

# Special educational needs (SEN) information report

## Viaduct Federation



**Approved by:**

Governing board

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## Contents

Contents .....	2
1. What types of SEN does the school provide for? .....	3
2. Which staff will support my child, and what training have they had? .....	3
3. What should I do if I think my child has SEN? .....	5
4. How will the school know if my child needs SEN support? .....	5
5. How will the school measure my child's progress? .....	5
6. How will I be involved in decisions made about my child's education? .....	6
7. How will my child be involved in decisions made about their education? .....	7
8. How will the school adapt its teaching for my child? .....	7
9. How will the school evaluate whether the support in place is helping my child? .....	8
10. How will the school resources be secured for my child? .....	8
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?..	9
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability? .....	9
13. How does the school support pupils with disabilities? .....	9
14. How will the school support my child's mental health and emotional and social development? .....	9
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood? .....	9
16. What support is in place for looked-after and previously looked-after children with SEN? .....	10
17. What should I do if I have a complaint about my child's SEN support? .....	10
18. What support is available for me and my family? .....	11
19. Glossary .....	11

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website.

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
<b>Social, emotional and mental health</b>	Attention difficulties, including Attention deficit hyperactive disorder (ADHD) and Attention deficit disorder (ADD)
	Mild SEMH difficulties
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Processing difficulties
	Physical impairment

## 2. Which staff will support my child, and what training have they had?

### Our special educational needs co-ordinator, or SENCO

Our SENCO is Lindsey Macdonald. Please contact her via the school offices by phone or email:

Wyvern School 01908 312275 [office@wyvernschool.org](mailto:office@wyvernschool.org)

Bushfield School 01908 314876 [office@bushfieldschool.org](mailto:office@bushfieldschool.org)

Lindsey has 8 years of experience in this role and has worked as a class and set teacher. They are a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination in 2018.

They are allocated four days a week to manage SEN provision.

### **Class and subject teachers**

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Individual teachers will also receive specific training, when required.

### **Teaching assistants (TAs)**

We have a team of TAs, who have access to additional training for SEN as required.

### **Training**

In the last academic year, specific TAs have been trained in precision teaching, trauma and attachment awareness, ASC in primary and Speech and language sessions.

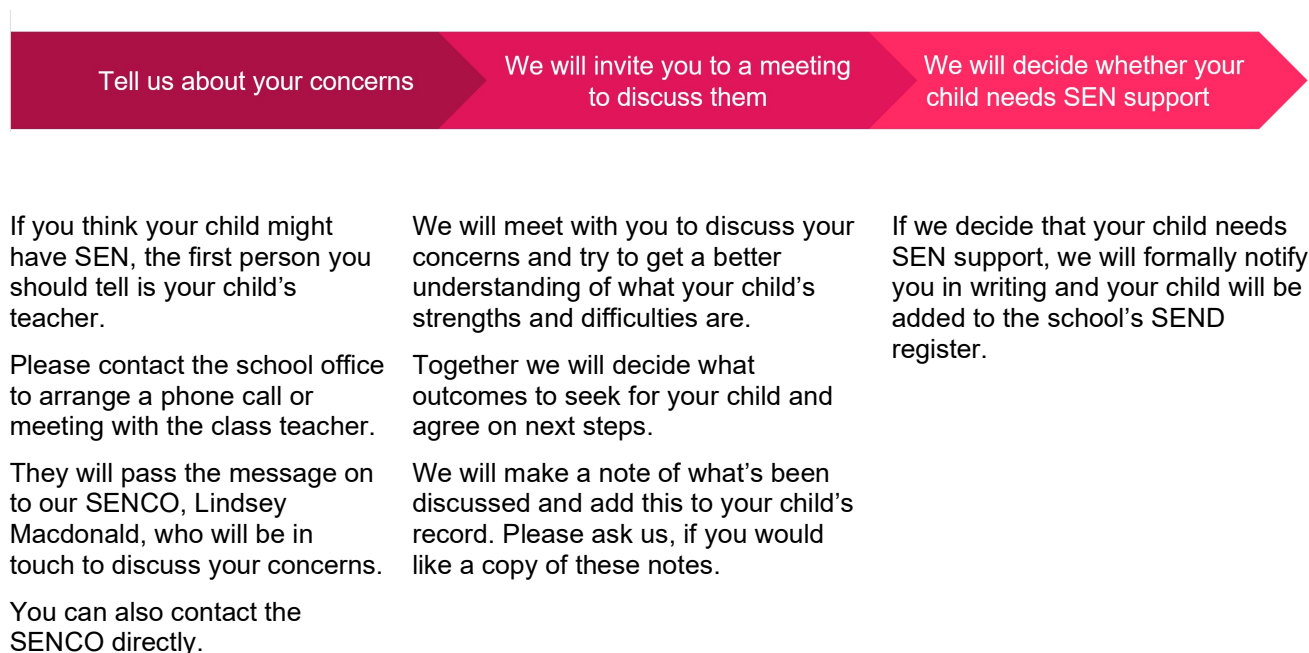
Training has also included, Positive Behaviour Support, Working Memory, Structure to Support SEND, Team Teach training, DSUK training and Creating Positive Opportunities to Support Children's Sensory Needs.

### **External agencies and experts**

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- The Local Authority Specialist Teaching teams
- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Mental Health Support Team
- Social services and other LA-provided support services
- Voluntary sector organisations

### 3. What should I do if I think my child has SEN?



### 4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will focus their teaching to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

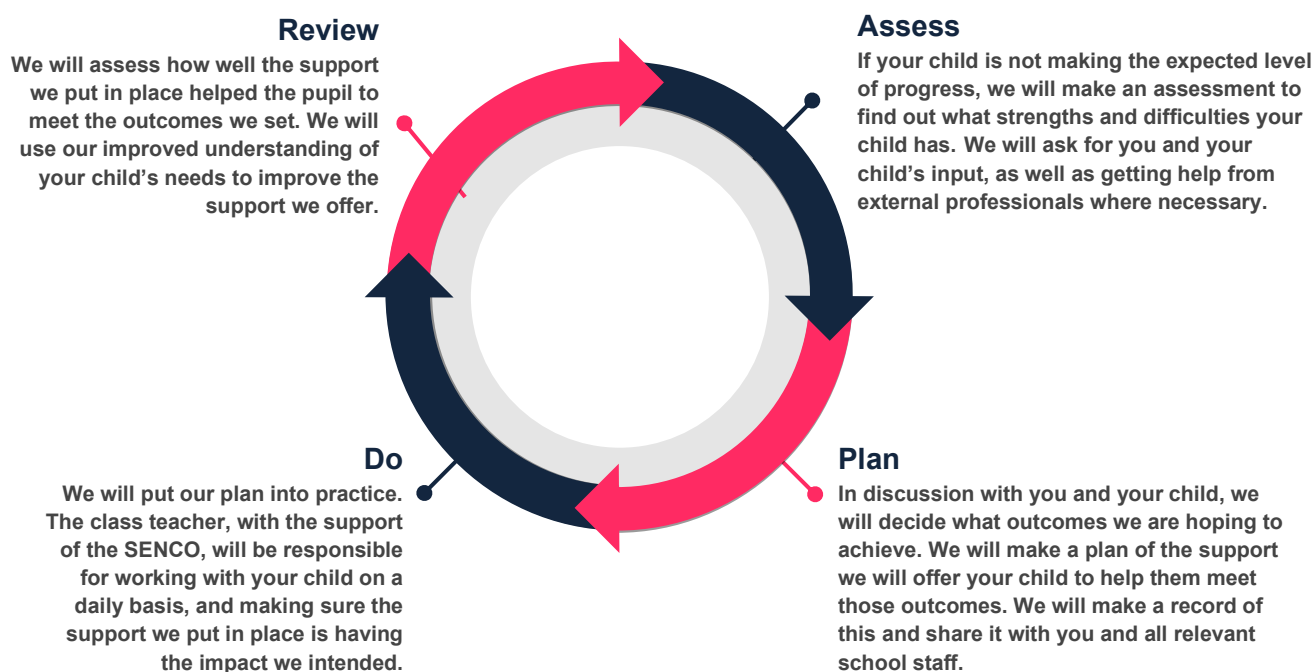
Based on all of this information, the SENCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create an Individual Education Plan or SEN Support Plan for them.

### 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## 6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Your child's class/form teacher will invite you to meet them three times a year, to:

- Share suggested outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations, so we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's class teacher.

## 7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of development. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting

## 8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will scaffold how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Scaffolding our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Scaffolded examples could include, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils in the classroom
- Personalised, small group provision in an alternative space

We may also provide the following supports and interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism spectrum disorder	Visual timetables Schedules Social stories Groups to practise social skills
	Speech and language difficulties	Speech and language therapy involvement and interventions Phonological awareness work Visual strategies

<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Specific equipment, e.g. writing slope, laptop, overlay
	Moderate learning difficulties	Pre-teaching Precision learning technique 1:1 and small group work
<b>Social, emotional and mental health</b>	ADHD, ADD	Designated workspace Schedules and timers Movement breaks
	Adverse childhood experiences and/or mental health issues	Pastoral support through our Learning Mentor and Nurture Lead
<b>Sensory and/or physical</b>	Hearing impairment	Working with and following advice from the specialist sensory team  Pre-teaching Seating positions Physical adaptations
	Visual impairment	
	Multi-sensory impairment	
	Physical impairment	

These interventions are part of our contribution to Milton Keynes's local offer.

## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions
- Monitoring by the SENCO
- Using Provision Maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

## 10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff



- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

## **11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?**

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils, who can access at an age-appropriate level, are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in any themed or event days in the school.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included if it is age appropriate to do so.

## **12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

- Children with existing EHC plans are given first priority as part of our admissions policy
- All children are considered equally against the admissions criteria.
- Please see our admissions policy on our website.

## **13. How does the school support pupils with disabilities?**

- Wherever possible, children with SEN are supported to access the full provision of the school.
- Please see our Accessibility plan and our Equality information and objectives policy for further details.

## **14. How will the school support my child's mental health and emotional and social development?**

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of school life, for example, school council, after school clubs and sports teams.
- Children with SEN have access to our pastoral support, for examples, our learning mentor and forest school.

## **15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?**

### **Between years**

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed and current strategies are shared
- Schedule lessons with the incoming teacher towards the end of the summer term

## Between schools

- Transition days
- Additional transition sessions, if required
- Transition meetings to share information

## Between phases

The SENCO of the secondary school will meet with our SENCO. They may come and meet some of the children who will join their school. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Exploring a secondary school timetable
- Learning how to get organised independently
- Transition days

## 16. What support is in place for looked-after and previously looked-after children with SEN?

Lindsey Macdonald is our designated teacher for looked-after children and previously looked-after children. They will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## 17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENCo in the first instance. They will then be referred to the school's complaints policy (available on our website).

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

## 18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

Milton Keynes publishes information about the local offer on their website:

<https://www.mksendlocaloffer.co.uk/>

Neighboring local offers are:

<https://www.westnorthants.gov.uk/local-offer>

<https://www.northnorthants.gov.uk/schools-and-education/local-offer-send-and-ehc-plans>

<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://mksendias.org.uk/>

Local charities that offer information and support to families of children with SEND are:

<https://pacamk.org/>

<https://www.autism.org.uk/what-we-do/branches/nas-milton-keynes-branch>

<https://www.blmkhealthiertogether.nhs.uk/parentscarers/complex-needs/downs-syndrome>

<https://www.pdasociety.org.uk/resources/south-bucks-pda-support-group/>

<https://www.sarc-bid.org.uk/>

National charities that offer information and support to families of children with SEND are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

## 19. Glossary

- > **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- > **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- > **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- > **CAMHS** – child and adolescent mental health services
- > **Adaptation** – when teachers adapt how they teach in response to a pupil's needs

- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages