

SEND  
INFORMATION  
REPORT  
2025/26

This document supports parents in ensuring that they have access to important information in relevance to the needs of their child. The SEND Information Report explains how the school works with children, parents, the local authority and other specialist services, such as Speech and Language Therapists and Educational Psychologists in ensuring that children are supported in reaching their best possible outcomes. It aims to make the important decisions in obtaining the best for each individual child less stressful for families by giving parents additional information about the services and expertise available; increasing their knowledge and choice. This document is written in close reference to the SEND Code of Practice 2014.

**Vision Statement:** At Myland Primary School, it is our vision to support all pupils within a family orientated, caring and considerate environment that responds to each individual's needs; emotional, learning and physical. We believe that all children should be able to make the best possible progress and we are strongly committed to ensuring that the right provision is made for any child through close work with the child, their parents or carers and all professionals who work with the family.

The SEN Code of Practice States there are Four Broad areas of need:

#### **Communication and interaction**

These children may have difficulty communicating with others. This may be because they have difficulties saying what they want to, find it difficult to understand what is being said to them, or they have difficulties understanding the social rules of communication, for example, children with Autism

#### **Cognition and learning**

These children may learn at a slower pace than their class mates, even when High Quality Teaching and differentiation is in place. Learning difficulties umbrella a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) where children often also have difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD) where children can have severe and complex learning difficulties as well as a physical disability or sensory impairment. This area also covers specific learning difficulties (SpLD), such as DCD (Developmental Co-ordination Disorder)

#### **Social, Emotional and Mental Health difficulties**

This term covers a wide range of social and emotional difficulties, such as children becoming withdrawn and isolated, as well as children who may express their emotions through challenging and disruptive behaviours. These behaviours may be due to mental health difficulties such as depression, self-harming, eating disorders or other symptoms that are medically unexplained. This area of need also includes children who may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder

#### **Sensory and/or physical needs**

These children may have a vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) and will need specialist support and/or equipment in order to access school life and their learning. These difficulties can be related to the age of the child and may change over time

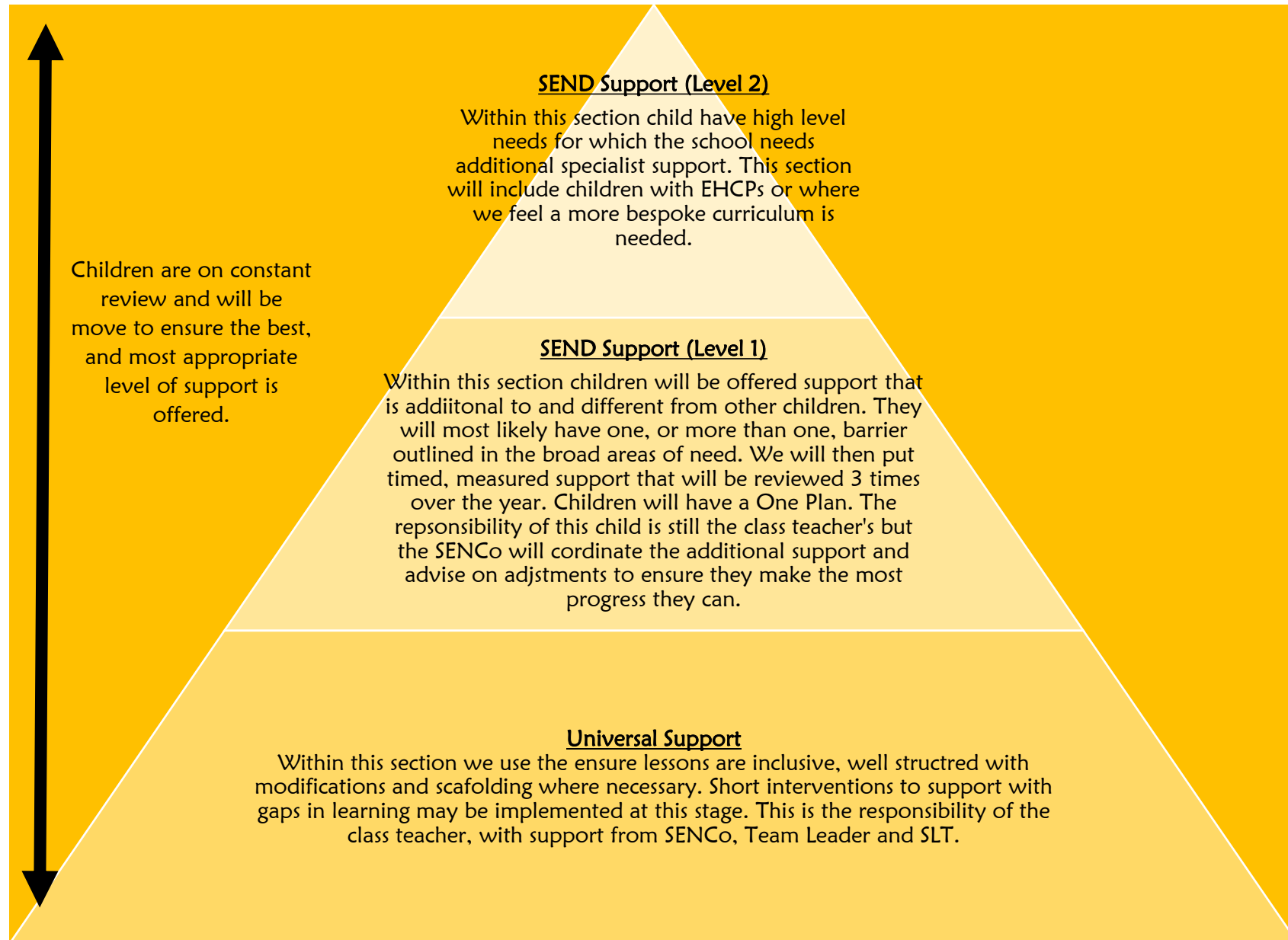
### **How do we decide if a child will need SEND support?**

At Myland we use a collection of screening assessments and teacher observations to decide if a child needs additional support. A teacher will raise if a child needs SEN Support through pupil progress meetings or discussions with the SENCo. There is an expectation that one round of Assess, Plan, Do, Review is completed before additional support is offered. The SEN Support Register is under continual review.

### **How do we ensure children with SEND are making progress?**

Class Teachers are responsible for the child's progress. This is tracked closely through regular pupil progress meetings and discussions with the SENCo. Children who have SEND Support will also have a One Plan. This is a document where we offer children support that is **additional to and/or different from** their peers to meet their need. We assess the pupil's needs and plan to offer an additional intervention. We will then do this intervention When implementing such support, we consider potential negative impact of the intervention, we must consider the impact to other aspects of their learning. Every term we review these interventions in the hope of reaching the small step outcomes. Pupil and parent's views are very important to us and are vital to a successful One Plan. This approach of Assess, Plan, Do, Review is set out by the SEN Code of Practice, it is commonly known as the Graduated Approach.

## What different levels of support we offer to children with SEND?



How do we ensure all children can succeed within the classroom?

At Myland we believe all children can succeed and have the highest expectations for all. We never use a special need as an excuse for a child’s progress, ability or behaviour. We ensure all staff are trained in the needs of our pupils and we aim to overcome every child’s barrier so they can leave Myland ready for Secondary School and with the key building blocks to be successful in life. All staff are knowledgeable and highly trained to deliver a curriculum that meets the needs of every pupil in their class, they are supported by the Senior Leadership Team, their Team Leader and the SENCo to ensure all pupils progress. Our aim is for all children to have full access to every lesson within the class. We do offer interventions, but only when we feel the outcome is vital for the future, long term learning of the child (for example a phonics intervention to support reading within Key Stage 2, or a communication intervention to support development). If they are missing other curriculum time we aim to vary the time out to ensure children do not fall behind in other aspects. For every intervention we carefully balance the intended impact against the loss of class learning. Our key aim is that children with special needs are not seen differently from their peers. Through high quality teaching, and adaptations to the environment peers have a true sense of belonging and the differences are celebrated, not seen as a barrier. We aim for all trips to be accessible and we openly encourage children with SEND to engage with extra-curricular clubs where we can adapt the sessions to support them.

**Curriculum Offer for Children with SEND.**

Curriculum Offer	Lesson Sequencing, Vocabulary and key knowledge	Outcomes short term and long term
<p>We have clear aims for every lesson within the curriculum. We carefully sequence the learning to ensure it has an impact on long term memory. We then adapt the curriculum to support pupils who have special needs. This is done by the class teacher, the phase team and the SENCo.</p> <p>The curriculum is planned by leadership to have continual strands that bring it all together for all children. This supports children in linking learning to old and developing their long-term memory.</p>	<p>We plan our curriculum to ensure key knowledge is reinforced. This is achieved by using “sticky knowledge”</p> <p>Our continual aim is that all children access all aspects of the curriculum. With this in mind we ensure the lessons are modified to ensure their barrier does not impact their outcomes, but also if their curriculum is shortened it is so we can achieve long term goals that may impact their longer term learning outcome. These are very carefully considered and reviewed regularly.</p> <p>We also carefully consider the barriers a child may have and how we can overcome them before the lesson, or sequence. For example giving pre-teaching of vocabulary, or “access vocabulary” (words we would expect children of their age to know, but they may not)</p>	<p>We use proof of progress assessments to ensure what has been taught has been retained. For children with SEND we expect them to achieve the very best they can. Our aim is always that all children reach and exceed the national expectation.</p>

We also follow Essex Ordinarily Available, which can be accessed online (all pupils [here](#) and targeted [here](#)). To focus on key aspects we have developed “Myland Musts”, these show the key aspects that we include for all children. This was developed using the Ordinarily Available document, all staff were involved and trained in this during the last academic year. **How do we prepare children to join or leave our school?**

The SEN Code of Practice outlines the importance of preparing pupils from Year 9 for life after school. We believe such considerations need to be thought about and considered from Reception. When children join the school in Reception a staff member will visit them at home and nursery (if applicable). Regarding the transitions within school children have ‘Moving Up’ days and hand over meetings for the class teacher. When children move to Secondary School we work with the secondary school SENCo to ensure their needs can be met and a smooth transition can be made. This may include offering additional transition days. If your child has an EHCP we invite the Secondary School to the Annual Review Meeting in Year 6.

### **How are parents involved?**

At Myland Primary School we understand the vital importance of a close working relationship with parents and carers of all of our children and we endeavour to ensure that there are a multitude of opportunities to do so. We conduct three meetings with parents or carers across the year, our One Plans (which include the One Page Profile) are completed with support from the parents and carers. We are also always willing to consider reviewing targets where necessary at a different point within the academic year.

Informal – these may include:

- ❖ Each teacher, the SENCo, Mr Everden, and Learning Mentor, Mrs Richardson, have a weekly ‘at home’ evening where parents can come into school for a discussion about their child’s progress and any concerns they may have.
  - ❖ Home/school communication diaries.
    - ❖ Phone calls.
    - ❖ E-mails.

Formal – these may include:

- ❖ Termly person-centred reviews where the SENCo meets with parents; collating information from the child, Class Teacher, Teaching Assistant, Learning Support Assistant and all other related professionals, such as Speech and Language Therapists, Educational Psychologist and the school nurse.
  - ❖ Parent consultation meetings (these are in addition to the person centred reviews).
    - ❖ Annual reviews for those children with an Education, Health and Care Plan.
    - ❖ Meetings in school with professionals, such as the Educational Psychologist.

Developing strong relationships with all stakeholders is very important to us at Myland. If you have any questions or concerns, please feel free to contact Mr Everden ([senco@myland.essex.sch.uk](mailto:senco@myland.essex.sch.uk)). Please note that the SENCo will not meet with parents who are interested in joining the school. We will only engage with parents once their child’s place has been confirmed.

If parents or carers have a complaint, we recommend contacting us to discuss the issue. We are very open and always want to work with parents. However, if you feel the issue has not been effectively been dealt with, please find the schools complaint procedure on the website.

We aim for every child at Myland to have continual high-quality teaching by being involved within the class. Certain adaptations are expected within all classes as school policy, but also, we aim to meet the needs of each individual child. Not seeing their label as the barrier but looking at the child in a holistic manner, and how we can ensure they achieve the best they can. Please note we use these interventions to support and overcome children's barriers.

Every class adaptations to support children	Possible options to support individual children
<p style="text-align: center;">Visual Timetable</p> <p>Understanding of the different areas of need and training on how to best support child with such needs</p> <p>Dual coded (pictures and words) for new vocabulary that needs to be retained.</p> <p>Consideration of communication from all adults within the classroom meaning all can access the learning.</p> <p>Carefully planned sequences of lessons.</p>	<p style="text-align: center;">Forest School</p> <p style="text-align: center;">Nurture Groups</p> <p style="text-align: center;">SEMH individualised interventions</p> <p style="text-align: center;">Phonics interventions</p> <p style="text-align: center;">Precision Teaching</p> <p style="text-align: center;">Colourful Semantics</p> <p style="text-align: center;">Power of 2 and Plus 1 (Maths)</p> <p style="text-align: center;">Speech and Language interventions (either defined by the speech and language therapist, or by the SENCo and teacher)</p> <p style="text-align: center;">Attention Autism Sessions</p> <p style="text-align: center;">Sensory Sessions (however please note these are significantly restricted due to our old building)</p> <p style="text-align: center;">Art Therapy from our Pastoral Lead (trained)</p>
<p style="text-align: center;">Please note due to school layout restrictions we may be unable to offer specific interventions like small group break out spaces.</p>	

All staff receive regular training.

### How are pupils involved?

The views and opinions are vital in the process of completing a One Plan and ensuring children understand their targets. We want them to see their progress and be proud of their achievements, but also have a voice in what these should be. The SENCo or another staff member will discuss their targets with the child ensuring they understand them. We also use this opportunity to ensure children can offer ideas on what they wish to achieve. We continually review the way we obtain pupil voice. This year Key Stage 2 children have been given One Plan books that hold their One Plans. They take ownership of these and allow them to engage and consider their targets throughout the year.

### **How do we safeguard children with SEND?**

We understand the highest level of safeguarding needs to be upheld for all children, always keeping the attitude of “it could happen here”. This is even more important for pupils with SEND. We consider the needs of the pupils when dealing with safeguarding concerns. This will include using adults that have strong relationships with them, alongside an appropriate way for them to communicate, this could be using Picture Exchange Cards to ensure the child can share their concern. The SENCo is also a Deputy DSL meaning they are aware of the safeguarding concerns within the school. The Pastoral Lead also has completed the Makaton Safeguarding to allow all to share concerns.

### **How do we support children’s emotional, social and mental health?**

We have a Nurture Room within the school which is accessible to all children. Mrs Richardson, the Pastoral Lead, runs regular Nurture sessions for many children across the school. Miss Pender also closely monitors our PSHE curriculum ensuring it is accessible for all. We always look to support pupils early; this means we want to have strong relationships with parents to ensure we can best support pupils to the best of our ability.

### **How do we work with external organisations to support parents and children?**

We actively engage with our Inclusion Partner and Educational Psychologist through regular meetings. We also have access to an external speech and language therapist for one half day each term. In addition to our Pastoral Lead, we also have a family support worker who supports all families within the school.

### **How is SEN provision funded?**

Every school receives a ‘notional’ funding amount for each child with additional needs, including pupils with an EHCP. This funding (including for EHCPs) can be utilised by the school in a variety of ways to best meet the needs of the pupil/s and the targets outlined for them to demonstrate progress. (Section F on an EHCP.) Schools determine how this funding is allocated – for example, it could be allocated to specific resources to support a pupil in the classroom, alternative specialist input/provision or a specified amount of adult support.

If you have any further queries about your child or this Information report, please contact the SENCO at our school.