



# Milford Infants' School

## SEND School Information Report

### September 2025



## A Positive Start to Life-Long Learning

Our vision for Milford Infants' School is to provide an outstanding personalised education for our pupils within a stimulating and safe environment. We are an inclusive school and we aim to meet the needs of all pupils including those with SEND. At our school, we support each child so they can achieve the best possible educational and developmental outcomes, preparing them effectively for their future. To achieve this, we believe in developing positive and supportive relationships between home and school and work hard to build and sustain these.



### **Who can I talk to about my child's special educational needs and/or disability?**

Your child's class teacher will be your first point of contact if you wish to talk about their learning and progress. The SENCo, Jill Taylor, can also be contacted to arrange a meeting to discuss your child's special educational needs and/or disability. Our Parent and Family Support Advisor (PFSA), Lauren Heasman, can provide advice about how you can support your child at home. The Headteacher, Wendy Chant, is responsible for the day to day management of the school and this includes support for all children with SEND. Please telephone (01935) 475426 if you wish to book an appointment with the Class Teacher, SENCo, PFSA or Headteacher.





## **How does the school know if my child needs extra help and what should I do if I think my child may have special educational needs or disabilities (SEND)?**

At Milford Infants' School, we take a holistic approach to understanding your child. If your child is not progressing as expected in an area (or areas) of learning or development then the class teacher raises an initial concern and discusses this with the Special Educational Needs Co-ordinator (SENCo).

There are four broad areas of special educational need (SEND Code of Practice, 2015) and our school provides for children with needs in any of these areas: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Physical and/or Sensory.

At Milford Infants' School children are identified as having SEND through a variety of ways. A child may;

- enter school with Early Years High Needs funding,
- have a SEND Support Plan or Assess, Plan, Do, Review Cycle (APDR) from their previous setting (this may be a pre-school or another school),
- not be making the expected progress or performing below age related expectations,
- present with behaviour/s which have an on-going negative impact on their learning,
- have Intervention Plans from external professionals e.g. a Speech and Language Therapist, Occupational Therapist and/or a Physiotherapist,
- have a health diagnosis which has an impact on their ability to access the full curriculum,
- have experienced a significant event in their life e.g. bereavement and need additional support to cope with these changes,
- have English as an Additional Language (EAL) **and** have identified additional needs such as a severe language impairment or learning delay.

As a parent, you may be concerned that your child has a special educational need. If you raise a concern about your child, we will always listen. We also involve parents/carers as soon as we have a concern. Concerns are discussed through an informal and supportive conversation with the class teacher and/or the SENCo and together we determine whether your child needs support that is 'in addition to and different from' the 'high quality teaching' offered to all of our pupils or if a period of monitoring is required through continued universal provision. Together we agree on the next steps needed for your child to progress in their learning.





### **How will school staff support my child?**

All Somerset maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs or disabilities (SEND). Information about this local offer can be found at [Somerset's SEND Local Offer](#). Schools are supported by the Local Authority to ensure that all pupils regardless of their specific needs make the best possible progress in school. All schools are supported to be as inclusive as possible. The Somerset Graduated Response Tool describes the ordinarily available provision for children and young people with special educational needs in Somerset schools. To find out more about the standards and the supporting tools search [Somerset's Graduated Response Tool](#).

At Milford Infants' School, we aim to meet the needs of all pupils including those with SEND. The class teacher is the teacher of all children, including those with SEND. Their role is to;

- provide 'high quality teaching' with high expectations for all children
- monitor your child's progress using assessment and planning to offer a differentiated approach in all areas of the curriculum
- identify gaps in your child's learning and provide additional support if required. This can include small group support working with a member of our school staff either inside the classroom or in a different designated teaching space. Your child may receive small group support for one area of the curriculum e.g. reading, or for more than one area.
- provide individual time with a teaching assistant (TA) depending on need. The class teacher will regularly review your child's progress to determine whether interventions have been successful or need to be adapted.



### **How is the decision made about what type and how much support my child will receive?**

The level and type of support given to your child is made following liaison with your child's class teacher, the SENCo and the Headteacher, in consultation with parents or carers, as part of the assess, plan, do, review process.

If your child does not make the expected progress in the area(s) identified by the class teacher, then they may be identified as having a Special Educational Need (SEN) and personalised support plans called Assess, Plan, Do, Review Cycles (APDRs) are developed by the class teacher, with support from the SENCO, considering the views of parents and/or carers and by incorporating recommendations from external agencies who are also supporting your child. These plans would be delivered alongside the universal provision provided for all children.



At this stage, your child will be receiving SEN Support and their APDRs are reviewed 2-3 times a year, depending on the length of the cycle and emerging or changing needs of each child. The APDR clearly identifies your child's needs (asses), outcomes (plan) and strategies to achieve them (Do). Our aim is to make the outcomes achievable within a given time and to make them sufficiently challenging to move your child forward in their learning and development.

If your child is under the care of the NHS Children and Young Persons Therapy Service (CYPTS) class teachers, teaching assistants and in some cases the SENCo, deliver the recommendations in your child's Speech and Language, Occupational Therapy and Physiotherapy Intervention Plans with children on an individual basis where possible. This provision is planned by the class teacher with support from the SENCo and included in your child's APDR.

The class teacher and SENCo may discuss referrals to outside professionals to explore your child's potential needs. The SENCo will complete referrals following these conversations if the parent/carer has given their permission. Most referrals require parental input and the SENCo will always encourage and support parents to record their own views in referrals.

If your child is non-speaking or is experiencing social, emotional and/or mental health needs they may have a home-school book. These are designed to develop communication between home and school by sharing with you things that have happened in the school day, that the child may be unable to share themselves, and for you to share with us things that your child has been doing at home.

Children with the highest level of need may have individual support for some, or all, of their timetable depending on the complexity of their needs and for a small number of children with a high level of complex needs, a Request for a Statutory Education, Health and Care Assessment of Need can be made to Somerset County Council (Local Authority), which may result in an Education Health Care Plan (EHCP) being agreed for your child. Information about EHCPs can be found at [Education, Health and Care Plans \(EHC plans\)](#)

EHCPs are part of a legal process. Schools or parents/carers can request that the Local Authority carry out this statutory assessment of a child's needs. After compiling very detailed documentation from yourself, the school and professionals involved with your child, the Local Authority will then decide if a full assessment is to be carried out. If the application is successful then an EHCP will be put in place.



### **How will the curriculum be matched to my child's needs?**

'High Quality teaching' means that the curriculum should be adapted to meet the needs of individual or groups of children as much as possible. In order to do so, the class teacher carries out ongoing, informal assessments. Children in a class may be working on the same learning objective but at different levels. A child may be learning to add "1 more", some children may be "adding on 10 more", whilst some children in the class may be adding on 3 digit numbers.



Your child may need support in only some areas of learning but not all, or they may need support for reading and writing but not numeracy.

The curriculum may be adapted in a variety of ways:

- differentiation by task or resources
- differentiation by place e.g. using a work station (see photo below)
- differentiation by level of support



All teachers use a visual timetable with symbols showing the activities for that day. This helps all children understand the routine of the day and for some, will help them to feel less anxious.

Depending on the needs of your child, photographs or objects may be used rather than symbols to support them in making choices and communicating their needs. For each child with speech, language and communication needs the system for communication is considered individually and tailored to best support their needs. We use words and symbols widely for a variety of resources within the school, where appropriate photographs or pictures are also used.

Children with an EHCP may have a highly personalised curriculum outlined in their plan, which can be different to that of their peers. EHCP provision can be delivered in the classroom but also in other environments within the school e.g. nurture base, sensory room, ELSA room. At times, it is appropriate for children receiving SEN Support provision to also have access to these alternative environments to meet their needs.



### **How will I know how my child is doing and how will you help me to support my child's learning?**

At Milford Infants' School, the Early Years Foundation Stage Curriculum and Profile is used in Reception and the Key Stage 1 National Curriculum is used in Year 1 and Year 2. Your child's



progress is continually monitored by his/her class teacher throughout the year through our school tracking systems. For some children, other planning and assessment systems are used that are more appropriate in understanding the gaps in a child's development e.g. the Early Years Developmental Journal, which can be continued on transition from pre-school.

We have two parents' evenings a year and an annual report is given to parents in the Summer Term to share your child's achievements and update you regarding their progress across the curriculum. During these meetings, the SENCo can be present alongside the class teacher and your child's progress will be discussed with you.

Parents are provided with copies of APDRs and are invited to contribute to them either in writing or discussion during a meeting with the class teacher and/or SENCo.

We also offer an 'open door' policy where you are welcome to make an appointment to meet with either the class teacher and/or the SENCo. We work closely with you to offer advice and practical ways that can support you and your child at home.



### **What support will there be for my child's overall wellbeing?**

The class teacher will be your first point of contact if you have concerns about your child's wellbeing. All members of staff are involved in the wellbeing of every pupil and we work closely together to ensure that we use the same consistent, caring and relational approach towards all children and everyone in our community.

Parents/carers will need to speak to administrative staff in our school office about any prescribed medication to be taken during the school day. You will be asked to complete a form regarding this medication. It is administered by the class teacher or a member of the Senior Management Team. If your child has a medical condition that requires additional staff training then we are able to request support from the School Nurse Team or specialist medical teams e.g. the Paediatric Diabetic Nursing Team.

Any concerns regarding your child's wellbeing will be discussed with you and strategies put in place to support them. The SENCo is also able to involve professionals from outside agencies, following a discussion with you. These professionals include Children's Social Care, South Somerset Partnership School, the Educational Psychology Service, Young Somerset and/or the Virtual School. The school employs a PFSA part-time, who can also provide advice to parents regarding supporting their child's emotional wellbeing.





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

- Inclusion Advice Line
- Inclusive Curriculum and Teaching Team (Senior Inclusive Curriculum and Teaching Leads, EAL Learning Mentors, Qualified Teachers of Visual Impairment and Qualified Teachers of the Deaf, as well as our Specialist Support Advisors and Assistants for those with complex physical needs)
- The New Virtual School (Children Looked After and Previously Looked After)
- Educational Psychology Service
- South Somerset Partnership School (SEMH Specialist Teacher Support)
- Specialist Outreach Service (Specialist School Support)
- NHS Children and Young People's Therapy Service, including Speech and Language Therapy, Occupational Therapy and Physiotherapy
- School Nurse (NHS)
- The Children with Disabilities Team (Local Authority)
- Children's Social Care (Local Authority)
- CAMHS (Child and Adolescent Mental Health Service).
- Young Somerset (Wellbeing Support)



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

- New staff and staff working in new age phases are supported by more experienced colleagues to ensure high quality teaching for all as well as specific support for SEND pupils.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND, and difficulties such as literacy difficulties, autism and communication and social, emotional and mental health difficulties.
- Individual teachers and support staff are supported and advised by specialist teachers from the Inclusive Curriculum and Teaching Team and other services listed above.
- The SENCo attends termly SENCo Network Meetings

A number of staff from across Milford Infants' School have completed First Aid training. We receive training from our school nurse or specialist medical teams e.g. the Paediatric Diabetic Nursing Team, Paediatric Epilepsy Nurse, for specific medical conditions that your child may have.





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

We are an inclusive school and aim for all children to participate in off-site visits. Destinations are planned very carefully, thinking about the needs of individual children. When taking children off-site we have a ratio of 1:5 (1 adult for every 5 children).

We aim to be inclusive for all of our pupils. However, sometimes following the completion of a risk-assessment, it can be deemed a safety concern for a child to attend a visit without their parent in attendance and alternative arrangements are discussed with parents. If a child is unable to attend an off-site visit, with or without a parent, due to parental or staff safeguarding concerns, we will endeavour to organise a special day of related activities at school or arrange an alternative individual or small group educational visit at a later date.

### **During off-site activities children with SEND may:**

- have individual support or possibly two adults supporting them,
- be named on a risk assessment which is completed before any visit takes place,
- not have 1:1 support but will be in a group with an adult who understands their needs.

The children are carefully prepared before each trip with social stories to show them where they will be going. This preparation includes photographs of what the children will see during the visit. We liaise closely with parents/carers prior to the visit to discuss any concerns and strategies to ensure your child's safety and enjoyment.

### **Activities outside the classroom:**

- all children in Foundation Stage have equal access to the outside play areas next to their classrooms, all children access P.E. either with additional support or an adapted curriculum
- all children access transition visits. Enhanced provision is in place for children with SEND either as they move through our school or to Key Stage 2 provision
- careful consideration is given to the very small number of children who would find it extremely difficult to participate in some activities e.g. sports day with the whole school. Smaller group Sports' Days have recently been arranged for children who find busy, loud environments difficult,

### **School performances:**

- careful consideration is given to the impact of school performances on your child and how they would respond both during rehearsals and the performance.
- we adapt provision very carefully so that every child can participate in some way. If it is felt (in conjunction with you) that it would have a detrimental effect on your child then we would provide alternative activities that your child could access.





### **How accessible is the school environment?**

The school accepts admission applications for children with a disability. Arrangements are made for parents/carers to visit the school and meet the Headteacher and SENCo. Parents/carers can be accompanied on these visits by a member of a specialist service, if they wish.

The school is accessible for most children and many classes have wheelchair access and we have three wheelchair access toilets. Children who have a physical impairment but some mobility can access the whole school. If your child uses a wheelchair all the time, they can access the hall by using the path and going into school through the front entrance. This would always be with an adult to accompany them.

Parents/carers and visitors with physical disabilities can access all parts of the school by entering via the school playground, after signing in at Reception. We have at least one accessible classroom for each year group.

The school will use “best endeavours” to make provision for a child with SEN or a disability. We will make “reasonable adjustments” to support a child with a disability.

We work closely with specialist services to assess the physical environment before a child starts school. Parents are always welcome to be part of this discussion.

The terms “best endeavours” and “reasonable adjustments” are taken from the SEND Code of Practice, 2015.



### **How will the school prepare and support my child to join the setting, transfer to a new setting or the next stage of education and life?**

#### **Transition from pre-school into school:**

- all pre-school settings are visited by a member of staff from school
- all children have the opportunity to visit school
- the Foundation Stage Team Leader and SENCo visit pre-schools where there is a child who has been identified with a special educational need.
- a School Entry Plan meeting is held for children with complex needs. Parents/carers, pre-school staff, the school SENCo and relevant external professionals are invited to attend. The plan is reviewed in the Autumn Term.
- extra, after school visits can be arranged to help a child to feel more confident
- it is possible for school to arrange a translator if appropriate



- where possible, we arrange for a child who is going to receive some individual support to meet their Teaching Assistant before they start school
- a transition booklet is made for a child with SEND if appropriate. Photographs of significant adults and places within the school are included and it is written using words and symbols so that it is easily accessible for your child. It is sent home before the end of the Summer Term.

We are happy to meet with you or speak to you via the telephone if you have further concerns about your child's transition, as it is our aim that it is as smooth for you and your child as possible.

Transitions between our school and either Milford Junior School or an alternative Key Stage 2 educational settings are planned very carefully. Teachers from both schools meet to discuss all children including those with a SEN or disability. Our SENCo and the receiving school SENCo also liaise regarding pupils with SEN or a disability. Transition meetings are set up where parents/carers have the opportunity to meet the SENCo of the new school to discuss any concerns they may have. All appropriate documents are transferred to the new setting.

If your child transfers to Milford Infants' School during the academic year, our SENCo will contact your child's previous school and liaise with the class teacher or SENCo. If your child has an EHCP and was in receipt of SEND funding in their previous placement AND it was a Somerset School, then the funding is transferred from the previous school to Milford Infants' School. Funding bands differ between counties and if your child's previous placement was in a different county, then the Local Authority will finalise funding arrangements for your child.

The Headteacher and SENCo have a yearly SEND planning meeting with a Senior Assessment and Reviewing Officer and an Educational Psychologist. We will ask your permission to discuss your child at this meeting and feedback recommendations, which may involve seeking further professional advice.

Milford Infants' School will use its 'best endeavours' to meet your child's needs. However, it may be felt following full consultation and an agreed EHCP with you and other professionals working with your child, that a specialist provision is in your child's best interests for now and their future.



### **How are the school's resources allocated and matched to children's special educational needs?**

The school budget received from the Local Authority (LA) includes money for supporting children with SEN or a disability.

The Headteacher, in consultation with the school governors, decides on the budget for SEND. This is on the basis of needs within the school.

Special educational provision is 'additional to and/or different from' the provision that is made for all children. If a child's needs are complex, the school and parents can consider requesting



an Education, Health and Care needs assessment. In order to make this request, schools require evidence gathered over time and reports from external professionals e.g. speech and language therapists, lead advisory teachers, educational psychologists.



### **How do I make a complaint about the provision for my child?**

The school works hard to ensure that there is a partnership with parents/carers and that there is a collaborative approach to meeting a pupil's needs. All complaints are taken seriously and are heard through the school's complaints policy and procedures.

Firstly, we would ask parents to talk to their child's class teacher. If the problem could not be resolved in this manner, we would advise you to talk to the SENCo. If this does not resolve the complaint it will be investigated by the Headteacher. Should the complainant still feel that their concerns had not been addressed satisfactorily, the matter would be passed to the school's Governing Body. If these internal procedures should fail to resolve the problem in a satisfactory manner, it would be passed directly to the DfE.

If you require more information about parental complaints please ask for the policy at the school office.

### **Parent/carers views of the provision for their child**

Annual reviews are held for all SEND pupils with an EHCP. During these meetings all professionals that are involved with your child are invited and you and any person you wish to support you are also invited to attend. Your views are extremely important to this process.

If your child is receiving SEND Support in school and has an APDR, these are shared with you and you are encouraged to contribute your views to each cycle.

Here are some examples of parent/carer views that have been shared with staff:

**“I am really happy with the support my son receives from all the teachers.”**

“The SEND co-ordinator plays a vital role in [my child's] life in general...[he] loves to come to school because of the [TAs and teachers] that work with him.”

**“Thank you for all you've done to help support [child] to manage their anxiety. It's meant so much to us to know you're there providing a system to help [child] on their journey”**



“You have created and curated a safe and stable environment in when [child] has been able to flourish and to truly be herself”

*“You are doing a marvellous job. I praise your school down to the ground.”*

**“Members of my family comment on my child’s progress with their speech.”**

“My child is more independent, more confident and their speech has really improved.”

“My child’s confidence has grown with people. Before he started school he had no confidence but now he will go up to anyone and ask them their name. He asks lots of questions.”

“We are very happy and very impressed with how well our child has been dealt with at your school. ...things could not have gone better! Our child is more willing to talk and is easier to communicate with and is now constructing sentences.”

**“My child’s confidence is improving.”**

Parent reported her child said “This is my school. I love my school.”

*“I am a happy mummy”*

“We think you are doing a fabulous job already. Looking at our child’s progress – we want to thank you”

**“There is nothing I would change”**

