facebook.com/MKSEND](https://www.facebook.com/MKSEND).

[www.milton-keynes.gov.uk/mksend](http://www.milton-keynes.gov.uk/mksend)



