



**Tickford Park Primary School**  
***SEND Information Report***  
**September 2025**

Part of



Date of next review:                      October 2026  
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Signed by:

_____	Headteacher	Date: _____
_____	Chair of LAC	Date: _____

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

If you want to know more about our arrangements for SEND, please read our [SEND policy](#).

We are a fully inclusive school and encourage children with special educational needs, disabilities and medical needs to join our school community. We welcome all children into our school, including children with SEND, and ensure that teachers and support staff receive training to understand the special educational need, so the appropriate support can be provided.

### What kinds of Special Educational Needs are provided for a Tickford Park?

The Special Educational Needs and Disability (SEND) Code of Practice (2014) identifies four broad main areas of SEND which provide an overview of the range of needs that are provided for at Tickford Park.

They are:

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

In many cases, pupils may have needs that include more than one of these key areas. The needs of the whole child will be considered when planning for, and providing, provision to support a pupil's Special Educational Needs. This ensures that the most appropriate provision and intervention is put in place as soon as possible.

At our school we have supported, and continue to support, children with varying needs including, but not limited to:

- ADHD
- Asperger Syndrome
- Attachment disorder
- Autistic Spectrum Disorder
- Development disorders
- Down's Syndrome
- Dyscalculia
- Dyslexia
- Dyspraxia
- Emotional disorders

- Hearing Impaired
- Medical needs (asthma, Crohn's, CF, diabetes, epilepsy)
- Moderate Learning Difficulties
- Obsessive Compulsive Disorder (OCD)
- Oppositional Defiant Disorder (ODD) and Pathological Demand Avoidance (PDA)
- Physical Disability (Cerebral Palsy, spina bifida, hydrocephalus, hypermobility, muscular dystrophy, Brittle Bone disease)
- Selective Mutism
- Sensory Processing Disorder
- Social Communication Difficulties
- Speech and language delay/disorder
- Visually impaired
- Working memory difficulties

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

##### **SENDCO**

Our SENDCO is Mrs. Samara King.

Mrs. King can be contacted via the school office: [office@tickfordpark.org.uk](mailto:office@tickfordpark.org.uk), or by telephone: 01908 610431

She has several years of experience in this role and is a qualified teacher. Mrs King achieved the National Award in Special Needs Co-ordination in October 2023. She also holds a level three qualification in Understanding Autism.

Mrs King attends regular local SEND Quadrant meetings and training opportunities to ensure she has an overview of local, and national developments, in SEND. Mrs King also attends the Grand Union Partnership (GUP) SENDCO meetings, to ensure consistency, and strong working partnerships, across the Multi- Academy Trust (MAT).

##### **Class Teachers**

All class teachers, at the school, receive in-house SEND training, attend external training if needed and are supported to meet the needs of pupils who have SEND.

##### **Teaching Assistants (TA's)**

Our team of Teaching Assistants, including higher-level teaching assistants (HLTA's), are trained to deliver SEND provision. Our Teaching Assistants deliver a variety of targeted interventions which includes, but is not limited to, Rainbow Road (to help develop children's fine and gross motor skills), Numicon (to support mathematical development), Tutoring with the Lightening Squad (to support development in literacy) and Drawing and Talking (which supports children's mental health and wellbeing).

Teachers, and teaching assistants, attend training courses run by outside agencies that are relevant to the needs of specific children in their class the local.

Many staff across the school, including the Senior Leadership Team, admin and lunch staff, are First Aid trained.

We will continue to access appropriate training for members of staff to support the needs of the children attending our school, utilising the local authority's SEND services.

### **External Agencies and Experts**

Sometimes we need extra help to give our pupils the support they need. Whenever necessary, we will work with external agencies to meet the needs of our pupils with SEND and support their families.

These include:

- Speech and Language teachers
- Local authority Specialist Teaching Team
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations, including Pets as Therapy and School reading volunteers

### **School Governors**

The governor with the responsibility for SEND is Mr Derek Sheills

## What should I do if I think my child has SEND?

Tell us about your concern

We will invite you to a meeting

We will decide whether your child needs SEN support

Initially, please contact your class teacher about any concerns you may have about your child's learning. You can do this via Class Dojo, the school office or face-to-face at the end of the day.

We will meet with you to discuss your concerns and get a better understanding of your child's strengths and difficulties are. Together, we will decide what outcomes to seek for your child and agree the next steps. Mrs King (SENDCO) will be involved in the discussions and, if it is decided that your child needs SEND support, your child will be added to the school's SEND register.

## How will the school know if my child needs SEND support?

As a school, we are responsible for identifying pupils with special educational needs as early as possible.

'Special Educational Needs and Disabilities' is defined in The Code of Practice (2014), when a child:

- Has a significantly greater difficulty in learning than most children of the same age.
- Has a disability which prevents, or hinders, them from making use of educational facilities that are provided in schools for children of a similar age.

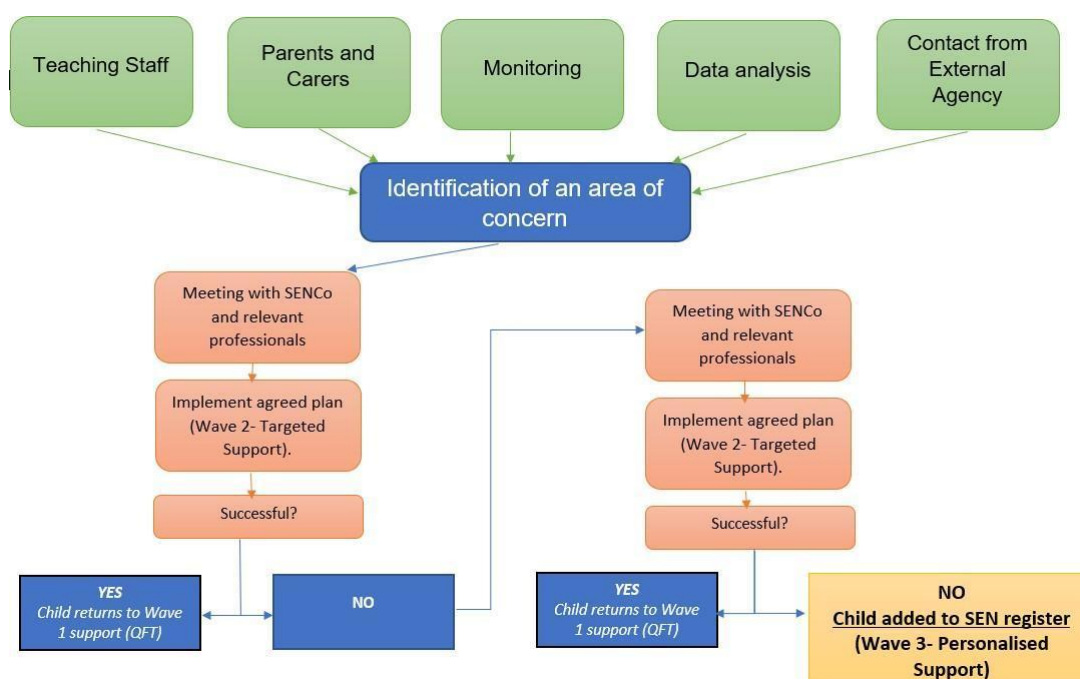
**Special Educational Provision** is that which is additional to, or different from, the provision in place for most children in the school.

At Tickford Park Primary School, children are identified as having SEND through a variety of ways including:

- Liaison with a child's previous school / early years setting.
- Concerns raised by parents / carers.
- Concerns raised by a child's class teacher, or school SENCO.
- Concerns about children that have not made progress after interventions / booster groups (using the graduated approach).

- Concerns raised by class teacher, or parents, about the child's communication, social interactions or emotional wellbeing.
- Liaison with external professionals (e.g. Speech and Language Therapist)
- By having a medical diagnosis.

This can be summarised by using the diagram below:



When a teacher, or a parent, has raised concerns about a child's progress, communication, social interactions or emotional well-being, and targeted teaching has not met the child's needs, the teacher will raise this with the SENDCO.

The class teacher, or SENDCO, will make an appointment with the parent/carer to discuss these concerns. Further interventions, or referrals to outside agencies who could support the child's need, as well as how the school and parents can work together, will be discussed.

The class teacher will meet with the SENDCO to discuss their concerns (this may be through the 'SEND surgery', which are meetings that the SENDCO holds with class teachers on a termly basis. The class teacher will also discuss the child, their provision, with senior leaders during pupil progress meetings.

The SENDCO will work with the class teacher to decide on any actions that need to be taken. Adjustments to classroom provision, or additional adult support, may be put in place to address specific areas of difficulty.

Those pupils recognised by the school as having a Special Educational Need or Disability will be added onto the SEND register under the category 'SEND Support'. Parents/carers will be fully involved, if their child is added to the SEND register. A child does not have to stay on the SEND register, if there is no longer a need.

We have an open-door policy. If parents/carers are concerned about their child's academic progress, or well-being, we would encourage them to speak to the class teacher in the first instance, followed by the SENDCO.

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

The SENDCO looks closely at the progress of all the pupils on the SEND register. This enables their progress to be monitored closely, and provision adjusted where expected progress has not been made.

According to the Code of Practice (2014), 'teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff'.

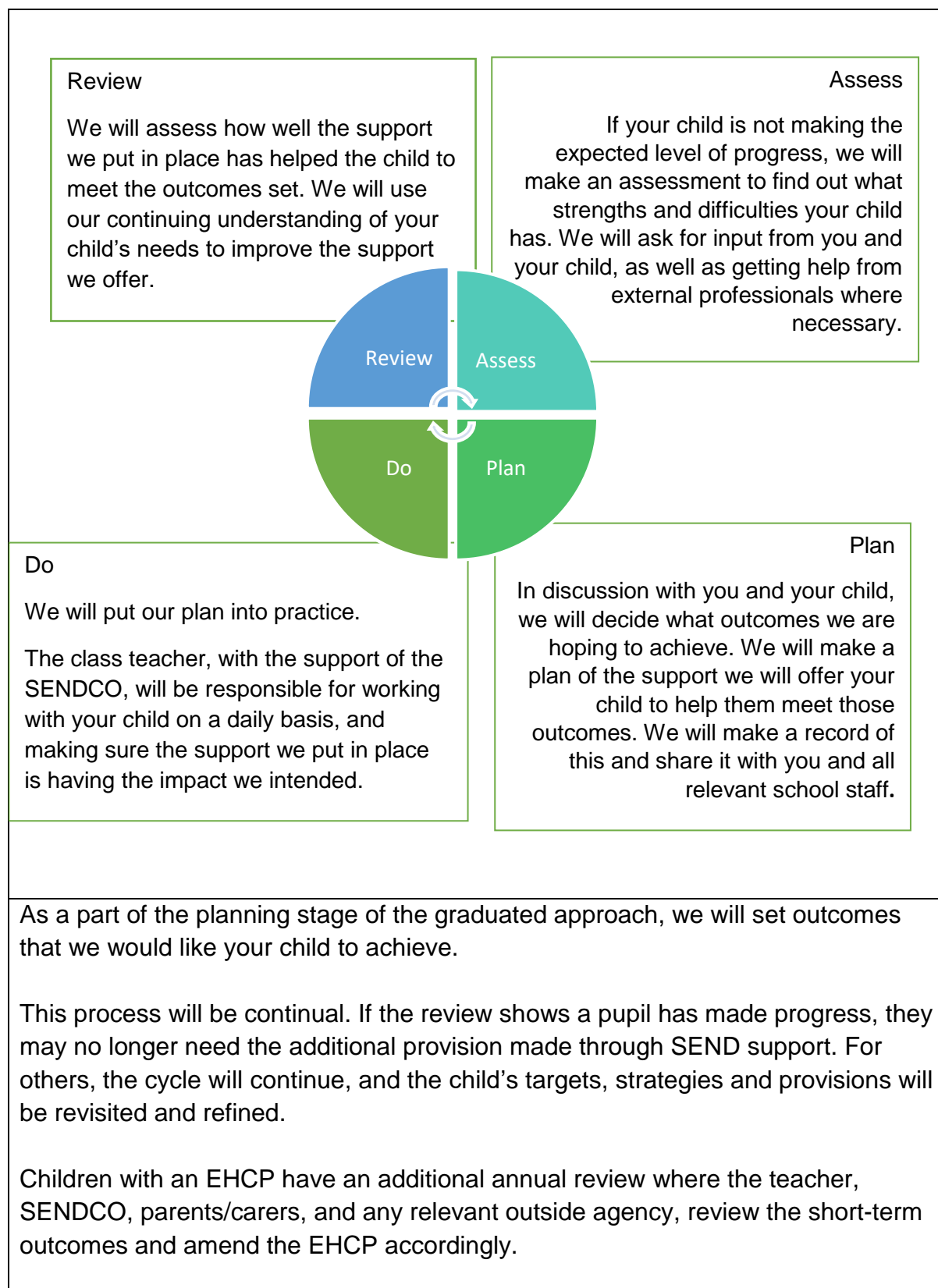
In addition to the school's usual assessment and reporting system, children with SEND have an Individual Education Plan (IEP). These IEPs are developed with the class teacher, the SENDCO, the child and parents/carers.

IEPs consist of:

- SMART, measurable outcomes that are agreed, and form part of the plan. They may include detailed intervention programmes that are put into place to deliver the outcomes.

Progress is monitored, reviewed, evaluated every half term.

We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of **assess, plan, do and review**.



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

The views of our children with SEND at Tickford Park are very important to us.



When it is decided that a pupil may need an IEP, they will be consulted about the strategies that they believe help them learn, and their likes and dislikes. Every half term, during the review of the IEP children will have the opportunity to review their targets with their teacher. They will be involved in setting their next targets.

Once a term, the SENDCO selects a group of children from the SEND register and engages in a 'Pupil Conference' with them. The aim of this discussion is for the children to be able to raise any concerns that they might have about school, and for them to be able to evaluate the effectiveness of the school's provision. What do they like about the support they receive? How could it be improved?

We always involve any child with an EHCP in their annual review. This will vary according to the child's special educational needs. Regardless of whether the child attends the meeting, or not, their views will be sought and recorded prior to the meeting. The child will record their thoughts, wishes and feelings in an appropriate way depending on their capability. This process will be supported by an adult that has worked closely with the child. These views will then be shared during the meeting.

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

We are a fully inclusive school and believe that children with SEND should take part in all learning. However, there are times when a child with SEND may need to work in an intervention group or may need to work with a teaching assistant, who will focus on a specific area of difficulty. In these instances, a child may need to work outside of the classroom environment, for a short time, in a quieter space.

We strongly encourage all our children, including children with SEND, to develop independence and resilience. However, some children may need more adult support within certain lessons to help them make progress in their learning.

Examples of support strategies include, but are not limited, to the list below:

#### **Strategies and programmes to support children with speech and language difficulties:**

- Speech and Language therapist advice is implemented by teaching staff, and Specialist Teaching Assistant
- Speech therapy for individuals or groups is delivered by support staff, following advice and modelling by speech therapist advice
- Use of visual timetables for class and individuals, which are age, and need, appropriate

**Strategies to support and develop Literacy skills:**

- Small group intervention programmes to support reading and writing, delivered by teaching assistants, under the direction of class teachers
- Additional reading opportunities with support staff
- Opportunities for over learning, pre and post teaching
- Small group support to develop phonological skills, delivered by support staff. A range of programmes which support the development of literacy are used, such as Reading with the Lightning Squad, Toe by Toe and Beat Dyslexia
- Using reading material which is suitable and of interest for the SEND child (including reproducing text on coloured paper, books which match chronological age and reading age, fiction and non-fiction books, newspapers, comics and magazines)
- Lesson objectives clearly displayed for the children to refer to, as a scaffold to their learning
- Success criteria used and displayed in all lessons, so children can refer to these

**Strategies to support and develop Numeracy:**

- Small group intervention programmes to fill gaps and consolidate learning
- Opportunities for over learning
- Additional teacher support
- Specific interventions, such as Numicon
- Strategies to support and develop independent learning, including differentiated learning partners, intervention by support staff or teaching staff
- Lesson objectives clearly displayed for the children to refer to, as a scaffold to their learning
- Success criteria used and displayed in all lessons, so children can refer to these

**Strategies to support and develop learning with sensory impairments or physical disabilities**

- Additional support from class teachers and teaching assistants where necessary. The use of specialist equipment
- Adaptations made to classrooms and the school environment
- Advice given by the specialist sensory teaching team is fully implemented into everyday practice at school

- Support and supervision at the unstructured times of the day: Trained staff supervising at morning break and lunch time (teachers, teaching assistants and lunchtime supervisors)
- Staff who are trained to support specific medical needs

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

We evaluate the effectiveness of provision for our SEND children through on-going monitoring. This is undertaken by all class teachers to identify children who are not making progress or who have social, emotional or mental health needs that are affecting their ability to engage in learning activities.

Throughout the year, teachers undertake a range of assessments to monitor the progress of all children in their class, including children with SEND. If a child is not yet working at national Curriculum levels their progress will be monitored using the Assessment for All assessment model, which will identify the steps of progress made by these children.

Termly progress meetings also take place, with class teacher and the Head/Deputy head teacher, to discuss the progress of the children. Children who are not making the expected progress are discussed and strategies/ interventions are decided on to enable those children to make progress.

Termly meetings take place between the SENDCO and class teachers to discuss concerns and ensure that the appropriate provision is in place.

#### How will school resources be secured for my child?

The school budget includes money for the support of children with SEND. The school is responsible for the first £6,000 of support, through the notional budget.

The Head Teacher decides on the budget for Special Educational Needs, in consultation with the school governors, based on the needs of the children in the school.

The Head Teacher, Deputy Head and SENDCO discuss SEND need, and provisions, in the school, including the children already receiving support and those children needing additional support. Resources, training and support is

discussed, to ensure it meets the children's varied needs. Resources, training and support is reviewed regularly, and changes are made as required.

The budget is used to provide:

- Specialist equipment to support a specific need, such as writing slopes, coloured overlays, coloured books and sensory resources
- Intervention programmes, and related resources, when there is a need
- Teaching Assistants to support individual children, and small group learning.

Children with an EHCP will be provided with the support and resources stated in their plan, so that the provision meets their individual needs.

How will the school make sure my child is included in learning alongside pupils who don't have SEND?

**We adapt the curriculum for children with SEND:**

- Quality First Teaching: all children access the curriculum through Quality First Teaching. Teachers are skilled at meeting the diverse needs of the pupils in their class.
- Differentiation: the process by which teachers ensure that tasks are matched to the pupils' abilities. This might involve the use of adult support, adapted resources being used or different outcomes being expected of the pupils. It is used by teachers to enable all children to access the curriculum, and experience success and challenge in their learning.
- Groupings: at our school we are flexible in our groupings of children, so that there are opportunities for children to work in both ability and mixed ability groups, to maximise their learning opportunities.
- Class teachers adapt the learning to meet the individual needs of SEND children in their class. This learning may be personalised, so that the child's interests are used to engage them. Learning is further adapted to meet the needs of children who may be working below 'expected' for a child of their age.

**We adapt the Learning Environment for children with SEND:**

- Our school consists of two separate buildings and is wheelchair accessible. There is wheelchair access through our main entrance to the school, and a ramp into Martin Hall from the outside. Aston building has wheelchair

access at the front entrance and the outside entrance to the Food Technology room. Currently, we have temporary ramps available to use, depending on need in the school. We are happy to discuss individual requirements, and to make reasonable adjustments to meet these needs.

- We have two disabled toilets. One can be found in Martin building and one can be found in Aston building.
- There is a disabled parking bay in the school car park, and we can provide further spaces should they be required.
- Steps, and possible hazards around the outside environment, have been highlighted with yellow paint.
- There are blinds in every room which, along with the lighting, assists children with vision difficulties.
- We can create individual workstations for children, if needed.

Please talk to the class teacher or SENCO about how we can further adapt the curriculum, and learning environment, to meet your child's needs.

**The extra-curricular activities and educational visits offered by our school are made available to all children:**

- We encourage all children, including those with SEND, to participate in extra-curricular activities (in school and at outside venues) and will make reasonable adjustments to ensure their involvement.
- We plan educational visits, and residential trips in Years 3, 4, 5 & 6, to enhance the children's learning in the classroom. We will always include your child on a visit, ensuring any specific needs they have are considered within our risk assessment.
- Teachers create a risk assessment for school visits, and this includes how the needs of SEND children will be met. This will be discussed by the SENDCO, parent/carer, and child if needed, and overseen by the 'Visits and Journeys' lead in school (this is the Assistant Head teacher).
- Depending on the needs of the child, parents/carers may be asked to support them on an educational visit.
- Children that struggle with a change in routines, and/or have anxiety, go through the plan/timetable for the visit with the class teacher, or their usual teaching assistant. Where possible, they view the pictures and an overview of the activities, before the visit. Where there is a need, and it is practicable to do so, a visit to the location is arranged beforehand.

If a parent has a question or concern about a visit, they can contact a member of staff to discuss their concerns.

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

Milton Keynes Council Local Authority manage our admissions.

Children with a Statement of Special Educational Needs, an Education Health and Care Plan (EHCP), naming Tickford Park School on their application, will be given priority for admission within the normal admission round.

For those children with an EHCP, Tickford Park will work closely with the Local Authority to ensure that their needs can be met.

For further information about admissions please see our [admissions policy](#)

How does the school support pupils with disabilities?

At Tickford Park we celebrate all children through our broad and balanced PSHE curriculum. This includes a planned Diversity week, and the inclusion of diversity and inclusion learning through the wider curriculum.

We ensure that the building is accessible for all pupils and parents/carers. We are a single-story building and have accessibility ramps and yellow lines on trip hazards. We have two disabled toilets, with disabled alarms. We also have a disabled car parking space.

For further information please see our [Disability, Equality Scheme Accessibility Plan](#)

How will the school support my child's Social, Emotional and Mental Health development?

At Tickford Park, we believe that a child's Social, Emotional and Mental Health is of the utmost importance and will work with parents and carers who have any concerns. We aim to ensure the best outcomes for all pupils and give them the skills they need for their future learning.

**Strategies to support children around Social, Emotional and Mental Health:**

- Key members of staff have received training to support Mental Health
- Key members of staff have had training to support children with anxiety
- Zones of regulation used in all classrooms, and children are given the skills to use this

- Weekly PSHE lessons
- My Happy Mind scheme (links to the PSHE curriculum), which is endorsed by the NHS
- Specific interventions programmes, such as DESTY
- Additional nurture support, as required
- Providing a safe space for children to talk, take time to relax or re-regulate
- Small group, or 1:1 intervention, focussing on social and emotional skills

We have a 'zero tolerance' approach to bullying in the school. Please see the [Relationships and Behaviour](#) Policy, and our trust [Anti- Bullying](#) Policy for more information.

### What support will be available for my child as they transition between classes or settings?

Careful consideration is given to preparing pupils with SEND for transition at all stages of their school journey. We encourage parents and carers of children with SEND to contact the school and make an appointment to discuss their child's needs with Mrs Samara King, our SENDCO.

#### **For children joining Tickford Park Primary School:**

- Initial contact is made with the child's previous setting and their parents/carers, as soon as we are notified that a child is transferring into Tickford Park Primary School.
- For children joining the Early Years at Tickford Park, a home visit, a visit to the child's current setting, transition days and transition meetings are organised to discuss their transition, and any related concerns.
- New children are encouraged to visit the school prior to joining Tickford Park, so that they can meet the team and become familiar with the school. For children with SEND, further visits are encouraged, to help them acclimatise to their new surroundings.
- For children joining the school in Year 3, transition visits are organised. This includes Tickford Park staff visiting KS1 settings, transition days, sports events, watching performances with Tickford Park year 2 children and meet the teacher events. Extra transition visits will be made available for children with SEND, if needed.

#### **When moving classes in school:**

- Information is passed on to the new class teacher, during a transition meeting. All IEPs, and EHCPs, are shared with the new teacher.

- Parents/carers can meet their child's new teacher and see the classroom before the end of term.
- Children meet their new teacher, with their new class in their new classroom, before the start of the new academic year in September. This is one morning and one afternoon towards the end of term.
- An individual transition plan will be created for specific children if needed; this could include extra visits to the classroom, meetings with the teacher, a new PECs card, a transition book/photo and meetings with parents.
- During the Autumn term, parents will have another opportunity to meet their child's new teacher and discuss how their child has settled in.

**If your child is moving to another school, or at the end of Year 6:**

- The class teacher and SENDCO will meet the class teachers and Head of Year 7 to discuss SEND children. This is to ensure they know about any special arrangements or support that is in place for the child.
- An individual transition plan will be created for specific children if needed; this could include extra visits to the school, meetings with teachers, a transition book/photo, meetings with parents.
- We will make sure that all records about the children are passed onto the new setting as soon as possible.
- Where possible, your child will visit their new school on several occasions and, in some cases, staff from the new school will visit your child in this school.

**What support is in place for Looked After Children, and previously Looked After Children, with SEND?**

Ms Taryn Chapman (Deputy Head teacher) is the Designated Teacher for Looked After Children (LAC) or previously Looked After Children. She works in partnership with Mrs Samara King, our SENCO, to ensure all teachers understand how a looked-after child, or previously looked-after child's, experiences, along with their SEND needs, impact on them, and the subsequent implications 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 ensure that PEPs, and any SEND support plans or EHC plans, are consistent and complement each other.

**What should I do if I have a complaint about my child's SEND support?**



We hope that complaints about SEND provision will be rare. However, if there is any reason for you wishing to raise a complaint with regards to the SEND support within school, please contact the SENDCO. If you still have a concern, please contact the Head Teacher. If you do not feel your concerns have been satisfactorily resolved, please refer to the school's [Complaints](#) Policy.

#### What support is available to my family and me?

At Tickford Park, we have an open-door policy and work collaboratively with all parents. There are also local support services that can be accessed.

Local support services include:

- [Milton Keynes Local Offer](#) - a directory of information, support and signposting for children, and young people, with special educational needs and disabilities (SEND) from birth to 25 years, their parents and carers, practitioners and professionals.
- Milton Keynes has [Family Centres](#). These offer a range of services for families from pregnancy, throughout childhood up to the age of 19 years. They support the community with sessions and offer support for adults who may not have children, or whose children may have grown and left home.
- MK Special Educational Needs and Disability Service ([SENDIAS](#)) is a statutory service offering confidential and impartial information, advice and support to children and young people with additional needs and their parents/carers. The remit of SENDIAS covers education, health and social care, for children and adults between the ages of 0 - 25.
- Children and Families Practices ([CFPs](#)) are part of Milton Keynes Council's Children and Families Services. They ensure that children (up to 19 years old) and their families receive the right level of support when they need it most. They will work with families to provide short-term support, which will be tailored to meet individual family needs.
- CNWL Milton Keynes [CAMHS](#) (Central North West London; Milton Keynes, Child and Adolescent Mental Health Services) provides mental and emotional health specialist services for children and young people up to 18 years old, and their families and carers.  
01908 724228 for all new referrals.  
Existing patients should call 01908 724544  
Email: [cnw-tr.mkspcamhsspa@nhs.net](mailto:cnw-tr.mkspcamhsspa@nhs.net)

- [Service Six](#) specialises in providing mental health and wellbeing support for children and young people, and their families.
- [Autism Bedfordshire](#) is an independent charity whose aim is to improve the quality of life for autistic children, young people and adults and their families.

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

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

## 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
- **Differentiation** – 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 (EHC) 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 SEND 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 that explains what services and support are on offer for pupils with SEND 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
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision that meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages