

Special Educational Needs Information Report

2026/2027



How we support children with Special Educational Needs and/or Disabilities at
Milford Junior School.

Mrs Claire Laverty: Head of School

Mr Richard Millard: Deputy Head

Mr Luke Hancock: SENCo

This SEND Information Report should be read in conjunction with our SEND Policy which can be found on our website. You may also find it helpful to refer to our Behaviour Policy, the School's Accessibility Plan and our Policy for Administering Medicines in School.

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SEND at Milford Junior School

A ONE PAGE GUIDE FOR PARENTS & CARERS • 2026/2027

This is a one-page summary of the full document. Further information and details can be found on the following pages

Every child is different. We work with children and families to understand needs, remove barriers and help children become confident and independent.

What does SEND mean?

- SEND means Special Educational Needs and/or a Disability.
- A child may need extra or different support because of difficulties with communication, learning, social/emotional needs, or sensory/physical needs.
- Needing some extra help does not automatically mean that a child has SEN.

How do we know a child needs extra help?

- Teachers continually monitor progress and wellbeing.
- If we have concerns, we will talk with you and look at what may be making learning or school life difficult.
- We use an Assess → Plan → Do → Review approach and check whether support is helping.
- Parents/carers can also raise concerns with us.

What support might my child receive?

- Support starts with good classroom teaching and reasonable adaptations.
- This may include targeted work, interventions, visual supports, adapted resources, specialist equipment or pastoral support.
- Some children may access nurture, welfare or ELSA support.
- Where needed, we work with outside professionals for additional advice.

How will I know how my child is doing?

- Your child's progress is reviewed formally every term.
- Progress is shared through parent-teacher meetings and an end-of-year written report.
- Learning Plans are sent home three times a year and provision/progress is shared with families twice a year.
- For children with higher needs or an EHCP, additional review meetings may take place.

Supporting wellbeing

- Children are welcomed each morning by staff. A specific adult or a 'soft start' can be arranged where needed.
- Our pastoral team provides nurture, welfare and ELSA support.
- Our Parent and Family Support Advisor can also offer advice and support to families.
- We work with health, social care and specialist services when appropriate.

Who should I speak to?

- Your child's class teacher is the first point of contact for concerns.
- The SENCo is Luke Hancock. The Assistant SENCo is Lizzy Cornelius.
- Contact the school office to arrange a meeting or to be put in touch with the SEN team.
- School phone: 01935 474477.

If your child has an EHCP, this is a statutory plan describing their needs and the provision required to support them. Parents, school and professionals work together and the plan is reviewed annually.

Introduction

- All Somerset maintained schools have a similar approach to meeting the needs of pupils with SEND and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.
- At Milford Junior School, special educational needs (SEN) is regarded as a whole school responsibility and all systems and structures reflect this.
- We welcome everybody into our community. The Staff, Governors, pupils and parents work together to make Milford Junior School a happy, welcoming place where children can achieve their full potential and develop as confident, independent individuals.
- Our special educational needs and disabilities (SEND) provision allows pupils with additional needs the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning, thus enabling them to maximise their potential and to work independently.
- Special Educational Needs is a **whole school** responsibility. In addition to the Governing Body, the school's Headteacher; Mrs Claire Laverty, the SENCO; Mr Luke Hancock, the Assistant SENCO; Miss Lizzy Cornelius and all other members of staff have important every day responsibilities.



What does SEN mean?

SEN stands for **Special Educational Needs**.

In the Special Educational Needs and Disability (SEND) Code of Practice (2015) the definition of a pupil with SEN is:

‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.’

A child of compulsory school age or a young person has a disability if they:

- a) Have a **significantly greater** difficulty in learning than the majority of others the same age; or they have a disability which prevents or hinders them from making use of educational facilities that are provided for others of the same age in mainstream schools.

A person has a disability if they have a physical or mental impairment which has substantial and long-term adverse effect on their ability to carry out normal day to day activities. (*Section 6*), *Equality Act 2010*

The abbreviation **SEND** stands for **Special Educational Needs** and/or a **Disability**

There are **four types of Special Educational Needs and Disabilities (SEND)**, decided by the Department for Education:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory or physical

If your child has SEND, then their needs will fit into one or more of these areas.



How do we identify pupils that require additional help or have special educational needs (SEN)?

We constantly monitor the progress of all pupils in school. If a child struggles to make expected progress academically, socially or emotionally, we may decide to look into this further so we can identify the barriers to their learning. This will be discussed with you and some additional provision may be put in place- the impact of this will be monitored.

Some pupils have identified SEN before they come to our school, so we use the information already available to identify how they need to be supported in our school setting. Parents may think that their child has SEN - we will discuss this with you and carry out assessments, we will share our findings with you and come to an agreement about what should be done next and what you can do to help your child.

There are a number of children within school that require some kind of additional provision and support - this is often provided through normal classroom adaptations and does not mean that your child has SEN. The Special Educational Needs (SEN) Code of Practice (2015) advocates a graduated response. Schools have a duty to support children with additional needs—much of this can be done without them being classified as SEN. If your child's needs are more significant and complex, they may be identified as a pupil with Special Educational Needs (SEN).



What are the Milford Junior School SEND aims?

- Children with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- Children with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each individual to reach his or her full potential.
- We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem.
- We identify and assess children with SEND as early and as thoroughly as possible.
- Parents/carers and children are fully involved in the identification and assessment of SEND; we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach.
- We meet the needs of all children with SEND by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.
- We maintain up-to-date knowledge of current SEND good practice and methodology in order to offer support and training to all staff in the school.



How do we implement The Somerset Graduated Response Toolkit (Somerset Local Authority)?

The Somerset Local Authority have published expectations for all Somerset schools regarding the provision for special educational needs and/or disabilities. 'The Graduated Response Tool' has been created to support the implementation of the Department for Education's Code of Practice (2015) across schools in Somerset. It has been designed to make sure that all education settings comply with updated legislation. They make it clear 'what to expect' in terms of SEND identification and provision for a range of stakeholders, including school staff, parents and professionals.

At Milford Junior School, the Core Standards are embedded into our whole school approach for assessing, planning, teaching and reviewing children with SEND.

Key messages

- The Graduated Response Tool is a framework for delivering the duties in the SEND Code of Practice
- Every teacher, lecturer or practitioner is a teacher of every child and young person
- Quality First Teaching underpins the Graduated Response Tool (and all educational provision)
- The Graduated Response Tool does not place new or extra responsibilities on education settings. They are designed to be a tool to promote consistency across the local authority by making clear what is already expected of all education settings.

You can learn more about the Somerset Graduated Response Tool at: [What to expect from education \(somerset.gov.uk\)](https://www.somerset.gov.uk/what-to-expect-from-education)



Who can I contact if I am concerned about my child?

The **first point of contact** would be your **child's class teacher** to share your concerns. Please make an arrangement with the school office to see them at a convenient time.

Your child's class teacher is responsible for:

1. Checking on the progress of a child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, booster groups, interventions) and informing the SENCo as necessary.
2. Ensuring any specific targets, strategies and recommendations are incorporated into their weekly lesson planning/adaptations.
3. Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress.
4. Ensuring that the schools SEND policy is followed within their classroom.

Mr Luke Hancock is our Special Educational Needs Co-ordinator (SENCo). He can be contacted via the school office or the school SEN email inbox Monday - Friday:

Phone: **01935474477**

Email: sen.team@MJS.YACAT.org



For children with additional needs the SENCo may:

1. Assess your child to identify any difficulties they may have
2. Ensure the right support is put in place for your child
3. Advise other staff on how to help your child
4. Work with you regarding your child's needs and listen to any ideas or concerns you might have
5. Work with other professionals (if necessary) who may be able to help your child e.g. speech & language therapist, educational psychologist, Parent and Family Support Advisor etc.

The Head of School, Mrs Claire Laverty, is responsible for the day to day management of all aspects of the school, this includes the support for children with SEND. This may be delegated to the SENCO/class teacher but she is still responsible for ensuring that your child's needs are met.

The SEN Governor is Laura Grove. She meets termly with the SENCO to discuss SEN at Milford Junior School. Laura Grove can be contacted via the school office.

Lizzy Cornelius is our assistant SENCO and she works alongside Luke Hancock to support SEN across the school. She can be contacted via the school office on a Monday, Wednesday, Thursday or Friday.

Phone:01935474477

Email: SEN.Team@MJS.huishMAT.org

How are the children with additional needs/SEND supported?



- Teachers and staff will seek to identify the needs of students with SEN through the 'Assess, Plan, Do, Review' Cycle.
- Teachers will provide *Quality First Teaching*. This acts as the baseline for learning for all pupils. All teachers are committed to reducing barriers to learning for pupils with SEND, by planning work which is appropriately differentiated and includes a range of strategies; including visual timetables and visual symbols to aid communication. Specialist equipment may also be used for individual pupils, including walking frames, writing slopes etc. Teachers and support staff will receive training on aspects of SEN during INSET days, staff meetings and external courses. Staff will liaise with the SENCO where extra support or advice is needed. In line with the Code of Practice, the majority of students will have their SEN met within their classroom and all children will have access to a broad and balanced curriculum.
- Teachers and staff monitor the progress of all students in order to aid the identification of students with SEND. Continuous monitoring of pupils with SEND by their teachers will help to ensure that they are able to reach their full potential. Children with special educational needs often have knowledge of their own needs and we would seek their views about what sort of help they would like. We will encourage them to be part of the process when holding review meetings and setting outcomes, where appropriate.
- We work in partnership with parents/carers to gain better understanding of their child and involve them in all stages of their child's education. This may include supporting parents in understanding SEN provisions and procedures and enabling them to support their child at home with their learning. Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. Parents are consulted during the



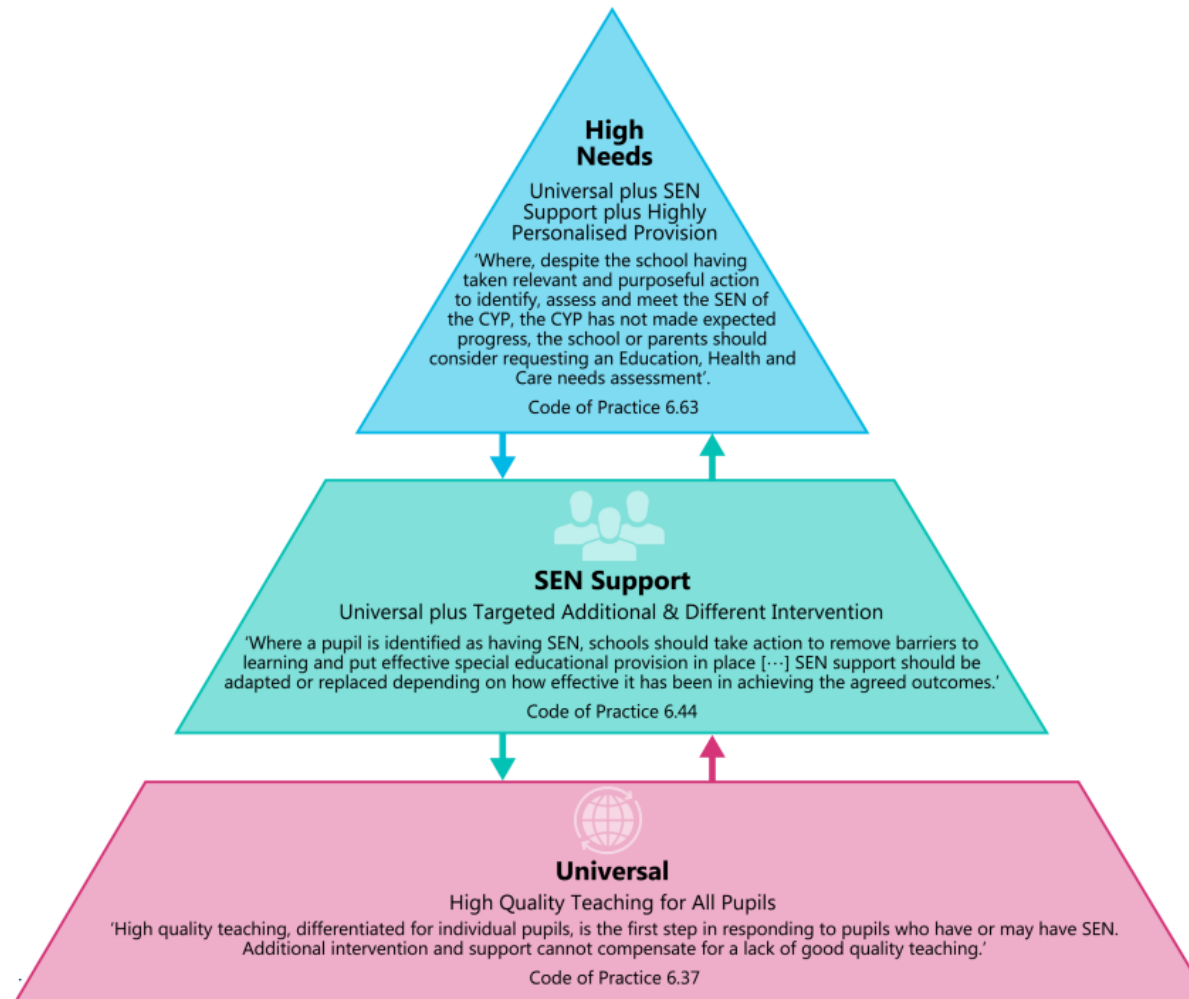
writing of EHC Plans, Annual reviews, SEND Support Reviews, Individual Learning Plans, Positive Handling Plans and Pastoral Support Plans

- **We work with, and seek appropriate support from outside agencies** when the needs of the student cannot be met by the school alone, for example Speech and Language Therapists, Educational Psychologists, Occupational Therapists etc.
- **We ensure that SEND pupils engage in the activities of the school** alongside students who do not have SEN.
- **We pride ourselves on creating a school environment where pupils contribute to their own learning and develop independence.**
- **We review a child's progress** at regular intervals with the child, their parents/carers and any professional who support the pupil. This is done at parents' evenings for all children. Our SENCO / Assistant SENCO may meet with parents / carers more regularly and will also hold SEN Support / Annual Review meetings or SEND Support Reviews for children with high needs and for children who have an EHCP. The impact and quality of the support also needs to be measured and reviewed within the school. Learning Plans will be sent home three times a year and your child's provision / progress will be shared with you two times a year.



How does the graduated response meet the needs of children with SEND at Milford Junior School?

Milford Junior School uses a 'graduated response' to meeting the needs of SEN Children.



How will you measure my child's progress?

- As a school we monitor children's progress in learning against national age related expectations.
- Your child's progress is reviewed formally every term and pupil progress is recorded and shared with you on a termly basis through parent-teacher meetings and a written report at the end of the academic year.
- At the end of KS2 (year 6) all children are required to be formally assessed using either teacher assessment or Standard Assessment Tests (SATs). This is a government requirement and the results of these test are published nationally.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission in year 3 through to year 6, using a variety of different methods, including assessment under the New National Curriculum and some standardised tests, as appropriate.
- Children who are not making expected progress are identified through the termly SEN Surgeries and Pupil Progress Meetings. In these meetings, discussions take place about those pupils experiencing difficulties and what further support can be given to aid their progress.
- The SENCO monitors the effectiveness of the provision made for Children with SEN through learning walks, classroom observations, regular meetings with support staff, class teachers and analysis of class data.



What support will there be for my child's overall well-being?

- Every morning, children are met by staff on the playground and, in some cases, we will arrange for a specific adult to meet your child. This ensures a smooth transition between home and school each day. If needed, we can also offer a 'soft start' to the school day where a child / group of children can spend time with an adult before going to class.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this is the first point of contact. If further support is required, the class teacher liaises with the SENCo / Assistant SENCo for further advice and support. This may involve working alongside outside agencies such as Health (School Nurse, Physiotherapist etc), Social Care and/or Somerset Partnership School (social, emotional, mental health support and medical support).
- At Milford Junior School, we have an experienced pastoral team made up of trained staff who run nurture and welfare groups Emotional Literacy Support sessions (ELSA) and much more. We also have a Parent and Family Support Advisor (PFSA). This team works closely with the SENCo and the Designated Safeguard lead.
- Laura Samways is our Parent and Family Support Advisor (PFSA) and she, alongside our pastoral team, offers a dynamic, developmental approach to working with children. They help teachers and adults to interpret children's behaviour and address their individual emotional needs. Together, they also offer advice to parents experiencing difficulties. This can be an on-going support or just short term for crisis moments.

- Children in year 3 through to 6, can access an ELSA intervention. Referrals are made by class teachers, the SENCo, the pastoral team and outside agencies. We also have two staff trained to deliver 'Drawing and Talking Therapy'.



What specialist services and expertise are available to the school?

At times, we may require further advice to help meet your child's needs. We work closely with a range of external agencies and your consent would be requested before your child's needs are discussed or a referral is made. It is good practise for parent carers to meet with any specialists and discuss their child's needs and provision with them. Initially, the specialist may discuss your child with us and make recommendations for us to help them in school. Following a graduated response, it may be appropriate at a later date for the specialist to work directly with your child to carry out a formal assessment.

Specialist Services regularly accessed by school include:

- Educational Psychology
- Inclusion Advice Line (which could lead to support from Advisory Teachers)
- Integrated Therapy Service (Speech & Language Therapy, physiotherapy, occupational therapy)
- South Somerset Partnership School (social, emotional and mental health support service, medical support services)
- Young Somerset
- CAMHS (Child and Adolescent Mental Health Service) / Young Somerset
- PFSA (Parent and Family Support Advisor)
- Children's Social Care
- SEMH outreach support - Marchant Holliday / Tor School outreach
- Health care professionals e.g. consultant paediatricians, school nurse, diabetic nurse



How does the school manage the administration of medicines and personal care?

- We have a policy regarding the administration and management of medicines on the school site. Please ensure that you are familiar with this policy if your child needs to have regular medication administered during the school day.
- Parents need to contact the school office if medication needs to be taken during the school day. The appropriate forms need to be completed and **ALL** medicine is to be handed over by an adult to the school office.
- If a child's health care needs are longer term, a medical or health care plan will need to be put in place. This will be completed by health care professionals in collaboration with parents/carers and school staff.
- Staff receive regular training regarding conditions and medication affecting individual children so that staff can manage a medical situation should the need arise.
- We have a policy regarding intimate care for when a child may require help with toileting. This policy is designed to ensure that the needs, dignity and safety of the child are managed sensitively and with ultimate respect for the individual. If a child requires personal care, a Personal Care Plan will be in place and staff will have undergone the appropriate training to undertake this level of care.
- We also have a School Allergy Policy in place.



How do we support children in their transitions into and from our school?

If your child is joining us from another school:

- The SENCo will undertake a pre-visit, where appropriate.
- Your child will be able to visit our school and stay for taster sessions, if this is appropriate. We also offer an enhance transition package for children who have been identified by their previous school from year 2 to year 3.

If your child is moving to another school:

- We will contact the SENCo/SEND support team of the new school and ensure that they know about any special arrangements or support that needs to be made for your child to ensure a smooth transition.
- Where possible, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.

Year 6 transitions:

- The SENCo will discuss the specific needs of your child with the SENCo/SEND support team of the chosen secondary school.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child here at Milford Junior School.
- If your child has complex needs and has an Education, Health and Care Plan, their EHCP Annual Review may be used as a transition meeting during which we will invite staff from both schools to attend.

When moving class each year

- Information about your child will be shared with their new teacher and support staff
- Photo booklets of staff in each new class are shared with pupils before the Summer holiday, if appropriate, to help familiarise themselves with key adults and reduce anxiety.



What is an Education, Health and Care Plan (EHCP)?

The highest level of need is met through an EHCP (Education and Health Care Plan). This is a process where a child's significant needs are supported by school and outside agencies to meet that child's complex difficulties. An EHCP is a statutory document that sets out the child's strengths and needs and what provision they require to enable them to make progress. All children with an EHCP will have external professional advice and recommendations written into their plan and usually receive a significant amount of additional support to meet this advice. Children's progress is continually monitored and reviewed at an EHCP Annual Review meeting. Any changes to support will be detailed and implemented, as necessary. Progress will be measured against termly targets and reviewed outcomes.

Approximately 6% of pupils have an EHCP nationally. An EHCP could entitle the child for further funding using a banding system from 1-7 (1 being the lowest amount). All pupils in specialist provision (e.g. special school or specialist base attached to a mainstream school) need an EHCP. Through a graduated response, as specified in the new SEN Code of Practice (2015), there are many steps that should be explored first, such as further changes to the provision in the school, or links with specialist providers to gain advice and support. However, if all those interventions are not working well enough, then you as parent, the school or other agencies may apply for a Statutory Assessment which may lead to an EHCP.



How does my child get an EHCP?

You and the school, either independently or in partnership, can request that the Local Authority carry out a Statutory Assessment of your child's needs. After the request has been sent to the Local Authority, they will decide whether they think your child's needs (as described in the documentation provided), are complex enough to require Statutory Assessment. If this is the case, they will ask you and the professionals involved with your child to write a report outlining your child's needs and the provision in place following the graduated response. If they do not think your child needs this, they will ask the school to continue with the support in place. After the information has been collated, the Local Authority will decide if your child's needs are severe and complex. If so, they will call a meeting of all professionals involved with your child and an Education, Health and Care Plan will

be written to describe their learning difficulties or disabilities and they help they will get to meet these needs. If this is not the case, they will ask the school to continue with the support they are providing following the guidelines of the Code of Practice.

Where can I find additional information and support?

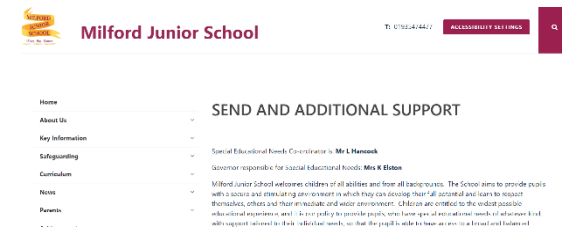
- Visit our **website** for more information on Special Educational Needs:

<https://www.milfordjuniors.com/SEND-and-Additional-Support/>

- **Somerset SENIDAS** is an organisation that provides independent advice and support for families:

Phone: 01823 355 578 email: info@somersetsend.org.uk

- **Somerset Parent Carer Forum** is an independent group of parents/carers who have joined together to share information, their views and experiences of the children's/young person's services (0-25 yrs) they already use or would like to use in the future. Phone: 01278 699397 email: help@somersetparentcarerforum.org



Useful websites:

Autism: www.autism.org.uk www.autismsomerset.org.uk

Hearing impairment: www.ndcs.org.uk www.signature.org.uk

SENDIAS: www.somersetsend.org.uk

Sleep issues: www.cerebra.org.uk

Somerset Choices: www.somersetchoices.org.uk

Somerset Dyslexia Association www.somersetdyslexia.co.uk

Somerset Integrated Therapy Service www.sompar.nhs.uk/our_services/childrenandyoungpeople/integrated_therapy_service/fact_files_its

Sound Thinking - private Educational Psychology, Speech, Language & Communication Assessment and Consultation: www.sound-thinking.co.uk

CAN - The children's communication charity: www.ican.org.uk

For children and young people with cancer www.clicsargent.org.uk

Free helpline for children and young people in the UK www.childline.org.uk

National Eczema Society www.eczema.org

NHS Direct UK - Health & medical information: www.nhs.uk

Non - profit organisation aiming to help make the Internet a safe place for children: www.childnet.com

NSPCC NSPCC.org.uk

Parent Line www.familylives.org.uk

Parent Talk www.parenttalk.org.uk

The British Dyslexia Association www.bdadyslexia.org.uk

The Childrens Trust Providing services to children with multiple disabilities: www.thechildrenstrust.org.uk

Voluntary organisation to help families cope with the changes that bereavement may create in their lives: www.cruse.org.uk

