Annual SEND Information Report

SENDCo: Miss Laura Dolan

Date: September 2026

MIDDLETON PRIMARY SCHOOL
ANNUAL SEND INFORMATION REPORT – SEPTEMBER 2026

At Middleton Primary School we pride ourselves on being a friendly, caring and vibrant learning environment where mutual respect and high expectation produces resilient, independent learners. We provide a safe and secure environment where children can be happy, creative and confident in their learning and therefore be able to achieve their potential both academically and personally.
We are an inclusive school. We promote equity of access and opportunity in all areas of the curriculum for all learners. Pupils are taught in an environment where they receive equal respect and in which their individuality is valued. It is the responsibility of all teachers to help each and every pupil reach their own potential through supported and adaptive teaching across the curriculum.
At Middleton we believe that our parents and carers play a vital role in supporting their child's education and we therefore aim to foster positive relationships between school staff, parents and carers.

At Middleton Primary School we aim to:

- Identify pupils with Special Educational Needs and Disabilities (SEND) as early as possible and ensure that their needs are met through Quality First Teaching and by making reasonable adjustments provide all pupils with a broad and balanced curriculum that is adapted to the needs and ability of the individual
- Have high expectations for all pupils with SEND
- Be supportive to each pupil's needs by promoting a strong partnership between the pupil, the parent(s) and our school staff
- Engage in support from the Local Authority and outside agencies
- Ensure that all pupils take a full and active part in school life
- Provide all pupils with enriching opportunities
- Ensure that all pupils feel a sense of belonging in our school community

What kinds of Special Educational Needs are provided for at Middleton Primary School?

At Middleton we offer provision and support for pupils with difficulties in the following areas:

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

How does Middleton Primary School know if pupils need extra help and what should I do if I think my child may have Special Educational Needs?

Throughout the academic year, Class Teachers undertake a range of different assessments to monitor the progress of all children. Pupil Progress Meetings are held with each year group team, these are attended by the Senior Leadership Team, which includes the SENDCo (Special Educational Needs Co-ordinator), core subject coordinators and all Class Teachers from the pupil's year group. During these meetings, the progress

of pupils across the school is discussed. There is then a focus to discuss those children who are identified as having social, emotional or mental health difficulties that are affecting their ability to engage in their learning. Strategies that can be used by the Class Teacher are suggested and then put into place. The pupil may also become involved with a member of the Pastoral Team and spend time completing activities and having conversations to support the pupil with their difficulties centered around supporting their social, emotional and mental health difficulties.

If concerns are raised by Class Teachers in relation to a child's academic attainment or progress, the SENDCo may decide to carry out observations, to more specifically identify any areas of concern. Where specific interventions are put into place and monitored by the SENDCo following these observations, targets are put in place and follow the cycle of assess, plan, do and review to monitor and track progress. A SEND Support Plan may be put in place to further identify the child's specific areas of strength and difficulty.

At Middleton we encourage our parents to speak openly with Class Teachers about their children's needs and we value input from parents. If parents are concerned about their child's progress and they have not already discussed this with their child's Class Teacher, we would encourage them to do so

How will I know how my child is doing?

As a school we have an open-door policy and encourage parents to talk to us about how their child is progressing. Our SENDCo is easily contactable via the school office by telephone or email and will respond to parents' correspondence as swiftly as possible. In addition to this we also offer Parent Workshop sessions throughout the school year, with each session focusing on different aspects of SEND.

Twice a year (at varying times), Class Teachers will either hold a Parent's Evening or issue a written report on every pupil's progress. This will highlight strengths and areas for improvement across the curriculum.

Those pupils recognised by the school as having a Special Education Need or Disability will be flagged on the school SEND register under the category 'SEN Support'. For SEN Support pupils, the Class Teacher will aim to contact parents at least once per half term to discuss their progress and any additional support that is in place. Additional meetings can be arranged between class teacher and parents if necessary.

For pupils with an Education and Health Care Plan (EHCP), the Class Teacher and SENDCo can meet parents more frequently to discuss the child's progress if required. There will also be a formal annual review held in school once per year to review how well the EHCP is meeting the pupils' needs. A Transition Meeting will also be held for EHCP children in Year 5 to discuss the child's transition to secondary school; this is usually part of the Year 5 Annual Review. For a child in Year 6 with an EHCP we invite the secondary school

placement to attend the annual review or an interim review ahead of the transition to the child's next educational setting.

How will the learning and development provision be matched to my child's needs?

High-Quality Inclusive Teaching is in place in all classes and helps to ensure all pupils are able to access the curriculum. Teachers are skilled at developing their teaching to meet the diverse needs of the pupils in their class.

Adaptive teaching is the process by which teachers ensure that tasks are matched and adapted to pupils' abilities. This might involve the use of adult support; different resources being used, alternative recording methods, scaffolding and adaptations of activities or different outcomes being expected of the pupils.

Grouping arrangements are organised flexibly with opportunities for ability and mixed groups to maximise learning opportunities for all.

Our broad and balanced curriculum is accessed by all pupils. Adaptions are made to support specific curriculum needs, for example texts may be modified and resources are specific to the pupil and/or use of assistive technology as both a recording method and an intervention.

As well as Teachers, at Middleton we also have Higher Level Teaching Assistants and Teaching Assistants. The Year Team Leaders manage these support staff, overseen by the SENDCo and they are directed to work in specific year groups and with specific groups or individual pupils. The use of these additional adults is closely monitored by the SENDCo to ensure maximum impact on pupil learning, progress and engagement. We work closely with specialist teachers from the Local Authority and implement their strategies.

Adaptions to the school or classroom environment may be needed in order to meet the needs of specific pupils. This has involved purchasing specialist furniture and writing equipment or providing pupils with alternative methods of recording their work, for example using a laptop or Ipad.

How effective is the SEND provision at Middleton Primary School?

We are always working towards improving our provision to meet the requirements of the changing needs of our pupils. After every data point, the SENDCo looks at the data for each year group for the three core subjects, Reading, Writing including phonics and Maths, and this data is used to monitor and evaluate the overall effectiveness of our school's SEND provision.

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As a result of a broad and balanced curriculum throughout a pupil's time at Middleton Primary School, outcomes for SEND pupils at the end of Key Stage Two remain high and prepare pupils for their secondary education.

Key Stage Two Results 2025/2026 (90 Children)

Attainment

	SEN Support Middleton	All Pupils National	EHC Plan Middleton	All Pupils National
Reading	**100% (10/10)**	**75%**	**0 % (0/2)**	**75%**
-Writing	**60% (6/10)**	**73%**	**0 % (0/2)**	**73%**
-Maths	**90% (9/10)**	**75%**	**0 % (0/2)**	**75%**
SPaG	**100% (10/10)**	**74%**	**0 % (0/2)**	**74%**

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How will you help me to support my child's learning?

At Middleton we operate an open-door policy and encourage parents to talk to staff informally or arrange more formal meetings with Class Teachers as needed to discuss their child's learning. The SENDCo will liaise with parents of those pupils with additional needs whenever required. We are keen to support parents in helping children continue their learning at home and share details of any strategies and interventions used in school with parents so that parents can work towards the same goals at home with their child.

What support will there be for my child's overall wellbeing?

At Middleton we take the wellbeing of our children very seriously and our supportive staff team are keen to liaise closely with parents and are able to provide 1:1 or small group work to support any additional social, emotional and mental health difficulties. SEND children are allocated an adult from the school to champion and mentor them on their learning journey whilst at Middleton. As a school we also monitor pupils' attendance and can provide support to parents with this.

Whole school and year group assemblies cover the same themes at the same time. We aim to teach pupils to become respectful, resilient and mindful of others' thoughts and feelings through a consistent approach with expectations of behaviour across all year groups in order to prevent bullying. We use a restorative approach through emotional coaching to deal with situations that occur between the pupils.

Our School Council is made up of two pupils from every class in the school (Years 1-6). They meet regularly and work very closely with our RSHE coordinator to ensure that

pupils' views are listened to and considered throughout the school year. We also have a SEND Pupil Voice that meets to discuss various aspects of school life at Middleton.

What arrangements are in place for involving SEND children in their own education?

We always aim to involve any child with an EHCP in their annual review. What this will actually mean will vary according to the child's special educational needs. Participation can range from the child helping with the preparations, to attending the meet and greet / welcome part of the annual review meeting, through to the child playing a full part in the entire EHCP review meeting. Regardless of whether the child attends the meeting, their views will always be sought and recorded before the meeting. The child will record their thoughts, wishes and feelings in an appropriate way depending on their needs. This process will be supported by an adult that has worked closely with the child. These views will then be shared during the meeting.

The SENDCo works closely alongside our Designated Teacher for Looked After Children (LAC). In order to support the needs of these pupils, the school liaises closely and seeks support from staff at the Virtual School.

What specialist services and expertise are available at or accessed by the school?

Our SENDCo seeks advice from the Local Authority Specialist Teacher team throughout the year. The SENDCo also actively engages with local opportunities to share best practice and keeps up-to-date with current Local and National policies to support pupils with SEND.

The Local Authority School Nursing Team is able to support the school with referrals to additional services including Occupational Therapists. We liaise with Speech and Language therapists from the NHS. Our SENDCo supports parents with referrals to community paediatricians and is able to provide written evidence for parents to detail any provision that a child is having at school. As directed and advised by the Local Authority and NHS; visits from outside professionals involving observations and discussions about individual children are encouraged and arranged. We seek to actively use any strategies suggested to us to improve our provision.

The Local Offer is a directory of information that helps families to find and access support. All local authorities are required to have their own local offer as part of the government's SEND reforms. The Local Offer for Milton Keynes can be found on the following website: https://www.mksendlocaloffer.co.uk/

What training have the staff supporting children with SEND had or are having?

Our Class Teachers have collectively received training focusing on a range of different areas of SEND, for example Speech and Language and Attention Autism Tasks. The SENDCo also regularly leads whole school training on specific areas of SEND.

Our Higher Level Teaching Assistants and Teaching Assistants have been trained in a range of different 1:1, small group and whole school initiatives that support their day-to-day role. **They receive the same training opportunities as class teachers.**

How will I be involved in discussions about the planning for my child's education?

Any pupils with additional needs will have their progress closely monitored by the SENDCo and through the use of a Support Plan with the pupil's targets reviewed and amended accordingly. We welcome parental involvement in any decisions about how to support pupils in school and aim to keep parents up-to-date with their child's current progress. Our SENDCo is available to meet with parents by appointment to discuss a child's needs.

Parents of pupils with EHCPs are invited in when necessary, to discuss any changes that need to be made to their child's support. Where possible these meetings will involve the parents, SENDCo, Class Teacher and any Teaching Assistants working in school with the child.

How will my child be included in activities outside the classroom, including school trips?

At Middleton we aim for all pupils to be able to access all trips and visits that take place outside the classroom. Reasonable adjustments will be made to enable any pupil attending Middleton Primary School to fully participate in activities outside of the classroom, including school trips and residential visits. Risk assessments are carried out and where appropriate are discussed with parents to ensure that where possible all pupils are able to participate in all activities. If it is deemed appropriate that an intensive level of 1:1 support is needed, a parent may be asked to accompany their child during a specific activity.

How accessible is the school environment?

Middleton Primary School teaching areas are all on one level and there are no steps at any of our doorways to allow easy access to the school building. There are disabled toilets on site. Reasonable adjustments would be made to support any children with additional needs, in our care, from our SEND budget.

Who can I contact for more information about SEND?

The Class Teacher

Relationships are built between school support staff, teaching staff and parents informally on a day-to-day basis. If any concerns arise about their child's learning or progress, parents are initially encouraged to request a meeting with their child's Class Teacher. Further meetings can be arranged to discuss strategies and progress as required.

SENDCo (Special Educational Needs Coordinator): Miss Laura Dolan

Further conversations between the SENDCo, the Class Teacher and parents can be arranged as appropriate to discuss any developing needs. The SENDCo and Class Teacher are responsible for coordinating any additional support that your child may need.

Headteacher: Mrs Rachel Roberts

The Headteacher oversees all areas of the school's provision. If appropriate, the Headteacher will be involved in meetings with parents to discuss children's progress and decide how the school can best meet their child's needs.

Inclusion Governor: Tina Gray-Rampello

Our Inclusion Governor supports the school in ensuring that the needs of all children are met in line with the SEND Code of Practice (2014).
Please explore our website where you will find the following policies and procedures that you may wish to read:

- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour Policy
- KET Safeguarding and Child Protection Policy

If you wish to make a complaint about any aspect of the SEND provision at Middleton Primary School, please do so by consulting the procedures detailed in our Complaints policy. This can be found on our school website.

How will the school prepare and support my child when they join Middleton Primary School, transfer to a new school or move on to the next stage of their education?

For children starting at Middleton Primary School, parents and carers are offered the following:

- A visit to Middleton to spend some time with pupils currently in the year group they will be joining. This visit may include sharing a playtime.
- If the pupil is joining us for the beginning of a new year, pupils are invited to spend some time in school as part of a whole school transition days in July. Pupils will spend time with their new class and Teacher.

- There may also be other organised events that vary year-to-year.
- Additional transition sessions are held before starting full time in Foundation

For pupils that have an EHC Plan, there will be an agreed series of transition visits and meetings organised by the SENDCo to ensure that arrangements are in place for the child's transition to Middleton. These meetings will involve Middleton staff, staff from the child's current school and parents. Additional visits can be organised if appropriate for any pupils so that they can become more familiar with the layout of the building and Middleton staff before September.

Joining Middleton Primary School at other times

When pupils join us in-year, the SENDCo always tries to ensure that she liaises with the child's previous school if the child has any additional needs. The SENDCo also aims to meet with the pupil's parents prior to them starting at Middleton if possible. This helps to ensure a smooth transition and helps the school prepare for the pupil starting at Middleton Primary School.
For pupils who have an EHC Plan, there will be an agreed series of transition visits and meetings organised by the SENDCo to ensure that arrangements are in place for the child's transition into Middleton Primary School. These meetings will involve Middleton staff, school staff from the pupil's previous setting and parents.

Moving to Secondary School

During the Summer Term before pupils move to Secondary School, the SENDCo will ensure that transition arrangements are in place for pupils with additional needs. Meetings may be held between the SENDCo of Middleton Primary School and the SENDCo of the pupils' secondary school to discuss the pupils' needs. These meetings may also involve the Class Teachers. For those pupils with an EHC Plan, the SENDCo from both schools will meet to discuss some additional transition visits for pupils as appropriate (this may be in person or virtually). Any Teaching Assistants that support the pupil at Middleton will also be involved in this transition process.
For those pupils transferring to other schools, the SENDCo will liaise with the SENDCo from these schools to organise an individual transition schedule as appropriate to the needs of the pupil.

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

The school has a SEND Budget allocated each year. The money is used to provide additional support or resources to support the needs of children.
This money can be used for:

- Providing specialist equipment to support a specific need.
- Additional intervention programmes to help a child learn and make progress.

- Allocating time with a teacher or TA to support the child individually or as part of a group.
- Providing additional resources to support learning.

Middleton Primary School
Reviewed by the LGB, *28 September 2026*