



The Village Schools Federation aspires to nurture and inspire every child to experience life in all its fullness. Our schools are rooted in inclusive Christian values to enable all to flourish by building knowledge, confidence and resilience for the future. We strive to be the best we can be.

"Whatever we do, we work at it with all our heart"

Colossians 3:23

Sherington CE School

SEND Information Report

2025-2026

What kinds of Special Educational Needs and Disabilities (SEND) are provided for?

This information report should be read in conjunction with the SEND Policy and Accessibility Policy.

The 2014 SEND Code of Practice defines SEND as: *“A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her”*. At compulsory school age this means:

- he or she has a significantly greater difficulty in learning than the majority of others the
- he or she has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others in mainstream schools.

The Special Educational Need may relate to difficulties in one of the four broad areas identified in the Code of Practice:

- Communication and Interaction (C&I) including Autism Spectrum
- Cognition and Learning (C&L)
- Social, Emotional and/or Mental Health
- Sensory or Physical (S&P) including visual and hearing impairment

At Sherington First School, we recognise that Special Education Provision is that which is ‘additional to’, or ‘different from’, the provision offered for most children. We are committed to providing support and tailored provision to children across all identified areas of need. Our approach includes preparing to receive children with Special Educational Needs and Disabilities (SEND) as they transition into our school. To ensure effective support, we prioritise training for teachers and support staff, enabling them to understand the specific needs of each child and deliver appropriate support.

The SENDCo for Sherington CE School is our Inclusion Lead Mrs Adey Underwood.

How does our school identify children with Special Educational Needs and Disabilities?

At our school, children identified as having a Special Educational Need or Disability (SEND) are recorded on the SEND register under the category ‘SEND Support’. This ensures that their needs are acknowledged and addressed appropriately. During the transition into our school, we prioritise communication with previous educational settings and parents to maintain successful strategies and approaches already in place for children with identified SEND.

Throughout the Early Years Foundation Stage and Key Stage 1, all children are assessed against nationally set criteria to evaluate their progress across all areas of learning and development. This assessment process enables teachers to identify children who are not making adequate progress. We value the perspectives of both parents and children, ensuring their views and concerns are integral to our approach. Teachers, teaching assistants, and parents collaboratively raise concerns regarding potential barriers to learning, including behavioural, social, and emotional difficulties.

To confirm a child's identified SEND, our school employs the Graduated Approach, which involves assessing, identifying, and providing for a pupil's needs. This model follows a systematic process of assess, plan, do, and review, recognising the continuum of SEND. For some pupils, additional support may be necessary to facilitate progress, which can include interventions, targeted provision, or personalised strategies. Our teachers are well-versed in the school's pathway for identifying SEND and ensure they receive appropriate support at each stage of this process.

How does our school assess your child's needs?

A variety of assessment tools are adopted to assess a child's difficulties and allow us to determine the correct strategies/interventions to support them.

The following are regularly used in school:

- FACT (First Access Communication Tool) – used to determine speech and language difficulties.
- FACT+ - used to determine social communication and interaction difficulties.
- Speech & Language assessment toolkit.
- Referral to the Speech and Language department.
- Referral to health teams may be required for further assessment.
- Dyslexia checklist (Nessy on line).
- Sensory Checklist

The SENCo is involved in some of these assessments and the results feed into the assess, plan, do and review cycle. External agencies may also become involved at this point and carry out their own alternative assessments.

How will we support and communicate with you to help your child?

Sherington CE School values parents/carers of children with SEND and appreciate the journey that many parents have been on prior to their child starting school. We will always endeavour to establish and maintain positive working relationships with the parents /carers, working in partnership to ensure each child can achieve their full potential. Parents hold key information contributing to the shared view of the child's needs and how to support them.

Sherington CE School will always encourage parents to play an active role in their child's education through:

- Attending induction evenings for children transitioning into school.
- Attending transition meetings for parents as children move into a new year group.
- Taking part in home visits by Foundation Stage staff in order to see children in their home environment.
- Parents being consulted when there is concern over a child and being made aware of additional support being put in place.
- Attending and participating in 2 parent consultations during the academic year to discuss your child's progress.
- An open door policy for parents to provide additional information to school that may help their child.

- Class teachers providing informal updates.
- SEN Support Plan Termly Reviews.
- Parent mail to signpost support from other agencies.
- Staff email addresses can be used to communicate effectively with parent.
- Attend meetings with external agencies.
- Helping your child to be organised for their day.
- Full attendance and good punctuality.

Our school will send one full school report which will show current levels, report on attitude to learning, behaviour and attendance figures. The teachers and SENCo will monitor and review your child's levels and identify where progress is not being made. This will allow intervention to be put into place.

If your child has an Educational Health Care Plan (EHCP), you will also be invited to an annual review of their targets and provision, involving the wider health team.

What will the review process look like?

Your child's class teacher is the first point of contact. The class teacher is responsible for assessing and reviewing the progress of the pupils in relation to age related and national expectations. The children's progress is tracked from entry into school when starting Foundation Stage to Year 2, using a variety of methods (see Assessment Policy).

Pupil Progress Review Meetings are integral to monitoring the academic progress of children and evaluating the effectiveness of the provision in place for those not meeting expected outcomes. During these meetings, if changes to a child's provision are necessary, parents are promptly informed, and strategies for parental support are discussed.

In cases where a child demonstrates significant concerns or has complex and persistent learning needs that cannot be adequately addressed through standard interventions, targeted and personalised support will be considered. Such children may be added to the Special Educational Needs (SEN) register as part of the graduated approach. For those on the SEND Register, a Pupil Support Plan (PSP) is developed collaboratively with parents, carers, and the pupil. This plan outlines desired outcomes and the provision required to achieve them, with regular reviews conducted each term to assess progress and adjust strategies as necessary.

Should the school require additional support from the local authority's inclusion and intervention teaching team or seek 'top up' funding for extensive needs, a SEND Support Plan (SSP) will be drafted in collaboration with parents, utilising the 'tell it once' document. Parents will be kept informed of any assessments and are invited to participate in reviews involving external professionals.

In certain circumstances, a statutory assessment of needs may be initiated by the local authority. The school, in consultation with the child, parents, and external agencies, will submit an application for this assessment. If successful, this process will culminate in an Education, Health and Care Plan (EHCP), which is a legal document encompassing comprehensive information about the child from birth to age 25, with contributions from all relevant parties.

How will your child be prepared and supported during transition?

Sherington CE School has developed excellent links with feeder nurseries and pre-school settings in addition to the Middle Schools within catchment, where most of the children continue their education.

Transferring into Sherington CE School:

- Early Years Foundation Stage (EYFS) staff visit the children transferring from the Early Years settings and a handover meeting takes place between the professionals.
- The SENCo and EYFS teachers attend any meetings with regards to children with SEND and also observe the children in their present educational setting. Additional visits to the settings can be organised to establish early relationships.
- Communication takes place between the school and Early Years settings to ensure any relevant paperwork is passed on and contact made with any external agencies involved with a child.
- The class teacher and SENCo meet with the parents/carers of a child with SEND to establish a positive relationship.
- Additional visits for families can be arranged to familiarise the child with their new setting, prior to planned stay and play sessions.
- The SENCo will prepare an individualised Social Story for each child, to support their understanding of the transition ahead. This includes pictures of the environment and photographs of staff.

From Sherington CE School to a middle school setting:

- The SENCo from The Village Schools Federation meets with the new SENCo and Year 3 team to discuss needs of the SEND children transitioning and aids with provision that needs to be put into place.
- The children with SEND have an opportunity for a series of transition visits before their full transition day/s, which all the children attend, to give them more time to learn about their new environment.
- A handover meeting takes place between the Year 2 and Year 3 teachers.
- Education and Health Care Plan reviews for Year 2 children are used as transition meetings and Middle School staff are invited to attend. This takes place in the Spring Term, with further meeting arranged as required.
- Arrangements are made with other settings as and when they occur.

Internal transition to the next year group:

- All the children across Sherington CE School participate in a transition programme during the Summer Term. This involves time with their new teacher and opportunities to spend time in their new environments.
- Additional opportunities to visit their new classroom are arranged for children with a SEND.
- A meeting takes place during the Summer Term and is attended by the present teacher, new teacher and parents, to ensure a detailed transfer of information.

How will your child be taught within our school?

The teachers at Sherington CE School have high expectations of all children and are responsible and accountable for the development of the pupils in their class, including those who have or may have SEND. All teachers will be advised about your child's individual needs and will adapt their lessons to meet those requirements where necessary. Teachers have experience and/or are trained in doing this. This may involve using different strategies, more practical/adaptation of resources and activities, which means your child can access the lessons fully.

Within our school, there are a variety of staff roles, to help us fully support a child with SEND. Where it is felt it is the right thing to do, a child may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available and should your child need this, it would be discussed with you.

Throughout their Primary phase (to Year 2), we will closely adhere to the national guidance to ensure appropriate access arrangements are in place where necessary for our pupils when completing any assessments throughout KS1.

Quality First Teach principles ensure high quality provision in the classroom:

- High expectations of the pupils.
- Excellent knowledge of prior learning.
- Adapted ways of learning, which may involve more practical learning strategies.
- Carefully planned lessons ensuring your child's needs are met.
- Pupils with individual needs will receive a personalised approach.
- Specific strategies (which may have been suggested by the SENCo or outside agencies) are put in place to support your child to learn.

Teaching assistants may be used to give additional support under the direction of the teacher. Where interventions are used to target specific gaps then the learning may take place outside of the classroom. These interventions are led by the teacher or experienced teaching assistants, who are skilled in running the intervention, monitoring and recording progress and giving feedback to the teacher.

How will the curriculum and school environment be matched to your child's needs?

Sherington C of E School offers a great deal of history, with a unique, safe and accessible building and we do our best to create a welcoming environment to the whole community. The learning environments are carefully considered for pupils with SEND as we endeavour to be responsive to the needs of pupils as we welcome new families. We continue to consider and develop "Autism Spectrum Condition friendly classrooms" helping to reduce anxiety of our pupils with this SEND. The village school have been carefully adapted, allowing accessibility for wheelchair users and the school has a disabled toilet adapted to meet the individual needs of our children. Sensory and physical needs have been considered and a variety of resources sourced to support individual needs.

Additional support that is available for pupils with SEND:

- Foundation Stage have a teaching assistant in each class who can be directed to give targeted support or work on a group intervention.
- Experienced, trained teaching assistants are directed to give targeted or personalised support to individual children.
- Researched intervention programmes are delivered.
- Technology including an iPad and talking tins.
- When children with specific needs of specialist equipment join the school there is a multiagency meeting to discuss their requirements and the relevant changes to the school building are carried out and equipment installed.
- Spaces within schools are often adapted, allowing for sensory needs to be met. This is unique to each school setting across the federation.
- Workstations are created according to need.
- The SENCo and staff work closely with outside agencies, who will advise on adaptations to the setting in order to meet individual need.
- On occasions, an Occupational Therapist (OT) may be required to assess the setting in order to advise adaptations based on the individual need.

An Accessibility Plan is in place and available on our school website.

What training has been provided for staff at our school?

Within the Village Schools Federation, we have a great deal of expertise amongst staff and their knowledge and skills are shared across the federation. Each child is central to what we do, and expertise is drawn upon, in order to meet need effectively. Staff within the VSF work collaboratively, sharing knowledge, strategies and expertise, supporting each other to deliver the highest quality provision for our children with SEND.

Our SENCo attends regular Cluster Meetings throughout the academic year, which enables the collaboration of SENCo's across Milton Keynes, to come together with healthcare professionals, to review and discuss SEND.

At Sherington CE School, we:

- have ensured that there is a member of staff who has completed the National Award for Special Educational Needs Co-ordination within the Village Schools Federation.
- review staff training needs and provide relevant training to meet the needs of the children.
- have completed training in the following areas:
 - Protective behaviours
 - Trauma and Attachment behaviours and strategies to deal with them
 - Elklan – in-depth knowledge of children's speech, language and communication development
 - Autistic Spectrum Condition (ASC) Level 2
 - Autistic Spectrum Condition Awareness
 - Writing social stories for children with ASC
 - Writing comic scripts for children with ASC
 - Signalong for non-verbal communicators

- Rainbow Road
- Developmental Co-ordination problems
- Using activity breaks to support children
- Managing challenging behaviour
- Attachment training

The SENCo continues to develop strong links with other SENCo's within local schools, to share good practice and develop knowledge and skills.

The MK Inclusion Team also provide a comprehensive training programme for staff, covering a range of needs.

How can specialist expertise be accessed?

When a child is demonstrating further cause for concern or their learning needs are more complex than can be met by the school interventions (universal offer), targeted and personalised provision then the school will engage with relevant external agencies. This will be in addition to the Personal Support Plan (PSP) already in place. This is triggered when the pupil:

- continues not to make adequate progress
- continues working at levels significantly below that of their peers even when teaching approaches have been targeted on an identified area of weakness
- has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners despite taking part in an individualised behaviour management programme
- has sensory or physical needs and requires regular advice and or visits from a specialist service or specialist equipment
- has on-going communication and interaction difficulties that impede the development of social relationships and causes substantial barriers to learning For these children the difference between their attainment and that of the other children is widening and needs further investigation.

A request for external agencies to be involved follows a decision taken jointly by school staff in consultation with the parents. A SEN Support Plan (SSP) will be completed with parents to enable us to track and monitor the APDR cycle. The SSP will usually be supported by Specialist teacher input from the LA. Those visiting school will have access to the pupil's records in order to establish the strategies already tried and parental permission must be given.

We work closely with:

- the Local Authority specialist teaching team
- health services – GPs, school nurse, paediatricians, physiotherapists, occupational therapists
- speech and language therapists,
- Educational Psychologists
- Milton Keynes Mental Health Services
- Milton Keynes Targeted Early Help team (TEH)
- Children's Social Care (CSC)

How do we evaluate our practices within our school?

As professionals we continually review our practices within school. There are key times when the practices we employ are reviewed with other stakeholders.

These are:

- Termly review PSP and SSP reviews of the effectiveness of the practices/provision which involves the parents
- Termly reviews of interventions that take place to monitor their effectiveness.
- Reviews by external agencies (e.g. speech and language) on the progress of a child.
- Assessment data reviews by the senior leadership team.
- Termly meetings when the SEN Governor discusses provision and strategies used.

All class teachers use their assessment data to inform their planning across the curriculum, this allows us to ensure that gaps are recognised and provision put into place to fill them. Subject leaders together with the senior leadership team carry out regular book looks, learning walks and meetings with teachers in order to continually monitor teaching and learning within the school.

How does the school ensure an inclusive environment for all?

In accordance with the Equality Act 2010 we promote the positive health and well-being of each child in an inclusive environment by ensuring:

- all activities at lunchtime and after school are available to all the pupils.
- inclusion on school trips. In the unlikely event that it is considered unsafe for a child to participate in an offsite activity then alternative activities covering the same curriculum areas will be provided in our schools.
- SEND teaching assistants timetabled to give guidance and support during the social breaks of the day
- All activities within school are carefully considered for children with SEN and adaptations made accordingly, for example, availability to a sensory tent during Sports Day events.

How does the school support my child's wellbeing?

At Sherington CE School, we understand how important it is for the child with SEN to be listened to and to have an understanding of the processes going on to support their difficulties.

We involve the child by:

- holding regular review meetings of their Pupil Support Plan (PSP) and SEN Support Plan (SSP) which they may attend.
- getting their views on the support they receive and the progress they feel they are making.
- establishing outcomes with them and the provision to achieve those outcomes.
- using the PSP/SSP as a working document so that they can see their progress.

The class teacher has responsibility for the well-being and pastoral care of the pupils in their class. If there is concern for the well-being of a pupil with SEND then the teacher may involve the SENCo in resolving the issue. A number of interventions are used in school to specifically cater for social communication and interaction difficulties pupils may have. All staff are responsible for pastoral care of children on their registers and work closely with and report to, the class teacher, SENCo and if necessary, the designated safeguarding team.

When a child is bereaved, we are able to offer support for our children and have strong links with Willen Hospice and Harry's Rainbow who support us with staff training and a range of resources helping children through the grieving process. We are also able to signpost to other bereavement services.

We as a federation also appreciate the journey that is taken for parents when their child presents with SEN and recognise families can often feel isolated. To support our families, we hold termly 'Coffee and Chat' sessions for parents/carers.

In March 2023, The Government published the *Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan* and in response to this we ensure that our families feel listened to and supported throughout their journey with us.

How are the school's resources allocated and matched to children's Special Educational Needs?

The school has an allocated SEND budget allocated each year from the Local Authority. The money is used to provide additional support or resources to support the needs of all children in the school who require it. The money can be used for:

- Providing specialist equipment to support a specific need
- Providing additional intervention programmes to help children learn and progress
- Providing support for smaller grouping e.g. in phonics
- Provide additional adult help if required
- Creating an immersive and inclusive environment for all our children

What additional support is available for a child who is looked after by the Local Authority and has Special Educational Needs and Disabilities?

Other professionals involved can be:

- A social care team – who support the family and engage with the school
- The virtual school – who provide schools with information, tools to raise attainment and training

Additional financial support:

- Pupil Premium Plus - additional funds to help school meet the needs of a child

The SENCo has completed a Bereavement training course.

Who do you contact if you need further support or information about the provision for your child?

First point of contact – Class teacher
Second point of contact – Lead Leader
Third point of contact - SENDCo
Fourth point of contact – Headteacher
In the case of an unresolved complaint the issue should be taken through the Village Schools Federation Complaints Policy

Contact Details

SENDCo: Mrs Adey Underwood
Email: senco@villageschoolsfederation.co.uk

SEND Governor: Mrs Anne Winter

Local Authority Local Offer

The Local Offer is a comprehensive directory designed to assist families in locating and accessing support services. By gathering feedback from families, the Local Offer aims to evolve into a valuable resource for identifying necessary changes and developments in service provision. As mandated by the government’s SEND reforms, all local authorities are required to establish their own Local Offer. For families in Milton Keynes, the Local Offer can be accessed at [Milton Keynes SEND Local Offer](#). Our school collaborates closely with agencies involved in delivering the Local Offer and implements reasonable adjustments to support children across various educational settings.