



SEND Support:



**What parents can
expect to see - Primary.**



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Version 1



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Introduction

This is a guide to the kinds of SEND support parents or carers can expect to see from their primary school.

More information about the support available can be found on our Milton Keynes SEND Local Offer: [Milton Keynes City Council](#)

The majority of childrens' needs can successfully be met at SEND Support using the graduated approach. This is the same whether they have a diagnosis, or not.

This document is a guide only, as individual schools operate within different contexts. We also know that each child is unique and that support will need to differ accordingly.

Our Ordinarily Available Provision Document sets out what we can expect to see in our local schools to support children with SEND:

[Ordinarily Available Provision School Age.pdf](#)

Involvement of parents, carers, children and young people

Your views and those of your child are important. Your views will be gained and be used, discussed and shared to develop support for your child alongside other involved.

Staff will think carefully about the views of your child might be sought.

This might include asking your views through planned contacts such as parent meetings, sending you information to prepare for meetings, always having space in any meetings for your views, small group work or 1 to 1 work with your child to understand their views.



Early identification of need

We are committed to identifying need as early as possible, as we know this gives us the best chance to make a difference.

Your child's school will be able to discuss how they monitor the learning of all children, and the steps they take to plan for any needs that may be identified.

Your child's class teacher will be regularly checking his/her progress- both informally on an ongoing basis, and through more formal assessments at other points during the term.

The school may use standardised assessments to help them identify gaps and need.

The Graduated Approach

Level of support	Description	Examples of provision
Universal Support (also known as Quality First Teaching or Ordinarily Available Provision)	<p>We know that high quality, inclusive teaching is a good starting point for children, regardless of need.</p> <p>For most children, small changes or adaptations (often called 'reasonable adjustments') can be made at school or within their setting to ensure that they are appropriately supported and can make progress.</p> <p>Parents/carers may have ideas for changes or adaptations that could be helpful to consider in collaboration with schools/settings.</p>	<ul style="list-style-type: none"> • Having a safe place/quiet room where the child can go, • Seating a child at the front of the class to aid focus • Giving a little extra help or useful equipment like adapted scissors
Targeted Support (further adaptation)	<p>For some children, 'targeted' SEND support will be provided by the child's school, if adequate progress has not been made with Universal Support.</p>	<ul style="list-style-type: none"> • Small group support. • Booster or intervention classes- these will often be short term.

	<p>This will be set out in a SEND Support Plan and will include the actions and approach needed to help the child make expected progress. SEND Support Plans are an important aspect of our local processes and should be used if schools wish to seek further guidance or funding.</p>	<ul style="list-style-type: none"> • Adult support, for example, during break and dinner times. • Use of visuals in lessons to structure the learning into smaller chunks. • Use of 'break out' spaces to help the child regulate.
<p>Personalised (for the individual child)</p>	<p>A small number of children may need personalised SEND support to meet their needs- this typically involves advice, observation, assessment or support from other professionals. It also means that the child's day might look different to that of others.</p> <p>A level of personalised support can be provided successfully over time for children without needing an EHC Plan.</p>	<ul style="list-style-type: none"> • Personalised interventions delivered by the school staff- these may be included in an individualised timetable across the day. • Specialist advice that focuses on the individual child – from services such as the Inclusion and Assessment team, Speech and Language therapists, Occupational Therapists • Specialist equipment e.g.: devices that support communication; chair for postural support

Outcomes

This is a description of something your child will be able to do at an agreed point in the future. It will be linked to an area they need help with- and to their interests and aspirations.

Outcomes can be short term (up to about six weeks) or longer term (up to twelve weeks). They are reviewed regularly as part of a continuous cycle- this is called ‘assess, plan, do, review’.

Some examples of short term outcomes are-

- ‘I am able to answer who/what questions when sharing a familiar book with an adult’
- ‘I am able to recognise when I need a learning break and let the class teacher know using a ‘break card’.
- ‘I am able to choose an activity or item to help me regulate, when the adult responds to my signals and offers me three options from my calming box’

Impact over time

Progress can look different depending on the need and age of the child. It is helpful to reflect on the progress of any child over time, so that we can understand the child’s needs and the impact of the support being given.

We also need to take into account any other important events or changes in the child’s life- as these might affect the progress being made.

Key People

Role/Service	Description
Class Teacher	Your child’s class teacher(s) will be able to support you to understand what progress your child is making, and any areas for development.
Special Educational Needs Coordinator (SenCo)	The Special Educational Needs Coordinator (SENCo) has oversight of the needs of the children in the school, and how wider members of the school team might be able to support. The SenCo may invite you to regular meetings to discuss progress and next steps- this may be outside of typical ‘parent’s evenings’
Other Sources of Support	There are also other sources of support available outside of school for you as a family- <ul style="list-style-type: none"> • The Milton Keynes SEND Local Offer includes a range of information and contact details of other sources of support (both locally and nationally) Milton Keynes City Council • Special Educational Needs Disabilities Information, Advice and Support Service (SENDIASS) SEND

	<p>Information, Advice & Support Service MK SENDIAS</p> <ul style="list-style-type: none">• Contact: the charity for families with disabled children• PACA MK is a voluntary group of parents/carers who have children with disabilities Home - PACA MK
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Speaking to key people when you have a concern:

If you are concerned that your child is not making progress at SEND Support, you could:

- Arrange a conversation with your child's teacher and/or SenCo to understand how they feel your child is progressing
- Ask them to talk you through your child's SEND Support Plan, so you can see what is in place, and the impact of this on your child's development
- Look at the Ordinarily Available Provision document with staff, so you can work together to consider new strategies that might be useful
- Ask for regular reviews of progress towards any outcomes set- so you can be kept in the loop



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