

'Let all that you do be done in love'

1 Corinthians 16:14



Nurturing individuals to be the best they can be in an inclusive environment where they feel valued, respected and know they belong.

SEN Information Report 2024-25

This report sets out information about our provision for children and young people with special educational needs and/or disabilities (SEND) and the effectiveness of these arrangements. This is updated annually.

About our school

At Great Milton C of E Primary School, we aim to provide the best possible education and opportunities for all our pupils.

We provide for children and young people with a wide range of special educational needs including those with:

- Communication and interaction needs; this includes children who have speech language and communication difficulties including autistic spectrum conditions
- Cognition and Learning needs; this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia
- Social, Emotional and Mental Health needs
- Sensory and/or Physical needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning

We are a mainstream school with one form entry per year (seven classes). As of June 2025, we have 171 children on roll. There are 40 children who have been identified as having additional needs: 34 children are on SEN Support and 6 children have EHCPs.

Our special educational needs and disabilities coordinator (SENDCo) is Mrs Emma Hughes. She is an experienced teacher and completed the NASENCo qualification in 2020. She can be contacted on: 01844 279388 or sen@greatmiltonschool.co.uk.

Our school governor with responsibility for SEN is: Mrs Tash Groves.

The SENDCo works closely with the Headteacher and all staff to monitor the progress of children's learning and to oversee the provision for children with additional needs as well as supporting the families of those children with special educational needs.

Our SEND policy can be found on our website.

How do we identify and give extra help to children and young people with SEND?

The school uses Oxfordshire County Council's [Ordinarily Available SEND provision](#). The guidance sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs.
- Ways in which we can adapt our teaching and school environment to meet each child's needs.
- How we review progress, agree outcomes and involve you and your child.

How do we work with parents and children?

At Great Milton C of E Primary School, our approach is child-centred with the interests of each child at the heart of our decision making. We believe that working in partnership with parents towards agreed outcomes and goals is the best way to support our children. We will always contact parents if we are concerned that a child or young person may have a special educational need.

- Each child on the SEN Register has a Pupil Profile which puts them at the centre of the assess, plan, do and review process
- Pupil Profiles include the voice of the child and their family, as well as describing their strengths, any barriers to learning, positive intervention/strategies in place and some outcomes to support learning. Profiles are reviewed 3 times a year.
- Parents are always welcome to speak to class teachers and should contact them through the school office.
- Appointments can be made to see the SENDCo by phoning the school office or emailing directly.

Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEND. Great Milton School uses the [Ordinarily Available SEND provision](#) developed by the OXSIT inclusion team, to try and provide the best adaptive teaching for all learners. The way we adapt for children with SEND is also set out in the School Accessibility Policy and Plan.

Teachers are responsible for the progress of all children and use assessment and feedback to identify gaps and help children to move on in their learning. Inclusive high-quality teaching ensures that planning and implementation meets the needs of all children, and builds in high expectations for all students, including those with SEND. Teachers encourage and support children to have a 'growth mindset' and to develop skills in independence, resourcefulness, perseverance and resilience. Resources such as; plentiful visual prompt /organisation charts, writing frames, word banks, specific ICT software and practical maths apparatus help children to increase their confidence and enable them to become independent learners.

In addition we use intervention programmes to support the development of language and literacy skills and mathematical development across the school. These interventions may take place within the classroom, individually or as part of a small group as decided by the SENDCo and class teacher. This academic year, we have been able to fund one teaching assistant to work out of class on specialist SEN interventions working with approximately 25% of students in different areas (for example, Maths for Life and Fischer Family Trust materials).

What expertise can we offer?

We have a diverse and experienced staff team with a range of backgrounds and specialist SEN training.

Our SENDCo achieved the NASENCo qualification in 2020 and works together with teaching colleagues during regular meetings and through weekly work in school. The Headteacher and Deputy Head have also had SEN training and taken the role of SENDCo previously. Our school has a very inclusive ethos where ensuring access, breadth of opportunity and appropriate support for each individual is key.

Our class teachers have considerable knowledge of teaching students with a wide range of SEN in mainstream settings, including students with dyslexia, ADHD and Autism Spectrum Disorder.

Training is ongoing - sometimes in house (cascaded through other staff) and at other times from external professionals such as the speech therapy or a behaviour support team.

Teachers have had recent training on the Ordinarily Available SEND provision and catering for SEMH needs, and teaching assistants have regular access to a variety of online and in person courses and training events (e.g. Literacy difficulties, Maths for Life programme, Developing Pupil Independence, Effective Classroom Support, Effective Support for SEMH, PACE). Teaching assistants are trained to support the particular needs of the children they work with, for example liaising directly with the speech therapy or communication and interaction teams. They also have areas of expertise in specialist roles, such as training in running the Maths for Life intervention or being an ELSA.

We also have access to some external specialist support services:

- Special Educational Needs Support Services (SENSS) - support for children with communication and interaction, sensory and physical needs
- Child and Adolescent Mental Health Services (CAMHS) including Mental Health Support Team (MHST)
- Oxfordshire Schools Inclusion Team (OXSiT)
- Children's Integrated Therapies, including Community Speech and Language Therapy
- School Nurse Service
- LCSS - Locality and community support services

Information about these services and what they offer can be found in the Oxfordshire County Council [SEND local offer](#)

If we have any concerns about a pupil in school, we always share them with the child's parents and discuss possible involvement of specialist SEN services.

We also work with other services and organisations that are involved with families, with the family's permission.

How do we know if SEND provision is effective?

The progress of all children and young people is closely tracked throughout the school through teacher assessments, testing, moderating and pupil progress meetings.

In addition, for children and young people with SEND we regularly review progress towards agreed outcomes assessing whether the support put in place has made a difference and what we need to do next. We evaluate this progress against age related expectations. When we run special intervention programmes for groups of children, we assess how successful they have been and use that information to decide on how best to run them in the future.

Information about how the governing body evaluates the education that is provided for pupils with SEN is contained in the governors' annual SEN report.

How are children and young people with SEND helped to access activities outside of the classroom?

All children and young people are included in activities and trips following risk assessments where necessary and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen. We practise adaptive teaching outside the class/ school environment, catering for the needs of individuals to enable them to access education on and off site.

What do we do to support the wellbeing of children with SEND?

Great Milton has a fully developed PSHCE curriculum and supportive structures regarding wellbeing and good mental health. We have a designated mental health lead, and have linked extensively with CAMHS MHST (Mental Health Support Team) to directly address wellbeing issues and anxiety. The school has recently organised workshops with CAMHS to address anxiety. Our Mental Health Lead (Sarah Taylor) and Emotional Literacy Support Assistant (ELSA) Ella Sansom work extensively with the SENDCo and children on the SEN register. Teachers are currently completing a mental health champions course.

All children have the opportunity to share their views through individual meetings with their teachers, contributing to the 'pupil voice' part of their profile. We also use various wellbeing and readiness to learn measures to make an assessment of needs and measure impact.

We take bullying very seriously. We help to prevent bullying of **all** children and young people, including those with SEND. We organise buddies for children in the Early Years and we encourage all children to share any concerns about their treatment by others with school staff. There are regular opportunities to discuss related issues in class, both as part of the taught curriculum and as matters arise.

All Great Milton staff work closely with children with emotional or behavioural difficulties to enable them to feel safe and supported in school. We support in a range of ways either in small groups or 1 to 1. This could be through a nurture or social skills group, lunchtime quiet club, a 'soft landing' into school in the morning or bespoke ELSA support.

Joining the school and moving on

We encourage all new children to visit the school before starting and the headteacher or SENDCo is available to talk informally to parents. For children with SEND we meet with the child and their family prior to admission and endeavour to provide the necessary resources and/or training ready for the child's arrival in school. We are able to meet with the preschool provider if that is appropriate. Towards the end of key stage 2, we begin to prepare young people for transition into secondary school by collaborating closely with the school of their choice and also setting up a programme of additional visits and meetings with relevant staff at the new school.

Who to contact for further information

If you are concerned about your child please contact their class teacher in the first instance, via the school office (01844 279388 or office@greatmiltonschool.co.uk). You can also speak to either the SENDCo (01844 279388 or sen@greatmiltonschool.co.uk) or the Headteacher about your child if you'd like to give feedback, compliments and complaints about SEN provision. We aim to respond to any complaints within 14 days. If you are not satisfied with the outcome after this time please contact the governing board via chair@greatmiltonschool.co.uk and we will do our best to resolve any concerns.

If you'd like to know more about opportunities in Oxfordshire for children and young people with SEND and their families, support groups or information about SEND, please look in the [SEND local offer](#).

You may also find it helpful to contact [SENDIASS](#). SENDIASS Oxfordshire works within the bounds of the legislation, guidance and quality standards to ensure it provides impartial information, advice and support to parents and carers of children with SEND, and children and young people themselves through the CHYPSS (Children and Young People's Partnership Service) element of SENDIASS. It promotes partnership between parent and carers, Children, Education and Families Services, schools and other agencies.