



We Care. We Aspire. We Belong.

Milverton Community Primary and Pre-School

SEND Information Report 2025-2026

A guide for parents and carers explaining SEND provision offered at our school

Co-produced by the School SENCO, Staff, Governors and School Parent Forum

Our Core Offer

At Milverton Community Primary and Pre-School we value inclusion for all children and ensure that everyone in our school community prioritises and embodies our school values: We Care. We Aspire. We belong. We have high expectations and aspirations for everyone regardless of differences in academic attainment, interests and attitudes. We aim to provide an environment where all pupils feel safe and can flourish. We are committed to providing an education that enables all pupils to make progress with the right level of support, care and encouragement to achieve their best and become confident individuals living fulfilling lives.

Some children may require additional support to help meet their needs or progress with their learning. The additional support may be through: specific resources, teaching approaches, interventions or adult support. The decision to implement additional support is made as part of a team approach involving the school, parents and children and is based on a variety of factors including each child's social, emotional and academic needs. As a school we understand that children's social and emotional development is key to their academic progress and value the importance of supporting children's self-esteem, self-regulation and resilience. The need for additional support may also be identified through assessments carried out by teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school, or through different phases within school, or if a child is going through significant change either at home or school.

A pupil has SEND where their learning difficulty or disability calls for special educational provision that is different from or additional to that normally available to pupils of the same age. A pupil may also have SEND if they have significantly greater difficulty in learning than the majority of their peers of the same age.

This information report describes the range of provision and support available to identified children as and when appropriate. This information is subject to change depending on budgetary constraints and policy review.

Milverton Community Primary School is a maintained primary school with no specialist provision on site.

Who are the best people to talk to in school about my child's difficulties with learning?

Your child's class teacher - they are responsible for your child's learning and progress and are the first person you should talk to if you have any concerns.

Mrs Meera Pow is the school SENCO. She is qualified with a Postgraduate Certificate in the National Award for Special Educational Needs Coordination. She is responsible for the day-to-day implementation of the SEND Policy and coordination of specific provision to support pupils with SEND. Her working days are Mondays, Wednesdays, Thursday mornings and Friday mornings. She can be contacted via the school office on 01823 400439 or email: SEND@milvertonprimary.co.uk



Mrs Nicola Stoddart is the Headteacher. She is responsible for the management of all aspects of the school.



Dr Clare Adams is the SEND Governor. She is responsible for developing and maintaining an awareness of Special Educational Needs provision within the school on behalf of the Governing Body.



What different types of SEND are supported at Milverton School?

There are 4 broad areas of need. Milverton Community Primary and Pre-School staff have resources and training to support all 4 areas of need. Where needs are more complex or requiring specialist support, beyond what we can provide under ordinary provision in school, we will liaise with outside agencies to ensure appropriate support is provided where possible.

Children may have difficulties communicating with others. This includes speech, language or social communication difficulties. This includes children with Autism Spectrum Condition.

Communication and Interaction

Children and young people may learn at a slower pace than their peers, even with appropriate adaptive teaching. This covers moderate learning difficulties (MLD), severe learning difficulties (SLD). This also includes specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia (DCD).

Cognition and Learning

Children may have a difficulty or disability which prevents or hinders them from making use of the educational facilities or opportunities generally provided. This may include hearing or vision impairments.

Sensory and/or physical

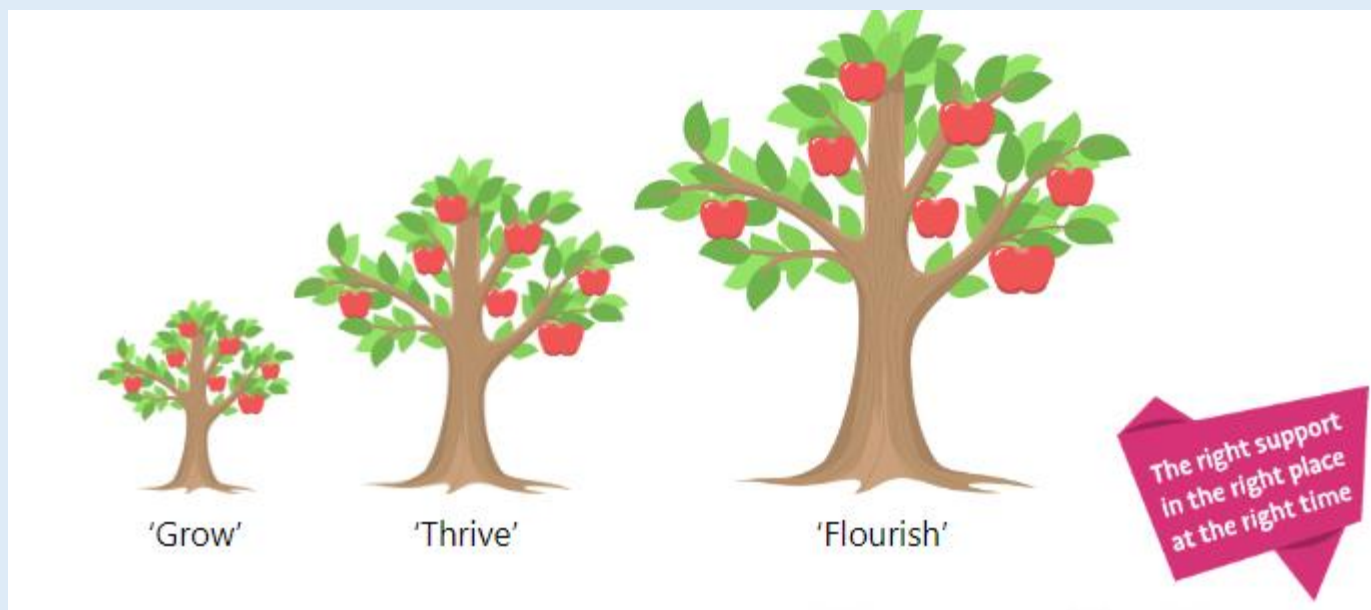
Children may have underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained, which may lead to withdrawn or challenging behaviours. Other children and young people may have conditions such as attention deficit hyperactivity disorder (ADHD) or attachment disorder. Challenging behaviour is not in itself a SEN but a communication of underlying difficulties.

Social, Emotional and Mental Health

What different types of support are available to children with SEND at Milverton School?

The Graduated Response

As part of the Graduated Response to supporting additional needs and SEND we use strategies within Somerset's Graduated Response Tool for supporting children with additional needs. The strategies, resources and recommendations within this inform our Milverton Graduated Response Provision Map (available on our website) and tiered support for children.

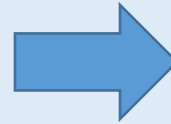


The Graduated Response

Please see our Milverton Graduated Response Provision Map for details of support and strategies we are able to offer at each level.

What different types of support are available to children with SEND at Milverton School?

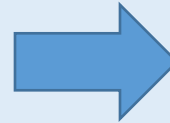
Specialist EHCP/High Needs



Specialist - EHCP/High Needs

Highly adapted and adjusted curriculum planning to support high and complex learning needs with additional input and specialist support from external agencies and a possible EHCP.

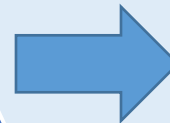
Targeted SEN Support



Targeted - SEN Support

Universal high quality teaching adaptive practice in place and in addition further targeted support to address individual needs, where difficulties are persistent, needing support different from or additional to universal provision.

Universal High Quality Teaching (Whole Class and Small group)



Universal - High Quality Teaching

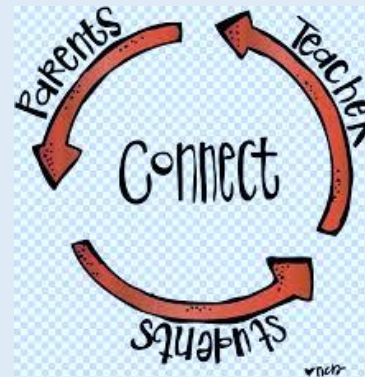
High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for lack of good quality teaching.

How do you monitor progress for each child and how will I be informed about my child's progress or if you have any concerns?

There are 3 main parent consultations a year, to meet and discuss your child's progress with your child's class teacher. If there is a priority/immediate concern outside of these scheduled meetings, you will be contacted directly either by the class teacher or the SENCO.

- Autumn Term face-to-face parent meeting
- Spring Term mid-year school report and face-to-face parent meeting
- Summer Term end-of-year school report and face-to-face parent meeting on request

Should you have any concerns about your child's progress we encourage you to contact their class teacher first.



Teachers assess your child's attainment at the end of each term (three times a year) to check if they are on track to meet end-of-year and key stage expectations. Judgements are based on lesson performance, unaided levelled work, and mini assessments.

If a child is not working at their age-related National Curriculum level by the end of Key Stage 1, they are assessed using pre-key stage standards. This also applies to Key Stage 2 children still working at Key Stage 1 level.

Assessment data is reviewed termly in Pupil Progress Meetings with each teacher, the SENCO and Headteacher. Actions are agreed for children who are not making expected progress and implemented the following term to help close learning gaps.

For pupils on the SEND register, baseline data will be collated at the start of the term and used to inform the specific targets and goals for the term ahead. This data may be collected from class work or from a range of screeners, questionnaires or checklists to get a baseline for the specific area of need. This data collection will then be repeated at the end of the term to gain progress data, to inform future targets and provision, in collaboration between the class teacher and the SENCO and shared with you within their My Learning Passport. For parents/carers of children with an EHCP the SENCO offers termly meetings (including the Annual Review) to discuss progress towards targets set and to discuss future targets and provision going forward.

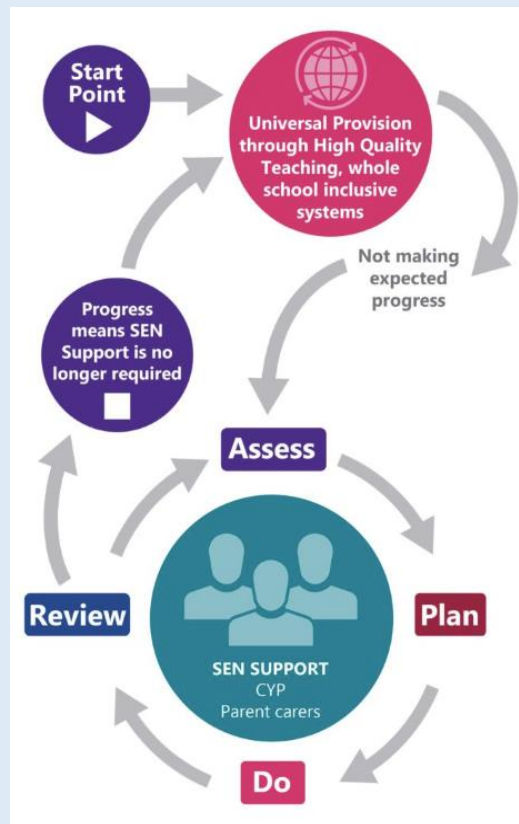
How do you identify and assess for SEND and how will I be involved?

If a child needs additional support and universal strategies have had limited impact, the teacher may submit an Initial Cause for Concern referral to the SENCO. This usually leads to a SENCO observation and further diagnostic assessments or screeners, where appropriate.

Parents are contacted to share their views and may be invited to a meeting before any SEND identification is made. The school will work with you to plan support or discuss referrals to external professionals to support your child's development.

At this stage your child may be added to the school's SEND register if it is agreed that small step targets are appropriate to be set and tracked termly through a My Learning Passport. We will always speak with you when we feel it is appropriate to add a child to the SEND register. This is also the case if a child makes better than expected progress towards targets and we feel they no longer need to be on the school's SEND register.

Our SEND Policy outlines this process in more detail.



How do you assess for
and support SEND?
How will I be
involved?

Assess

To enable us to have a clear understanding of the child's need/s, teaching staff will use ongoing class observations and assessments, along with the views of parents/carers and pupils and previous progress and attainment information to identify any potential barriers to learning or additional needs. They may request additional specialist assessment or support to be provided by the school SENCO/outside professionals.

The Graduated Response
When identifying children who may have SEND and require additional support we follow the four part cycle of Assess, Plan, Do and Review (APDR)

Plan

Once an area of need is identified and baseline assessments have been carried out, the class teacher and SENCO will agree any additional support and interventions and set desired outcomes for the term ahead. Where difficulties are persistent this will all be recorded on a My Learning Passport and shared with parents/carers and pupils.

Review

Termly reviews of the pupil My Learning Passports will be carried out by class teachers, supported by the SENCO and the desired outcomes evaluated. Continued and further support and outcomes will be agreed and shared with parents/carers and pupils if appropriate.



Do

The class teacher remains responsible for the progress of the child whilst the additional support and intervention is carried out and will liaise with any adults providing additional support and parents/carers and pupils regarding this support.

How is extra support allocated to children?

The school budget is received from Somerset County Council. The Headteacher makes decisions on the allocation of the budget for SEND in consultation with the School Governors, Finance Officer and SENCO. This is allocated on the basis of the needs within the school and is reviewed regularly. Funding is allocated depending on individual children's level of need and the support they require. For some children whose learning needs are high, complex or lifelong, additional high needs funding is provided by the local authority through an Education, Health and Care Plan (EHCP), or High Needs Funding for pupils in our pre-school. The school budget is limited but we will always endeavour to do our best to support the pupils with SEND within our school. Pupils identified with additional needs are prioritised for support by teaching assistants in delivering the curriculum and any additional interventions recommended, such as catch-up programmes, implementing care plans from external agencies eg. SaLT or OT or targeted interventions such as Attention Autism..



At Milverton School we use our SEND budget to provide the following additional support. We have 1 trained Emotional Literacy Support Assistant (ELSA) and a weekly Forest School provision to support children's social and emotional development. Please see our [wellbeing page of our school website](#) for further information.

How are the teachers in school supported to work with children with SEND?

Termly Pupil Progress Meetings are held with class teachers, the SENCO and the Headteacher to discuss individual and groups of children and support needed.

A SEND Planning Meeting is completed annually, with our link Educational Psychologist to identify areas for focus for the coming year and an action plan written to address these, often involving staff CPD.

The SENCO, in collaboration with other Senior Leaders will identify training needs, based on staff audits, the School Development Plan and knowledge of specific pupils to devise a training plan to remove barriers for learning for all pupils.

Staff training covers areas such as:

- Medical training, specific to individual needs/cases
- Specific areas of need awareness, such as: Autism Spectrum Condition, Attention Deficit Hyperactivity Disorder, Attachment Difficulties, Adverse Childhood Experiences or Specific Learning Difficulties, such as dyslexia
- Intervention programmes and strategies such as: Precision teaching, Sound Linkage, Somerset Total Communication, Attention Autism
- Overcoming specific barriers to learning such as: sensory needs, working memory difficulties, social and emotional needs, speech and language difficulties, executive function difficulties, metacognition, visual environments
- Relational approach to support behaviour management, de-escalation techniques and restorative justice.
- The Somerset Graduated Response Tool and developments in SEND such as: SEND Identification.
- Subject specific training



The SENCO attends regular development opportunities within the local cluster of schools and half termly meetings for the local area, which she then shares with other staff members through staff meetings.

Staff training may be provided by external professionals, such as an Educational Psychologist, focused on areas identified within the School Development Plan. Individual members of staff identified as having specific training needs are supported internally, where possible, or through external agencies, where relevant.

How are the teachers in school supported to work with children with SEND?

This year we have been chosen to participate in the national Partnership for Inclusion of Neurodiversity in Schools (PINS) programme. It's a partnership between the NHS, Department for Education and Somerset Parent Carer Forum (in this area). The programme offers us a range of training opportunities and support to gather pupil voice, parent/carers voice to help develop our practice.

We completed an initial audit, collated by feedback from parents and carers, governors, pupils and the Senior Leadership Team, to inform a package of support that we can access through this academic year.

School staff will be accessing training covering topics such as good autism practice, supporting executive function skills, reducing anxiety and school-based avoidance, as well as how to support sensory and communication needs through school audits and action plans and a whole school approach to celebrating neurodiversity.



Partnership for
Inclusion of
Neurodiversity in
Schools

Our school training package includes face-to-face training, webinars, support with audits and observations of practice. We have training confirmed from providers such as the Autism Education Trust, Somerset Council, Specialist and Personalised Training Services (SPTS), the Children and Young People's Neurodevelopmental Partnership (CYPNP), Neurodiverse Training.






How do you
support concerns
around
neurodiversity?

SEND Somerset's
Local Offer

Supporting neurodivergence at the earliest opportunity

Receiving support at the earliest stage without the need for a diagnosis.
Making a smooth transition to assessment for those who require it.



If a parent/carer has a concern about their child:

- Parents are asked to complete the parent's views section of the neurodevelopmental pathway 'Next Steps' form. Parents also have the option to pursue an assessment through Right to Choose. This option is facilitated by GPs.
- Once the 'Next Steps' form is received, the class teacher who knows the pupil best will monitor the pupil over several weeks in relation to the concerns, then complete diagnostics and screeners in collaboration with the SENCO, who will then analyse these. The team will then complete the practitioner's views on the 'Next Steps' form, which will be collated by the SENCo to ensure school views are included.
- A meeting will be held to review the evidence and discuss parental wishes in regards to a referral.

If the school staff raise concerns about a child's development:

- Parents will be contacted so school can share their observations in a meeting. School may have started to implement strategies within the Neurodevelopmental Pre Assessment Pathway guidance from the Children and Young People's Neurodevelopmental Pathway (CYPNP) team in consultation with parents. If parents agree to an assessment, they will be asked to complete the parent views section of the 'Next Steps' form.
- The class teacher who knows the pupils best will collaborate with the SENCO to complete diagnostics and screeners and also complete the practitioner's views on the 'Next Steps' form, noting any additional intervention and strategies that have been trialled to support the child's needs.
- A meeting will be held to review the evidence and confirm details within the referral before submission by the SENCO.

Who are the other people providing services to children with SEND in this school?

Support Services
for Education



Our school is supported by professionals from Somerset Partnership NHS Trust. These services provide support for individual pupils with additional needs. This may include support from Occupational Therapists (OT), Speech and Language Therapists (SaLT), Physiotherapists (PT) and the Children and Adolescent Mental Health Services (CAMHS) as well as the Children and Young People's Neurodevelopmental Pathway (CYPNP). It also enables access to the Continence Team, School Nurse Team and Paediatrics.



Somerset
Partnership

Our school is supported by professionals from the Support Services for Education from the Local Authority. These services provide support and training for school staff, when relevant. These include The Educational Psychology Service, Virtual School, Early Years Advisory Team, Hearing Support Team, Vision Support Team and Access and Assistive Technology Team.



Taunton Deane
Partnership College

Our school works in partnership with Taunton Deane Partnership College to support individual pupils and staff development with Social, Emotional and Mental Health Needs (SEMH) where additional support or strategies are deemed necessary.

We are able to access outreach support through the Specialist Outreach Service that aims to link local special schools to mainstream schools to help tailor effective provision for pupils with SEND



We are part of the Mental Health Support Team (MHST) network and have a link Education Mental Health Practitioner who works with individual children and families, as well as supporting needs across the school to promote positive mental health within our school community.

What support is available for me as a parent of a child with SEND?

We value our relationships with parents and carers and encourage regular communication. We work closely and collaboratively with you to identify your child's needs and consider how we can work together to support your child to achieve their full potential. We value your views and opinions and try to involve you in all aspects of your child's support through regular review meetings, including discussions regarding support that we may seek from external professionals. We encourage you to talk to your child's teachers regularly, should you have any concerns or need further information.



We can signpost you to access support through SENDIAS and the Somerset Parent Carer Forum as well as opportunities to attend workshops run by professionals such as sensory workshops and parenting courses. We also regularly share with you details of workshops delivered by the MHST aimed to support parents in better understanding their children's needs and strategies to support. We also encourage you to understand the Local Offer through exploring the website for what services are available and accessible in Somerset.

Somerset's SEND Local Offer

Information on the services available for children and young people up to 25 years with special educational needs and/or disabilities (SEND) and how to access them



Special Educational Needs and Disability
Information, Advice and Support
www.somersetsend.org.uk

Our school Parent and Family Support Advisor (PFSA) Tean Rowland is available to support you and your family, if needed. Referrals are made through the school SENCO, Mrs Pow or Assistant Headteacher for Wellbeing and Pastoral, Mrs Smith.

How will you support my child with SEND when they are joining the school /moving to a new class / moving to a new school?

Where SEN has been identified prior to starting school in the Early Years Foundation Stage we hold a School Entry Plan Meeting with parents and all professionals involved in your child's care to share information and carefully plan their transition to school and the support they will need, including additional visits.

When your child is moving to Secondary School we hold a transition review meeting with the SENCO from your child's new school to share information and carefully plan any additional support they may require, including additional visits. We will pass on any paper or digital files to the new school once they are on role there.



At the end of each academic year, we hold a transition review meeting where the current teaching team share information and current provision with the new teaching team for the year ahead and carefully plan any additional support they may require going forward.



If your child moves to another school during their time at primary school then we will contact the SENCO at the new school to share information and ensure that all records (both paper and digital) are passed on to them as quickly as possible.



If your child moves to Milverton during their time at pre-school or primary school then we will make contact with the SENCO from their previous school to request information and will arrange a transition meeting with you to share information and carefully plan any additional support they may require.

How have you made
the school accessible
for all children?



Milverton School is fully wheelchair accessible. We have a disabled toilet with a hoist and changing table and 2 designated disabled parking spaces, one within the main car park and one at the front of the school. The school grounds are mostly accessible with sloped areas leading on to the school playing field. We have a designated area to support children in developing their social, emotional and mental health needs. Our school provision includes Emotional Literacy Support Assistant (ELSA) provision and a Forest School provision (one afternoon per week) for children identified by the school as suitable either of these provisions. We liaise with the Children's Specialist Services Team within the Local Authority regarding individual pupils to ensure we are supporting their auditory, visual and physical, as well as medical needs and seek support from this team to advise on details within our Accessibility Plan. Our Accessibility Plan is reviewed and adjusted regularly, to ensure we are prioritising inclusion for all members of our school community.



What further
information do you
have about how
SEND is supported in
school?



This SEND Information Report should be viewed and considered in conjunction with the school's SEND Policy and Graduated Response Provision Map that are available on our website. Further information can be gained through contacting the school office at office@milvertonprimary.co.uk

