



# Special Educational Needs and Disabilities (SEND)

## INFORMATION REPORT

2025-2026

(In accordance with Section 65 (3) of The Children's and Families Act 2014)

# SPECIAL EDUCATIONAL NEEDS

The Code of Practice (2014) explains that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This is due to a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same.

The four main broad areas of SEND are as detailed below:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and /or Physical Needs.

These areas of SEND offer an overview of the range of needs and in many cases, children do have needs that cover more than one of these areas. The purpose of identification within the broad areas is to help in the decision behind the support for the individual and ensure this takes into consideration the needs of the whole child as well as their Special Educational Needs. This allows for the most appropriate intervention to support the individual pupil and ensure their needs are fully catered for. We are a fully inclusive school and continuously strive to provide the best for all our children, including those with SEND.

## IDENTIFICATION AND ASSESSMENT

At Falconhurst School children are identified as having SEN through a variety of different strategies and assessments including:

- Concerns are raised by parents/carers.
- Concerns are raised by teaching staff or previous school.
- Assessment and tracking data.
- There is a change in the child's behaviour or self-esteem which impacts on their learning.
- Liaison with external professional.
- A medical diagnosis.

At Falconhurst, we believe parents, carers and class teachers are central to the identification process.

# PLANNING, DELIVERING AND MANAGING PROVISION

The class teacher has overall responsibility for the planning and teaching of the curriculum for all children which is monitored by senior leaders throughout the school. If a child has a Special Educational Need at a SEN Support level, an Individual Learning Plan (ILP) will be produced in conjunction with the parent and pupil. It will highlight the short-term outcomes specific to the child's needs. Should a child require additional support in order to meet their short and long-term outcomes, a more in-depth SEND Support Plan will be produced in line with the SEND Local Offer. The child may be included in an intervention group which will be conducted by a teacher or teaching assistant. Alternatively, they may need small adaptations to support them with the learning within the classroom. The provision that a child needs is recorded on their Provision Map.

## EVALUATION OF THE EFFECTIVENESS

The interventions are planned in consultation with the SENCO. All interventions for a child are recorded on the child's provision map. The impact of interventions are measured and discussed at termly Pupil Progress Meetings. SENCO also conducts Provision Management which evaluates the effectiveness of the intervention against the aims and base line assessment. This evaluation and review then contributes to the discussion regarding new interventions.

## ASSESSING AND REVIEWING PROGRESS

Each term parents and pupils will be invited to a Pupil Progress Meeting to review the provision that has taken place that term and assess if the children have achieved the short term outcomes on their SEND Support Plan. This will be conducted by the class teacher.

If the child has an Education, Health Care Plan, then parents are invited to planning, review and transition meetings as required. They will also be invited to a Person Centred Annual Review.

In addition, we always adopt an open door policy and actively encourage any parent/carer to share any concerns, however small.

## TEACHING AND LEARNING APPROACH

All children are entitled to universal high quality teaching, adapted to children's individual needs to enable them to access the curriculum. Lessons will be differentiated to support children in accessing the lesson at a level appropriate to their learning and developmental stage. Lessons will use a

range of visual, aural and kinaesthetic elements to interest and engage children. The lessons take into account children's needs and they are planned in order to remove any barriers to the curriculum.

The school regularly completes dyslexia friendly classroom, ASD and communication friendly checklists to ensure the environment is appropriate to meet all needs.

The school also follows the Milton Keynes local area Ordinarily Available Provision (OAP) document which outlines what should be available as part of a universal good practice in school settings for children with additional needs, or SEND.

## ADAPTATION TO THE CURRICULUM AND LEARNING ENVIRONMENT

Some children may require the curriculum to be adapted in order to remove any barriers that would prevent them from assessing lessons. We therefore find ways in which all pupils can take part in lessons and out-of-school activities. As a school we regularly review the way in which resources are matched to the needs of all the children. Adjustments may be in the form of using word processors or oral recording devices instead of recording information in a traditional format. It may also be specialist equipment, such as coloured overlay, pencil grip or fiddle bands. Advice from external agencies is welcomed in order to further develop and train staff in adaptations to lessons. Within some year groups, the number of children within each class group for English and Maths may also be smaller to allow for more focused teaching of children with higher level needs. As a school, we adopt dyslexia and autistic friendly strategies shared with us by the Specialist Teacher Team within the learning environments across the school.

## INCLUSION

At Falconhurst School we work extremely hard to make sure children are fully included with their peers within learning experiences both inside and outside the classroom.

Risk assessments are carried out and procedures put in place to enable all children to participate, wherever possible, in consultation with parents/carers. If a health and safety risk assessment suggests that an intensive level of 1-1 support is required or that an activity may not be suitable for a child, then this will be discussed with the parents prior to the trip or activity. Every measure is taken to fully include every child as long as it is safe to do so.

## PROVISION FOR EMOTIONAL, MENTAL AND SOCIAL DEVELOPMENT.

At Falconhurst 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. If however, children need further opportunities this may include:

- opportunities to talk through concerns with members of staff.
- time with the learning mentor or therapeutic counsellors to further explore feelings, anxieties and behaviour.
- access to small group work to promote confidence, self-esteem, emotional awareness, anger management or social interaction.
- play time support such as a play buddy, teaching assistant or positive play worker to promote games, activities and social interactions.
- Referrals to specialist outside agencies such as CAMHS, Touchbase, Early Help within the Family Centre (Hedgerows), MHST or Bereavement UK

## EXPERTISE AND TRAINING

The Inclusion Team at Falconhurst consist of the SENDCo, inclusion leader, learning mentor, targeted trauma and attachment worker and a therapeutic counsellor. The school also employs teaching assistants who work with children within the different year groups. All staff within the school receives access to regular training related to special educational needs and disabilities. Falconhurst School also has access to local authority training as appropriate. We provide our staff with specific training as the needs of the children arise.

## EXTERNAL AGENCIES

Occasionally a child or family may need more specialist support from an outside agency. If the advice of a Specialist Teacher is required, parents' consent will be initially required for the needs of their child to be discussed. This will then trigger the involvement of the relevant Specialist Teacher. For other external agencies such as Educational Psychologists and Speech and Language Therapists, parents' consent will be initially required and a consultation appointment will be arranged.

## EQUIPMENT AND FACILITIES

At Falconhurst School we strive to increase the range of equipment used within school for children with SEND as well as the facilities we offer. Equipment within school can range from specialist equipment to support children in accessing their lessons such as coloured overlays, pencil grips and different methods of recording. It may also include equipment that

supports children with their attention within lessons such as chewellery, tangles or visual support cards. Specialist equipment for subjects such as PE is used within school to support children with their gross motor skill development and adapt the curriculum for children with disabilities.

Our school also has 3 disabled toilets that are accessible in different locations and floors of the school building. A small specialist provision room is also within school where a teacher conducts small group work for children with a focus on their specific needs. Falconhurst School also has a fully equipped sensory room and additional targeted outcomes room for use by children.

## INVOLVEMENT OF PARENTS

We strongly believe parents/carers are central to all we do at Falconhurst School. We therefore operate an open-door policy and actively welcome the involvement from parents. Class teachers are available at the end of the school day if you want to have an informal chat. If parents required a more detailed conversation, an appointment can be made with the class teacher and/or SENCO. All parents are also kept informed of their child's progress through parental consultations and the child's annual school report. When children have a SEND Support Plan and a provision map, parents and pupils will be invited to termly Pupil Progress Review Meetings. This is where outcomes and interventions will be agreed upon in collaboration and previous ones reviewed.

## INVOLVEMENT OF PUPILS

At Falconhurst we believe that the child's opinions are fundamental in ensuring they are happy and achieve within school. Pupils are therefore involved in all meetings with regards to their provision. SEND Support Plans are written in conjunction with the pupil and their parent. Pupil interviews are conducted termly to gain the views of the pupils about the support they receive. The format of the Annual Review process for children with Education Health and Care Plans has a focus on a child centred approach where the pupil will be invited to participate in the meeting if appropriate.

## INVOLVEMENT OF GOVERNORS

Our governing body is very active and fully supportive in all areas of school life, including SEND. We have an Inclusion Governor, who meets with appropriate school staff and information is regularly fed back and shared at the governors meetings.

Any complaints would follow our complaints procedures and would include the Governors as appropriate.

## TRANSITION

When children with SEND transition to Falconhurst School, all information from the previous school will be requested and shared with the new teaching team in order to ensure timely intervention and awareness of needs. If required, an observation may also take place at the previous school to gain a full understanding of successful strategies and the provision in place. Additional visits to our school may also be organised as part of the transition process in order to make children more familiar with the routines and layout of the school. These opportunities are all tailored to the individual needs in order to support smooth transition to the school.

If a child is transitioning from Falconhurst School, all SEND information is passed on to the receiving school and a transition meeting may be set up with the SENCo of the receiving school, the parents and the pupil (if appropriate). Falconhurst School will also support any additional transition visits to the receiving school or for members of staff to come into our school in order to build the relationship with the pupil. Invitations are also extended to the receiving school for Annual Review Meetings.

## CONTACT DETAILS

At Falconhurst, the first point of contact will be your child's class teacher either in person or by phone. Meetings can also be arranged with the SENDCo or Phase Leader.

Phase Leader of Reception and Nursery - Mrs Liz Bonham  
Phase Leader of Lower School Years 1 and 2 - Mrs Kimberley Loxley  
Phase Leader of Middle School Years 3 and 4 - Mrs Melanie Gladman  
Phase Leader of Upper School Years 5 and 6 - Miss Emma Reaney

SENDCo: Mrs Katie Peachey

### External Agencies:

Milton Keynes Council - 01908 253414

(SENDIAS) Parent Partnership - 01908 254518

Educational Psychology Service - 01908

367333 Children's and Families Practices -

01908253169 Speech and Language

Therapy Team - 01908 209305

Children and Adolescent Mental Health Services - 01908 607501

Further contact information for external agencies is available in the Local Authority's Local Offer.

## COMMUNICATION

At Falconhurst School we endeavour 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. Falconhurst parents are positively encouraged to come into school to talk about any aspect of their child's education. Initial contact is usually made through the child's class teacher, and in the vast majority of cases, concerns or anxieties are usually resolved at this stage. If not, then the Phase Leader, SENCO, Senior Leadership Team and ultimately the Head Teacher will always strive to resolve any concerns.

However, in the very unlikely event this fails and a parent wishes to make a formal complaint, the governing body has published guidelines for parents detailing the necessary stages in the formal complaints procedure.

## LOCAL AUTHORITY LOCAL OFFER

Milton Keynes local authority has also devised a local offer this academic year. This has been written in order to show the availability of provision within the local area and to support parents/carers with more information with SEND procedures.

This can be found on the following link: <http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs/send-local-offer>

