

Greenleys Junior School



LEARNING *for* LIFE

SEND Information Report 2025 - 2026

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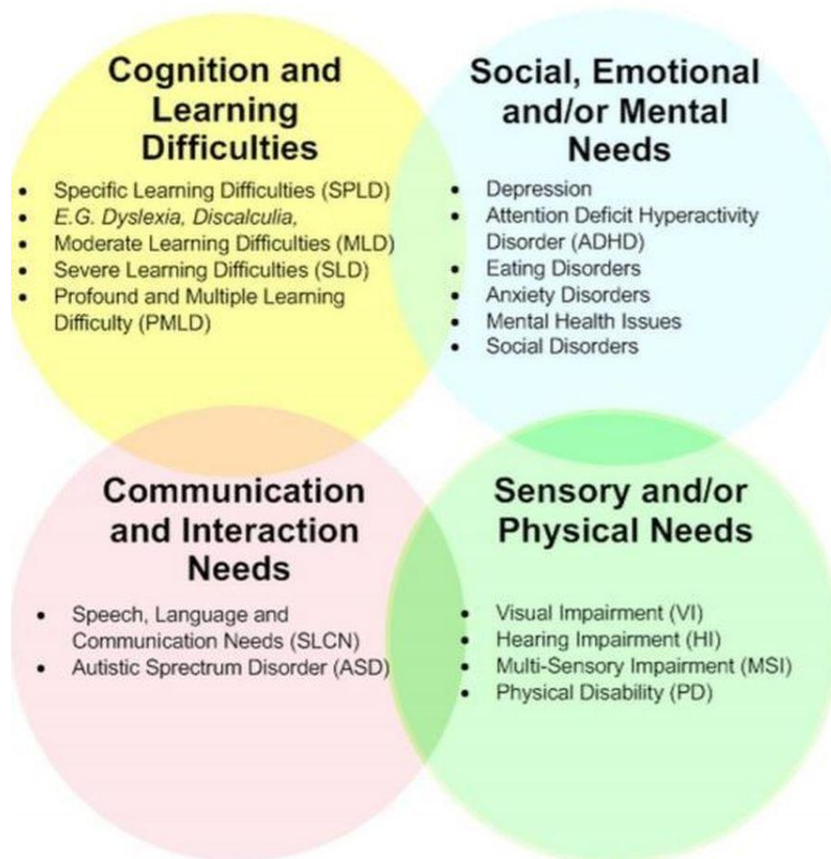
1. Types of SEND at Greenleys

This SEND Information Report outlines how Greenleys Junior School identifies, supports and monitors the progress of pupils with Special Educational Needs and Disabilities (SEND), in line with the SEND Code of Practice (2014).

It is intended for parents, carers and professionals who wish to understand how we support children with SEND and how we ensure every child has access to a high-quality, inclusive education.

What types of needs do we support?

- We cater for the four areas of need listed in the SEND Code of Practice (2014):



- All children with SEND are welcome to apply for a place at our school, including those with an Education, Health and Care Plan (EHCP)

2. Our Approach to SEND

Our vision and Values

At Greenleys Junior School, we adopt a child-centred approach that places each pupil's individual needs and aspirations at the heart of all decision-making and provision. This

philosophy underpins our motto, 'Learning for Life', which reflects our commitment to equipping every child, including those with SEND, for lifelong success both within and beyond the classroom.

The GIVERS Curriculum

We are committed to fostering a nurturing, inclusive and high-quality learning environment where all children develop the knowledge, skills, confidence and independence they need to thrive now and in the future. The school's curriculum aims are for all children to be: **'G.I.V.E.R.S.'**

Global citizens, Independent - confident learners, Vocabulary immersed, Experience rich, Respectful and well equipped for being part of their community, Secondary ready.

At our school, we believe that all children, including those with Special Educational Needs and Disabilities (SEND), should be given the opportunity to reach their full potential in every area of development. We are committed to nurturing **Global citizens** who are prepared to contribute meaningfully to their communities and the wider world.

All children are entitled to full access to a broad, balanced and inclusive curriculum that promotes personal growth and prepares them for adult life. We ensure that individual needs do not limit educational opportunities or outcomes.

A core part of our approach is developing **Independent and confident learners**. We prioritise self-advocacy, self-esteem and respect for others, recognising these as essential elements of educational entitlement—particularly for pupils with SEND. Our provision focuses on building resilience and independence so that every learner is equipped to overcome challenges.

We strive to provide a **calm, nurturing and respectful** learning environment where every child feels safe, valued, and understood. We promote emotional wellbeing and positive relationships, ensuring that our school is a secure place for all pupils to grow and thrive.

We believe that all pupils should have the opportunity to **experience success** and feel proud of their achievements. As part of our **experience-rich** offer, we ensure that children with SEND have access to a wide range of opportunities beyond academic learning, including creative, sporting and community-based activities that enrich their learning and broaden their horizons.

Our **vocabulary-immersed** approach supports every child's ability to express themselves and access learning across the curriculum, empowering all learners with the language they need to engage fully.

We prepare all of our pupils to be **secondary ready**, not just academically but socially and emotionally, helping them to transition with confidence into the next phase of their education.

Provision for children with SEND is a **whole school responsibility**. Every member of staff plays a key role in supporting all learners. The SENDCo, alongside the Head of School and governing

body, works collaboratively to provide leadership, guidance and support to ensure that inclusive practice is embedded throughout the school.

Inclusive teaching practice using the Magenta Principles (Think, Talk, Do)



Our inclusive practice for children with SEND is rooted in the Magenta Principles, ensuring that learning is active, collaborative and reflective.

Think:

- Engage in meaningful learning that encourages them to reflect, question and make connections.
- Develop independence by thinking through challenges and finding their own solutions with the right level of support.
- Grow in confidence as they learn to understand their own needs, strengths and next steps.

Talk:

- Express themselves clearly, using enriched vocabulary and communication tools that help them share ideas, ask questions and advocate for themselves.
- Listen to and learn from others, building respectful relationships and becoming active, collaborative learners.
- Take part in discussions with adults and peers, contributing to decisions about their learning and support.

Do:

- Participate fully in a broad and balanced curriculum, accessing hands-on, experience-rich activities that deepen learning.
- Practise new skills and apply strategies that help them overcome barriers and build resilience.
- Take increasing responsibility for their own progress, becoming more independent and secondary ready.

Through this approach, children with SEND are not passive recipients of support—they are active learners, thinkers, communicators and doers, equipped to flourish within our GIVERS curriculum and beyond.

3. Our SEND Processes

a) Identification of SEND

A child or young person has Special Educational Needs (SEND) if they have a learning difficulty or disability that requires special educational provision to be made for them.

Learning difficulty:

A child has a learning difficulty if they have a significantly greater difficulty in learning than the majority of others of the same age. These children may initially be identified by making less than expected progress, which may be characterised by:

- Progress that is significantly slower than their peers from the same starting point;
- Progress that fails to match or exceed their previous rate of improvement;
- Progress that widens the attainment gap between them and their peers.

This can include progress in areas beyond attainment, such as emotional development or social skills, where additional progress is needed to prepare the child for a successful transition to adult life.

Special Educational Provision

Special educational provision refers to support that is additional to or different from the high-quality, personalised teaching typically provided in class. This does not simply mean more of the same – e.g., more reading, writing or maths. Instead, it may involve tailored strategies or interventions and provisions that target a child's underlying barriers to learning and enable them to access the curriculum meaningfully.

At Greenleys, we use Provision Map Writer by Edukey - a secure online platform - to create, manage, and review individual support plans for pupils with SEND. This ensures that all adaptations, strategies, and reviews are recorded consistently and are accessible to the appropriate staff. It allows us to track the impact of provision more effectively and helps ensure joined-up support across the school.

It is important to note that low attainment or slow academic progress does not automatically mean a child has SEND. Many children make progress through high-quality, differentiated classroom teaching (also known as 'Quality First Teaching'), without requiring additional SEND support.

The Graduated Response at Greenleys

We follow a staged approach to meeting children's needs, known as the Graduated Response, as outlined in the SEND Code of Practice. Rooted in a child-centred ethos, this approach ensures that support is shaped around each pupil's unique profile — identifying needs early and delivering progressively more personalised provision that reflects their voice, strengths and aspirations.

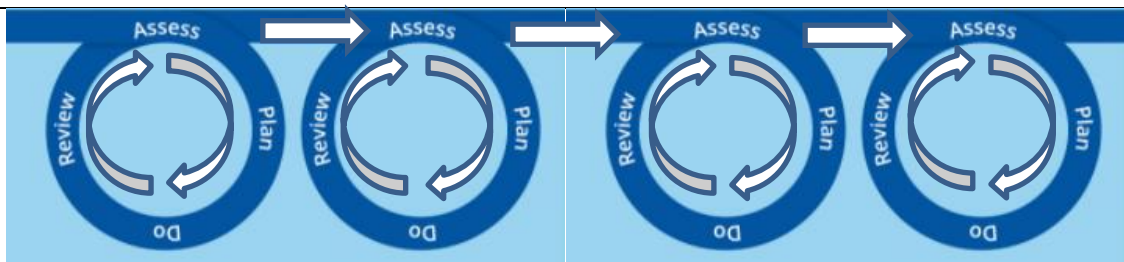
Universal Provision	This includes inclusive teaching strategies, reasonable adjustments and targeted support delivered as part of Quality First Teaching. These are drawn from the Milton Keynes City Council's Ordinarily Available Provision and are in place for all children, including those with emerging needs. Provision at this level is monitored using Provision Map Writer.
Individual Support Plan (ISP)	<p>If concerns about a child's progress persist despite ordinarily available provision, the child is placed on an Individual Support Plan (ISP). This is developed collaboratively by the class teacher, SENDCo and parents/carers. Some external agencies may also be involved.</p> <p>The ISP outlines tailored strategies and support, and the child is added to the SEND register. These plans follow the Assess, Plan, Do, Review (APDR) cycle and are reviewed and shared with parents four times per year. ISPs are monitored and reviewed using Provision Map Writer.</p>
SEND Support Plan (EHCP Pathway)	A SEND Support Plan is implemented for children whose needs are significant and complex. This plan is developed collaboratively with the Class Teacher, SENDCo, Parents/Carers and External Agencies who may be supporting the child. SEND Support Plans follow the Assess, Plan, Do, Review (APDR) cycle and are reviewed and shared with parents four times per year. These plans are only used for children on the EHCP assessment pathway.
Education, Health and Care Plan (EHCP)	An EHCP is issued by the Local Authority for children with long-term and complex needs that require high levels of sustained support. The plan outlines the child's outcomes and provision across Education, Health and Care. EHCPs have a formal Annual Review each year with the Class Teacher, SENDCo, Parents/Carers and External Agencies. In addition to this, the school complete Assess, Plan, Do, Review (APDR) cycles termly which are shared with parents three times per year. These plans are monitored and reviewed using Provision Map Writer.

All SEND support is overseen by the SENDCo, who monitors provision through Provision Map Writer and supports class teachers in evaluating impact. Decisions about next steps are shared with parents/carers as part of the regular review cycle.

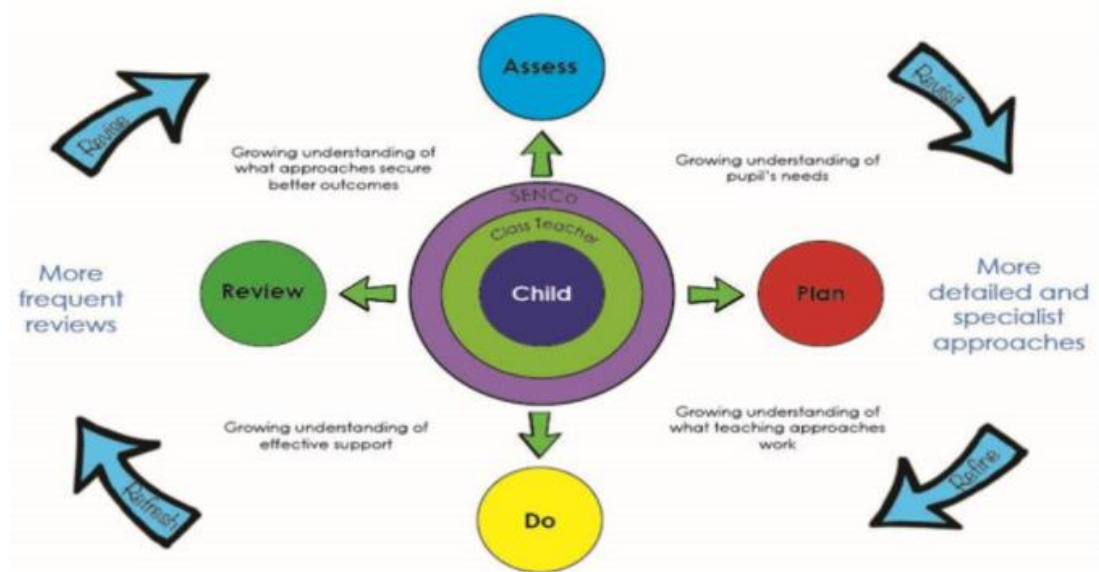
3. Our SEND Processes

b) Assessing and Reviewing the Progress

Once a child is identified as having SEND and is added to the SEND register, they begin to receive support that is tailored to their individual needs. This support is delivered through a structured, ongoing process known as the Graduated Response, which follows the cycle of Assess, Plan, Do, Review (APDR). The class teacher leads this process, with guidance and support from the SENDCo, to ensure that provision is targeted, reviewed regularly, and responsive to the child's progress.



At each cycle, earlier decisions and actions are revisited and refined based on a growing understanding of the child's needs. This ensures that support becomes increasingly personalised and effective.



- The planned provision is detailed in a SEND support plan, which outlines:
 - The child's specific needs and difficulties,
 - The provision required to address these (including teaching strategies, curriculum adaptations, environmental changes, and additional resources),
 - Short-term outcomes to be achieved by the end of each APDR cycle.

These support plans are reviewed regularly throughout the year to evaluate whether the current provision is having the intended impact. Based on the review, the plan is updated with new outcomes and strategies as needed.

If, after several cycles of review and adaptation, the child continues to make limited or no progress, the SENDCo — with parental consent — will refer to an external agency for further assessment or advice (see Section 9).

3. Our SEND Processes

c) Evaluating the Effectiveness of SEND Provision

We are committed to regularly evaluating the quality and impact of our SEND provision to ensure it leads to strong outcomes for all pupils.

Whole-school monitoring of teaching and learning:

- The quality of Quality First Teaching for all pupils, including those with SEND, is monitored by the leadership team using a range of approaches:
- Lesson observations and learning walks
- Scrutiny of children's work
- Scrutiny of planning
- Pupil voice (child feedback)
- Teacher meetings with the SENDCo for advice and support
- Monitoring of progress data

Leaders provide staff with feedback and guidance on how to enhance their teaching practice. Where necessary, targeted support is provided for staff requiring additional development.

Termly progress meetings:

At the end of each term, progress meetings are held to review how all children, including those with SEND, are progressing. If slow progress is identified, class-based and SEND support provision is discussed. Where concerns persist, the SENDCo is consulted and provision is triangulated with evidence from classroom monitoring.

Ongoing monitoring by the SENDCo:

The SENDCo continuously evaluates the impact of SEND provision in the following ways:

- Monitoring support plans: All SEND plans created by class teachers are reviewed. The SENDCo may co-write or revise plans where extra support is needed to identify appropriate strategies or interventions.
- Tracking provision outcomes: For targeted intervention programmes, the SENDCo monitors baseline and outcome data to judge their effectiveness and determine next steps.
- Reviewing plan effectiveness: The SENDCo assesses the success of strategies listed in each child's plan – not just through provision groups, but across the curriculum. Reviews may be done jointly with the class teacher if support is needed.
- Monitoring behaviour logs: Behaviour incidents are analysed to identify whether additional provision is required, or whether existing strategies need adjustment.

The SENDCo uses all this information to inform the strategic deployment of Learning Support Assistants (LSAs) across the school, ensuring that resources are used where they can have the greatest impact.

4. Our SEND Provision

a) Quality First Teaching and Adaptations

We are committed to ensuring all children, including those with SEND, have access to high-quality, inclusive teaching. The following strategies are used during whole-class teaching to help all learners succeed.

Teaching adaptations:

Quality First Teaching is in place across all classes and is regularly monitored by school leaders.

- Teachers use ongoing assessments to identify which pupils may need additional adaptations to access curriculum content and make progress.
- One of the most effective strategies is scaffolding, which involves breaking learning into manageable parts and providing the support needed for each step.
- Examples of scaffolding include:
 - Modelled examples
 - Concrete resources
 - Visual prompts
 - Step-by-step checklists
 - Worked examples
 - Sentence starters or structures
 - Cloze procedures
 - Forward or backward chaining of tasks

Adaptations may also support language development, such as modelling appropriate responses and extending pupils' answers to promote vocabulary growth and communication skills.

Preventing Cognitive Overload:

Children with SEND may experience difficulty processing too much information at once. To reduce the risk of cognitive overload, teachers use strategies such as:

- Giving instructions one step at a time
- Using simplified language and reducing unnecessary words
- Asking closed questions with clear choices
- Allowing extra processing time before expecting a response
- Chunking lessons into shorter teaching and activity segments
- Reducing the volume of written information or number of questions on a worksheet

These techniques help ensure that pupils are not overwhelmed and can retain and apply new information more effectively.

4. Our SEND Provision

b) Learning Aids

At Greenleys Junior School, we recognise that some pupils may require additional tools or resources to access learning effectively. Where appropriate, we provide recommended aids to support individual needs and promote independent learning.

These resources are carefully selected based on individual assessments and may include aids for:

Recording and Communication:

- Alternative methods of recording (e.g., Clicker software)
- Voice recorders or Talking Tins

Literacy and Visual Support:

- ACE Dyslexic dictionaries
- Coloured overlays
- Enlarged font size for written materials
- Visual timetables and work schedules
- Now and next boards to support task management

Sensory and Physical Regulation:

- Wobble cushions
- Chew toys, fidget toys, sensory toys, and playdough
- Ear defenders for noise sensitivity
- Sand timers to support time awareness and transitions

Writing and Motor Support:

- Pencil grips
- Writing slopes

These aids are introduced with the goal of helping pupils become more independent, more comfortable, and more confident in their learning environment. Their use is monitored as part of the pupil's SEND support plan and reviewed regularly to ensure continued effectiveness.

4. Our SEND Provision

c) Adaptations to the Environment

Adaptations within the classroom:

- Adapting seating plans e.g. seating children near to the door to allow for easy exits or away from 'heavy traffic' areas of the classroom
- Individual desks to reduce distractions
- Work stations – to promote independence and/or to address anxieties/stress around completing learning– e.g., personal visual timetable, task checklists, now and next boards, start and finishing trays
- Safe/calm down spaces

Learning spaces outside of the classroom:

- We have a number of additional rooms and shared spaces which can be used as break out spaces for children when their individual needs make it difficult for them to remain in the classroom. The spaces have been allocated to year groups where there are:
- Children who need a personalised curriculum/different teaching inputs to the rest of the class.
- For children who disrupt the learning of others.
- Children with sensory difficulties.

These spaces are set up with individual work stations, calm down spaces and sensory resources where needed.

In addition, we have created a dedicated Sensory Room, known as The Nest, to further support pupils with sensory processing needs. This calm, low-stimulation environment features specialist lighting and a variety of sensory resources carefully selected to aid emotional regulation. The Nest offers a safe, controlled space where pupils can take time to calm, reset and manage overwhelming sensory experiences - either as part of a planned support programme or in response to immediate needs. Access is offered on a flexible basis, tailored to each child's individual requirements.

4. Our SEND Provision

d) Adaptations to the Curriculum

At Greenleys Junior School, we aim to ensure that all children, including those with SEND, can access and engage with every area of the curriculum. To achieve this, we adapt our curriculum in a variety of ways to meet individual needs and reduce barriers to learning.

Changing the context:

In English, writing tasks can be fully personalised to reflect a child's interests. This helps increase motivation, task completion, and the amount of writing a pupil is able to produce.

Adapting content:

We modify what pupils are expected to learn to make it more accessible without diluting its value. This may include:

- Reducing the number of facts or concepts to be learned,
- Selecting more accessible facts or examples linked to the broader topic,
- Focusing on one key skill in greater depth,
- Re-teaching key concepts from earlier year groups in English or Maths to address gaps in understanding.

Developing key life skills:

When appropriate, we adapt the curriculum to prioritise life skills that will support pupils beyond school. These include:

Communication and Social Skills

- Speaking and listening
- Conversation and discussion
- Group work and social interaction

Independence and Responsibility

- Acting independently
- Taking responsibility for oneself and others

Emotional Development

- Understanding and managing feelings
- Conflict resolution and stress management
- Building a positive sense of self

Learning to Learn

- Organisation and planning
- Understanding how we learn
- Self-monitoring and evaluation

Information Handling

- Gathering, interpreting and presenting information
- Developing reasoning and enquiry skills
- Making judgements and forming opinions

Creative Thinking and Problem Solving

- Investigating problems
- Applying creativity and innovation

These skills give children with SEND achievable and meaningful goals, allowing them to participate fully in curriculum subjects even when National Curriculum objectives may be beyond their current level.

We also offer enrichment activities to build these life skills, such as:

- Board games
- Cooking
- Gardening (allotment)
- Engineering and construction
- Arts, crafts and textiles

For pupils with severe or complex needs, we may design a completely individualised timetable matched to their developmental stage and interests. These personalised programmes focus heavily on building the life skills outlined above.

4. Our SEND Provision

e) Additional Provision

At Greenleys Junior School, we offer a wide range of targeted provisions and support strategies for pupils with identified needs. These provisions are selected based on a child's individual profile of strengths and difficulties, and are designed to reduce barriers, promote progress, and build independence.

Provision is organised into the following areas, as outlined in the SEND Code of Practice:

Communication and interaction difficulties:

- Targeted speech and language provision programmes and resources recommended by the Speech and Language Therapy (SALT) service:
- Phonological Awareness Programme
- Speechmark Communication Pathway resources:
 - Speaking, Listening and Understanding
 - Understanding and using spoken language
- Socially Speaking
- Black Sheep Press resources, including Story starters – narrative skills programme and Why, Because – developing reasoning
- Colourful semantics
- Social stories
- Comic strip conversations, used to explore other's perspectives and support conflict resolution.

Cognition and learning difficulties:

- Additional RWI phonics
- Pre-teaching sessions focusing on vocabulary and arithmetic
- Catch up provision programmes e.g., Numicon, RWI Fresh Start
- Activities which provide multi-sensory over learning opportunities e.g., spelling and number facts
- Additional opportunities to use web programmes for Maths fluency and spelling practice e.g., TT Rockstars, Spelling Shed
- AR Daily readers
- Precision teaching
- 1:1 coaching programmes:
- Reading – RWI Fast Track Tutoring
- Spelling – The Hornet and Word Wasp
- Maths – White Rose / Numicon

Social, emotional and mental health difficulties:

- Social skills programmes and structured adult led group activities to put the skills into practice.
- Self-esteem programmes and activities which allow children to experience success to build up their confidence.

- Emotional literacy provision (The Happier Schools Project)
- Emotional regulation programme – (Zones of regulation)
- Daily check in time with a trusted adult
- Sensory/ timeout/ relaxation/ movement breaks based on the child's individual preferences to support self-regulation, control of anxiety or the channelling of excess energy.
- Graduated Behaviour Support Plan. The plan includes information for staff working with the child such as rewards, strategies, triggers, known and new behaviours and risk assessments if appropriate.
- The Orchard – the identified children are able to visit The Orchard (allotment) to gain an outside learning experience.
- Classroom exit strategies for times of need, with agreed safe spaces with a named adult
- Bereavement support with Pastoral Lead
- Protective behaviours
- Personalised motivational reward systems – at the end of a task/ morning/ day
- Alternative provision at break and lunch time for children who find eating with others or the playground difficult
- 1:1 support or group work from a trusted adult focusing on helping the child to understand their own self-regulation and recognising when they are becoming anxious or frustrated

Sensory and/or physical difficulties:

- Fine motor skills activities e.g., threading
- Handwriting - letter formation and handwriting programme via Penpals
- Sensory and physical activity breaks
- Sensory sensitivity strategies
- Touch typing programmes for those who require technology as their main method of recording (Clicker 7)

These interventions and provisions are reviewed regularly as part of the Assess, Plan, Do, Review (APDR) cycle and logged using Provision Map Writer, ensuring provision is impactful and responsive to each child's development.

4. Our SEND Provision

f) Learning Support Assistants (LSAs)

Learning Support Assistants (LSAs) play a key role in supporting pupils with SEND as part of our whole-school, inclusive approach.

LSAs are deployed flexibly across the school based on the level of need within each year group. This means some year groups may have more LSA support than others, depending on the needs of the children.

LSAs may:

- Work with children within the classroom to support access to whole-class learning,
- Support children in designated breakout spaces when a quieter or more personalised learning environment is required,
- Deliver targeted provisions to help children achieve the outcomes set in their support plans.

The deployment of LSAs is part of our Graduated Response. Within the Universal Support stage, we prioritise:

- Adaptations to teaching
- Adjustments to the environment
- Adaptations of the curriculum.

Only when these adjustments are not sufficient on their own is LSA support introduced as an additional layer of provision.

Our LSAs aim to promote independence and resilience, helping children build confidence, engage with learning and work towards their personalised outcomes.

4. Our SEND Provision

g) Inclusion in Extra-curricular Activities

At Greenleys Junior School, we are committed to ensuring that all children, including those with SEND or disabilities, can participate fully in our school's wider curriculum and enrichment opportunities.

- All extra-curricular activities and school visits — including before and after school clubs — are available to every child. No pupil is ever excluded from participation because of their SEND or disability.
- Providers of trips, workshops and activities are fully briefed about any relevant pupil needs and advised on how to make reasonable adjustments to support inclusion.
- Risk assessments are carried out for all trips and visits and discussed with parents. Where appropriate, additional measures are put in place to reduce risks. In rare cases where the level of risk remains high, parents or carers may be asked to accompany their child for a particular activity.
- All children are encouraged to attend residential trips. Where these are local, families may be offered flexible arrangements — such as children returning home overnight — to support attendance.
- We actively encourage all children to take part in sports day, school productions, and visiting workshops or assemblies. Where needed, children are supported to participate in alternative but meaningful roles — for example, helping with music, lights, or backstage support during performances if being on stage is not appropriate.

These adaptations ensure that every child is included in our broader school life and can experience the same rich opportunities as their peers.

4. Our SEND Provision

h) Access Arrangements for SATs

Some pupils with SEND may require additional support during statutory assessments, such as the Key Stage 2 SATs. Where appropriate, the school will implement access arrangements to ensure these pupils are not unfairly disadvantaged and can demonstrate their learning effectively.

Access arrangements may include:

- Supervised rest breaks
- The support of an adult acting as a reader, prompt or scribe
- Adapted materials (e.g., enlarged print)
- Use of assistive technology
- Application for additional time during tests (usually 25%), where this is supported by evidence of need

All access arrangements are based on a pupil's normal way of working and are applied in line with national guidance from the Standards and Testing Agency. Parents are informed in advance of any arrangements being made.

5. Wellbeing and Pastoral Support

At Greenleys Junior School, we take pride in the high level of pastoral care provided to all pupils. We recognise that at some point in their school journey, every child may benefit from additional emotional or social support, particularly those with SEND.

Support is offered through a range of approaches:

Creating a nurturing environment:

- We are a nurturing school and place great importance on building strong, supportive relationships with pupils.
- Our routines and classroom environments are designed to help children feel safe, valued, and secure.
- This foundation enables children to develop self-worth, confidence, and the ability to access guidance to improve their emotional and social skills.

Individual emotional support:

- Wellbeing check-ins can be arranged with a trusted key adult, identified by both the child and the class teacher. These provide protected time for children to share feelings and receive reassurance.
- Sensory breaks are available for children who struggle with self-regulation or anxiety, helping them reset and refocus.
- Personalised reward systems are used to increase motivation and support self-esteem.
- For pupils with very low levels of cognition or high learning needs, opportunities for success are timetabled into the day — this might include activities such as colouring, Lego play, or a favourite task to build confidence and enjoyment.

Social development and structured interaction:

- Alternative provision is available at break and lunchtime for children who find the playground environment overwhelming.
- A large selection of board games is available for use 1:1 with an adult or in small groups to promote friendship-building and social communication.
- Our PSHE curriculum is a core part of our wellbeing offer, helping children develop the knowledge and skills needed to understand emotions, build resilience, and maintain healthy relationships.

Safeguarding emotional safety:

- We have a zero-tolerance approach to bullying. Every child has the right to feel emotionally safe, included, and respected at school.

6. Accessibility of Our School Environment

How accessible is the school environment?

At Greenleys Junior School, we are committed to ensuring that our school environment is accessible to all pupils, staff, parents and visitors, including those with physical disabilities or mobility needs. Current accessibility features include:

- Wide doors fitted at key external access points
- An accessible toilet available in both the main school building and reception area
- Level access from the car park to the main reception entrance
- A designated disabled parking space in the visitor car park

We regularly review our facilities as part of our commitment to inclusion and will make further reasonable adjustments where required to meet the needs of individuals.

7. Funding for SEND Provision

Greenleys Junior School receives a Notional SEND Budget each year from the local authority. This budget outlines the amount of money the school is expected to allocate from its overall funding to support pupils with special educational needs.

This funding is used to provide a range of support, including:

- Recommended aids and resources
- Targeted interventions and provision
- Learning Support Assistants (LSAs)

Where a child's needs require a significant amount of funding beyond what is ordinarily available, and following consultation with parents, the school may decide to apply for an Education, Health and Care Plan (EHCP). EHCPs are issued by the local authority and come with additional 'top-up' funding, enabling the school to deliver the long-term, high-level provision required to support the child's access to learning and development of independence.

To apply for an EHCP, the school must provide detailed evidence of:

- The child's needs
- The provision already in place
- The progress the child has made

This information is submitted as part of an EHCP needs assessment request to the local authority. If the request is accepted, a range of professionals (including an educational psychologist) will assess the child. The local authority will then decide whether to issue an EHCP based on the findings.

If a child already has an EHCP, the school can apply for additional top-up funding when a large proportion of its Notional SEND Budget is being used to meet the provision required. At Greenleys, this situation typically arises when we are supporting more than 11 pupils with EHCPs.

In some cases, the school can also apply for funding to purchase specialist equipment, where this has been recommended by a qualified external professional.

8. Working in Partnership with Parents and Pupils

At Greenleys Junior School, we value strong partnerships with parents and carers and believe they play a vital role in helping us meet the needs of children with SEND. We also place great importance on listening to our pupils and involving them in decisions about their education.

Parents and carers of children with SEND:

- We recognise that parents and carers know their children best. Their insights help us understand how to support each child more effectively across both academic learning and social and emotional development.

Our approach to working with parents and carers includes:

- An open-door policy, where appointments can be arranged with the class teacher at any time to discuss concerns
- Termly parents' evenings in the autumn and spring, where SEND plans are shared and reviewed with parents
- A separate meeting (if needed) to discuss the SEND plan in more detail
- In the summer term, an updated SEND plan is sent home for parents to review and sign, even though formal parents' evenings are not held
- More frequent communication for children who work closely with a 1:1 Learning Support Assistant (e.g. daily handovers)
- Personalised communication systems where needed (e.g. home-school communication books, weekly phone calls)
- Signposting to external parent workshops or training, such as the Milton Keynes SEND Information Day

Children with SEND:

- We adopt a child-centered approach and always seek to understand how children feel about their support and learning. Their input is important to ensure that interventions are meaningful and effective.

We gather children's views through:

- Discussions with a trusted adult (often their class teacher or key adult)
- Conversations during plan reviews, where appropriate
- Observation of behaviour and engagement for children who find it difficult to express themselves verbally

If a child tells us that a particular intervention or provision is not working for them, we aim to adapt it or find an alternative that better suits their needs.

9. Working with External Professionals

Greenleys Junior School works closely with a range of external agencies and professionals to support the needs of children with SEND and their families. The following section outlines the key services available, the support they provide, and how referrals can be made.

External support for meeting the needs of SEND children that can be accessed by school referral



Inclusion Specialist Teaching team

Who they are and what support they offer? A team of specialist teachers who provide advice and support to school staff to help raise standards and improve outcomes for children and young people with SEND using a child centered consultation approach. The specialist teachers have a team of inclusion/provision workers who they can deploy to work directly with children and young people with SEND and their families to deliver packages/plans of provision in a child centered and focused way, listening, observing, giving advice, information and support within their educational or home setting.

They also provide the following support to parents:

Our Specialist Teachers and Inclusion and Intervention Workers are here to support you in the following ways:

- Suggest simple activities you may wish to try at home
- Suggest activities that support your child's sensory preferences
- Create visuals you can use in the home
- Create personalised social stories with you, for your child
- Give you tips for managing anxiety
- Discuss transition arrangements
- Liaise with your child's school/SENDCo
- Signpost you to other sources of support
- Arrange a regular check in with you
- Answer any questions- big or small!

How can this support be accessed? The SENDCo and parents can email:
SENDSupport@milton-keynes.gov.uk


A signed parental consent form is needed before the team can begin a consultation with school staff about a child along with two cycles of short-term outcomes set and reviewed as part of the Assess, Plan, Do, Review (APDR) cycle.





Milton Keynes Schools Speech and Language Therapy Team (SLT)

Who they are and what support they offer? Milton Keynes Schools Speech and Language Therapy Team provides services to all primary and secondary schools within Milton Keynes, to help support children with developmental and acquired speech and language difficulties.

The service is delivered by therapists with specialist or highly specialist

	<p>knowledge of a wide range of conditions, developmental and learning needs which impact upon a child's communicative competence and performance within an educational and social context.</p> <p>The support provided to schools takes the form of specialist assessment, consultations, modelling provisions and advising on specific strategies for the classroom to enable children to learn and join in with others.</p> <p>The therapist's role is to identify a child's needs and support the school to implement advice. Some children may benefit from specific provisions that are delivered by the school and/or the SLT team and this is outlined in a child's Education, Health and Care Plan (EHCP) or in the SLT report and recommendations following assessment.</p>
How can this support be accessed?	<p>The SENDCo can refer a child to this service using a request for involvement form. The form requires the following information to be provided:</p> <ul style="list-style-type: none"> • The child's performance and progress in relation to peers • The child's participation in learning and their concentration • The child's social integration in class • Any concerns about the child's wellbeing • Details of the provision currently in place – <ul style="list-style-type: none"> ➤ Strategies being used in the classroom to support the child ➤ The targeted provision programme currently in place including how long they have been accessing the provision and how they have responded to it. • Family information to be completed by the parent/carer
<div style="text-align: center;">  <p>School Nurse</p> </div>	
Who they are and what support they offer?	<p>School nurses are qualified nurses who hold an additional post graduate qualification in Specialist Community Public Health. School nurses support the holistic assessment of health and wellbeing of school aged children; through health promotion, ill health prevention and early provision strategies. School Nurses support individual children and families through either direct support or referral to another service or Profession. The School Nurse is supported in their role by Registered Nurses and Health Care Assistants. The school nursing team can support with the following:</p> <ul style="list-style-type: none"> • Healthy lifestyle, including weight and healthy eating • Body changes, puberty and hygiene • Support and advice regarding health conditions such as asthma, anaphylaxis and other medical conditions • Reassurance about a health worry • Stress at home or at school, including bullying • Poor sleeping patterns • Concerns regarding vision and hearing

	<ul style="list-style-type: none"> • Bedwetting/Continence issues • Mental and emotional health and wellbeing • Information regarding smoking, alcohol and drugs • Relationships and sexual health • Information about immunisations • Information about other services and where necessary refer to other health professionals or services, including the community paediatrician if school and parents suspect the child may have a neurodevelopmental difficulty such as social and communication difficulties, Autism Spectrum Disorder (ASD), developmental delay, or motor coordination difficulties <p><i>Please note this is not an exhaustive list.</i></p>
How can this support be accessed?	<p>The SENDCo or Family Champion can complete a referral form giving details of the reason for the referral and what they want to happen as a result of the referral.</p> <p>Parents/carers can also contact our service directly on 01908 725100 Monday to Friday between 9.30am and 4.30pm or email cnw-tr.0-19adminhub.mk@nhs.net to find out more about what we offer or to make an appointment for their child.</p>
<div style="text-align: center;">  <p>Child and Adolescent Mental Health Service</p> </div>	
Who they are and what support they offer?	<p>Milton Keynes Specialist CAMHS provides support to children and young people up to the age of 18 who may be experiencing mental health difficulties and are causing a high level of concern to parents/carers, family and professionals around them due to a significant change in the child/young person's mood and/or behaviour.</p> <p>Some of the difficulties this team can help with include:</p> <ul style="list-style-type: none"> • Significant Behaviour Problems associated with moderate to severe mental health problems • Depression and other mood disorders • Self-Harm • Anxiety Disorders (including phobias) • Obsession/Compulsion • Tic Disorders • Attention Deficit Hyperactivity Disorder (ADHD) • Eating Disorders • Family Relationship Problems (Family Relate) • Trauma, including Post-Traumatic Stress Disorder (PTSD)

	<ul style="list-style-type: none"> • Psychosis
How can this support be accessed	<p>The SENDCo or Family Champion can complete a Single Point of Access referral form giving details of the reason for the referral and the current mental health concerns.</p> <p>The Single Point of Access will offer a dedicated referral phone service: <u>01908 724228</u>. A CAMHS Mental Health Practitioner will be available to discuss and complete referrals, review risk and provide information, including signposting where needed.</p> <p>All new referrals are discussed within regular team meetings and once a referral has been accepted the team can usually see them as soon as they can. More urgent referrals will be prioritised, so new referrals may be placed on a waiting list.</p> <p>Families will be allocated to the most appropriate professional based on the information presented. Sometimes more than one professional may become involved. Any provision offered will be discussed with you and your child/young person.</p> <p>The Single Point of Access is not an emergency service. If a child or young person is experiencing a crisis that requires an emergency response, the current pathway for accessing CAMHS has not changed. The CAMHS Liaison and Intensive Support Team (LIST) operate out of the Milton Keynes University Hospital 24/7 365 days a year and can be accessed via the A&E department.</p>
<div style="text-align: center;">  <p>Educational Psychologist</p> </div>	
Who they are and what support they offer?	<p>Educational psychologists apply their training and knowledge of children's development, learning and behavior, which includes social and emotional wellbeing, in the work they do with organisations, teachers, parents and carers. Their work promotes lifelong development, emotional wellbeing and satisfying lives for children, young people, and their families.</p> <p>Educational Psychologists are directed by the Local Authority to undertake assessment work with children whom the local authority has decided to carry out an Education, Health and Care Plan needs assessment.</p>

External support for meeting the needs of EHCP children that can be accessed by school referral



SEND Support and EHCP Team

Who they are and what support they offer	A team of Specialist Teachers and Inclusion/Provision workers who support children with an EHCP with complex needs who are struggling to remain on a full-time timetable in school or are currently not attending school. They provide advice to school on additional support or strategies that feed into the outcomes on the EHCP and support in the annual review and the setting of new outcomes.
How can this support be accessed?	<p>SEND Support Team: SENDSupport@milton-keynes.gov.uk</p> <p>EHCP Team: EHCP@milton-keynes.gov.uk</p>

Greenleys Junior School liaises with a range of external professionals as needed to ensure that recommended advice and support strategies are followed to meet each child's individual needs.

These professionals may include:

- Occupational Therapists
- Physiotherapists
- Specialist Medical Professionals
- Children with Disabilities Team
- Children and Families Practice (CFP)
- Children's Social Care (CSC)

10. Supporting Transitions

Starting at Our School (from another school):

- The SENDCo will meet with parents/carers to discuss the child's current needs and provision.
- We encourage parents/carers to bring their child for a school tour, providing an opportunity for the school to meet the child briefly.

- The SENDCo will contact the previous school by phone or arrange a meeting to discuss the provision in place. Educational records, including details of special arrangements, support, and targets, will be requested and reviewed.
- Depending on the child's needs, it may be appropriate to begin with a reduced timetable, gradually increasing attendance as quickly as possible.
- A 'buddy' will be assigned to support the child in making friends.
- A key adult will be allocated to support the child during the transition. The level and type of support will depend on the child's individual needs.

Transition to Secondary School:

- Each secondary school provides transition paperwork for the primary school to complete, detailing the child's needs and the nature and level of support that has been most effective.
- The SENDCo ensures contact with the new school's SENDCo or relevant staff member to discuss the information, ideally through a face-to-face meeting.
- Where appropriate, a meeting may be arranged involving parents/carers, the new school, and our staff (SENDCo and class teacher).
- Any reports from external agencies or professionals will be shared with the new school. In some cases, a meeting with these professionals and the new school may be arranged.
- Secondary schools have their own transition procedures (e.g. transition days). Where necessary, we may recommend a more detailed transition plan, including additional visits to the new school, possibly accompanied by the child's key staff member, and/or visits from the new school to observe the child in their current setting.

11. Staff Training and Expertise

Our SENDCo has completed the National Award for SEND Coordination and actively participates in local authority-led opportunities to share best practices and stay informed about current local and national initiatives and policies related to supporting children with SEND.

Staff receive regular training and support from the SENDCo as well as from any external agencies working with children in their classes. Specialist training is arranged as needed to address the specific needs of individual children currently being supported.

12. Who to Contact About SEND

Class teacher	Responsibilities: <ul style="list-style-type: none"> • Adapting and refining the curriculum and its delivery to meet the strengths and needs of all children.
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	<ul style="list-style-type: none"> Monitoring your child's progress, identifying next steps, and adjusting their learning journey to promote improvement. Identifying and planning any additional support required (note: the Class Teacher may not personally deliver this support). <p>Strong relationships are developed informally between school support staff, teaching staff, and parents on a day-to-day basis. If concerns arise about a child's learning, progress, or needs—including potential SEN—parents are encouraged to request an appointment with their child's class teacher as the first point of contact. Where appropriate, the class teacher may consult with the Special Educational Needs Coordinator (SENDCo), and parents may be referred to her.</p> <p>To arrange a telephone appointment with your child's class teacher, please contact the school office on 01908 312551 or email via the relevant year group address below:</p> <p style="text-align: center;"> Year3Teacher@Greenleysjunior.org Year4Teacher@Greenleysjunior.org Year5Teacher@Greenleysjunior.org Year6Teacher@Greenleysjunior.org </p>
SENDCo Mrs Melanie Knight	<p>Responsibilities:</p> <p>Coordinating provision for children with SEND and leading the development of the school's SEND approach.</p> <p>Ensuring parents are:</p> <ul style="list-style-type: none"> Involved in supporting their child's learning and access to the curriculum. Kept informed about the range and level of support provided to their child. Included in regular reviews of their child's progress. <p>Supporting smooth transitions between classes and schools.</p> <p>Liaising with external agencies to obtain advice and support to help children overcome difficulties.</p> <p>Providing specialist advice and facilitating training to ensure all staff are confident and skilled in meeting a range of SEND needs.</p> <p>To arrange an appointment with Mrs Knight, please contact her by:</p>

	<ul style="list-style-type: none"> • Phone: 01908 312551 • Email: mknight@greenleysjunior.org • School website: greenleysjunior.org
Head of School Miss Vicki Thurstance	Responsibilities: Overseeing the day-to-day management of all aspects of the school, including provision for children with SEND. The Head of School may also be involved in discussions with parents/carers regarding their child's progress and in decisions about how the school can best meet the child's needs.
SEND Governor Myra Hall	Responsibilities: Supporting the school in evaluating and monitoring the quality and impact of provision for children with SEND across the school. Along with the governing body, having a legal duty to ensure that all children with SEND are appropriately supported and that the SEND Code of Practice is followed.

I'm a Prospective Parent of a Child with SEND – Who Should I Speak To?

We encourage prospective parents/carers to arrange a meeting with the SENDCo before applying to discuss the support and provision that the school can offer to meet their child's individual needs.

For children with an Education, Health and Care Plan (EHCP), parents/carers have the legal right to request the school of their choice. The local authority will send the school a copy of the EHCP and must name the requested school unless they consider that:

- The school would be unsuitable for the child's age, ability, aptitude, or SEND;
or
- The child's attendance would negatively affect the efficient education of others or the efficient use of resources.

If you have not already done so, the SENDCo will invite you to visit the school to see the provision available and to discuss your child's needs in more detail.

When appropriate, the SENDCo may arrange to visit your child in their current setting or speak with staff currently working with them. Following this, the school will inform the local authority whether it believes it can meet your child's needs. The local authority then makes the final decision about naming the school on the EHCP.

13. Complaints about SEND Provision

At Greenleys Junior School, we are committed to putting children's needs first. Our staff are known for being approachable and responsive, and families are actively encouraged to contact the school to discuss any aspect of their child's education.

In most cases, concerns are resolved through a conversation with the child's class teacher. Where necessary, the SENDCo will also be involved. If these steps do not resolve the issue, parents may choose to make a formal complaint. Full details of our complaints procedure can be found in the Policies section of our [school website](#).

Parents of children with disabilities also have the right to make a disability discrimination complaint to the First-tier SEND Tribunal if they believe the school has discriminated against their child. This includes concerns related to:

- Exclusions
- The provision of education and associated services
- Reasonable adjustments, including the provision of auxiliary aids

Parents can also appeal to the First-tier SEND Tribunal if they disagree with a decision made by the local authority regarding their child's Education, Health and Care Plan (EHCP).

Further information on the SEND Tribunal and how to appeal can be found at:
<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

14. Further Support and Local Services



SEND Local Offer

The Milton Keynes SEND Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. Knowing what is available and how it is accessed gives more choice and control over what support is right for your child.

The Milton Keynes SEND Local Offer can be accessed here:

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

You can also follow them on Facebook:

www.facebook.com/mksend



Milton Keynes SENDIAS
(Special Educational Needs and Disability Independent Advisory Service)

MK Special Educational Needs and Disability Service is a statutory service offering confidential and impartial information, advice and support to children, young people and their parents in Milton Keynes who have special educational needs or a disability, between the ages of 0-25, where this impacting upon their education. Our extended remit covers health and social care where this relates to SEND and education. We can help parents/carers prepare for meetings, listen to their concerns, deal with letters and reports and support through the statutory assessment process. We can also help parents/carers to understand their rights, if they are worried about their child's progress at school and to work in partnership with the local authority and schools in a positive way. Other issues we can support with include: exclusions and tribunal appeal. Support is provided via the telephone, [email](#) and if necessary, on a 1:1 basis. We organise group support e.g., workshops, information days and seminars.

Advice line: 01908 254518 9.30am-4.30pm with an answer phone facility

Email: mksendias@milton-keynes.gov.uk

Website: <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs/mk-special-educational-needs-and-disability-information-advice-and-support-service>

Facebook: <https://www.facebook.com/MKSENDIAS>



PACA – Parents and Carers Alliance MK

PACA is an independent forum for parent/carers of children and young people with disabilities or additional needs in Milton Keynes. We share our experiences with decision makers to bring about real change to develop local services and to make lives better for our families. We gather your opinions in response to proposals e.g. Consultations **Membership is FREE!**

<http://www.pacamk.org/>

Milton Keynes SEND Team Supporting parents at home

Our Duty Line is open every week day 8.30 – 4.30, including bank holidays.

Our Specialist Teachers and Inclusion and Intervention Workers are here to support you in the following ways:

- Suggest simple activities you may wish to try at home
- Suggest activities that support your child's sensory preferences
- Create visuals you can use in the home
- Create personalised social stories with you, for your child
- Give you tips for managing anxiety
- Discuss transition arrangements
- Liaise with your child's school/SENDCo
- Signpost you to other sources of support
- Arrange a regular check in with you
- Answer any questions- big or small!

Contact us on 01908 657 825 or email us on

inclusionandinterventionteam@milton-keynes.gov.uk



Sign up to the MK Local Offer Facebook page where you will find all the latest information and government updates relating to children and young people with SEND and beyond **www.facebook.com/MKSEND**.

www.milton-keynes.gov.uk/mksend

