



SEND Support:

What parents can expect to see - Secondary.



September 2025
Version 1



Introduction

An introduction to the SEND support you as a parent or carer can expect to see from your Secondary school for your child/young person (CYP).

More information about the support available can be found on our Milton Keynes SEND Local Offer:

[Milton Keynes City Council](#)

The majority of a young person's 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 local area Ordinarily Available Provision Document sets out what we can expect to see in our local schools to support children and young people with SEND:

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

Involvement of parents, carers, children and young people

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

Your school will think carefully about how the views of your young person might be sought.

Staff might ask for your views through planned contacts such as parent meetings, sending you information to prepare for the meetings, always having space in any meetings for your views, small group work on 1 to 1 work with your child to understand their views.



Early Identification of need

We know that identifying need as early as possible 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 young people, and the steps they take to plan for any needs that may be identified.

Typically your child's primary school will have shared information where there is a need, using a SEND Support Plan to capture this. If your child displayed Emotionally Based School Avoidance (EBSA) then any plans written to support this should also be sent onto the new school

At secondary school, progress is typically monitored three times a year. If this progress is not as expected, this will be discussed with parents in the first instance.

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 young people, regardless of need.</p> <p>For most students, small changes or adaptations (often called 'reasonable adjustments') can be made at school to ensure that they are appropriately supported and can make progress.</p> <p>Secondary schools have larger staffing groups and will sometimes have different smaller teams that support eg: pastoral, mental health, nursing.</p> <p>You and your young person may have ideas for changes</p>	<ul style="list-style-type: none">• Having an identified area where students can go in the school environment to regulate• Carefully choosing where a student sits in the classroom to aid focus• A 'skip the queue' card for the canteen• Regular check ins with a named key person

	or adaptations that could be helpful to consider in collaboration with school	
Targeted Support (further adaptation)	<p>The SEND Support for each young person will be different because it is designed to meet the needs of that particular student.</p> <p>For some young people, 'targeted' SEND support will be provided by the child's school, if adequate progress has not been made with Universal Support. This will be often be set out in a SEND Support Plan and will include the actions and approach needed to help the young person 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"> • Small group support. • Booster classes or an intervention package- this may be short or longer term for core subjects • Weekly social intervention groups such as anxiety sessions • Access to Schools Mental Health Team
Personalised (for the individual child)	<p>A small number of students may need personalised SEND support to meet their needs. This involves advice, observation, assessment or support from other professionals.</p> <p>A level of personalised support can be provided successfully over time for young people without needing an EHC Plan.</p>	<ul style="list-style-type: none"> • Personalised interventions delivered by the school • Specialist advice for the individual child – from services such as the SEND Team, Speech and Language therapists, Occupational Therapists, SMHT • Training for schools and settings to better understand and support the student • Specialist equipment e.g. devices that

		support communication, bespoke chair for postural support when learning, daily access to key person for check ins across the day
--	--	---

Outcomes

This is a description of something your young person 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 include:

- I can describe an event to a peer/adult, thinking about what the listener knows and giving relevant detail so that it can be clearly understood.
- I can start my learning tasks within five minutes of the instruction.

Impact over time

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

We also need to take into account any other important events or changes in the young person's life, as these might affect the progress being made.

The needs of some students mean that they might make faster progress in certain areas e.g.:

- The progress of a student with working memory difficulties may be slower than that of their peers.
- A young person experiencing difficulties with their emotional wellbeing at school, may need this addressed first before progress can be seen in other areas.

Key people

Role/Service	Description
Form Tutor	In secondary school, students are typically grouped into 'forms' with a 'form tutor' who may be a useful first contact for anything you wish to discuss.
Subject Teachers	Your young person's subject teachers will be able to support you to understand what progress your child is making, and any areas for development.
Special Educational Needs Coordinator (SenCo)	<p>The Special Educational Needs Coordinator (SenCo) has oversight of the needs of the students in the school, and how wider members of the school team might be able to support.</p> <p>The SenCo may invite you to regular meetings to discuss progress and next steps- this may be outside of typical 'parent's evenings'</p>
Wider Staff Team	There is often a wider staff team available within secondary schools – this may consist of a school nurse/matron, mental health champions, pastoral mentors.
External Sources of Support	<p>The Milton Keynes SEND Local Offer Milton Keynes City Council includes a range of information and contact details of other sources of support (both locally and nationally) e.g.:</p> <ul style="list-style-type: none"> • Special Educational Needs Disabilities Information, Advice and Support Service (SENDIAS) SEND Information, Advice & Support Service MK SENDIAS • Mental Health and Wellbeing Hub Milton Keynes City Council • 14 yrs + health check: Looking after your health Milton Keynes City Council • CONTACT Contact: the charity for families with disabled children

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:

- Speak to your child about how they feel they are getting on
- Arrange a conversation with your child's tutor to understand how they feel your young person is progressing
- Ask them if they can get feedback from subject teachers, if you both agree that would be helpful
- Ask for regular reviews of progress towards any outcomes set- so you can be kept in the loop

