

Milborne St Andrew First School

SEND Information Report 2025–2026

Review date: September 2026 **This report is reviewed annually.**

Our SEND Ethos and Vision

We celebrate and nurture every unique individual.

At Milborne St Andrew First School, we believe every child belongs. We are an inclusive, therapeutic school where relationships, emotional safety and wellbeing are central to learning. We work in close partnership with families and professionals to remove barriers to learning so that every child can thrive.

What kinds of SEND do we provide for?

We support pupils across the four broad areas of need as outlined in the SEND Code of Practice (2014):

- Communication and Interaction – including speech and language needs and autism
- Cognition and Learning – including moderate learning difficulties, dyslexia, dyspraxia and dyscalculia
- Social, Emotional and Mental Health (SEMH) – including anxiety, attachment needs, emotional regulation and ADHD
- Sensory and/or Physical Needs – including hearing/visual impairment, sensory processing differences and physical disabilities

Many pupils have overlapping needs and we take a holistic, child-centred approach to support.

How do we identify children with SEND?

We believe early identification is vital. Children may be identified through:

- Information from pre-schools and previous schools
- Baseline and ongoing assessments
- Teacher observations
- Termly pupil progress meetings
- Parental concerns

- Monitoring the impact of interventions
- Advice from external professionals

If you think your child may have SEND, please speak to the class teacher in the first instance. The teacher may involve the SENCO to explore concerns further. Parents are always welcome to request a meeting with the SENCO.

Our graduated approach

We follow the Assess – Plan – Do – Review cycle:

Assess – gather views from staff, parents and the child

Plan – agree personalised strategies

Do – implement support

Review – evaluate impact termly

Parents are involved at every stage of this process.

How do we support children with SEND?

Universal support (Quality First Teaching)

All pupils receive inclusive classroom teaching including:

- Clear modelling and explanations
- Visual supports
- Chunked instructions
- Flexible grouping
- Scaffolded learning
- Sensory regulation strategies

Targeted support

Some pupils may receive:

- Small group interventions
- Time-limited 1:1 support
- Pre-teaching
- Adapted resources

Specialist support

Where needed, we involve external professionals including:

- Speech and Language Therapy
- Educational Psychology
- SENSS
- CAMHS
- Occupational Therapy

Support always aims to build independence.

Named interventions we use at Milborne

- Hamish & Milo Emotion Curriculum – emotional regulation, understanding feelings and self-esteem
 - Stormbreak Shine Pathways – wellbeing, resilience and connection through movement
 - Forest School / Outdoor Education – confidence, communication, teamwork and sensory regulation
 - Incredible Years – social skills and behaviour support
 - I Can Problem Solve – social communication and conflict resolution
 - Dorset Reading Partners – targeted reading support
 - WellComm – speech and language screening and intervention
 - ELKLAN strategies – communication and language development
 - Speech and Language programmes (following SALT advice)
 - Precision Teaching – phonics and reading catch-up
 - Small group maths catch-up
 - Fine motor groups – handwriting and coordination
 - Social stories and comic strip conversations – understanding social situations
 - Sensory Circuits – regulation and readiness to learn
 - Move to Learn: Learn to Move – physical development and focus
 - Storycize – movement through storytelling
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How is the level of support decided?

Decisions are based on assessments, teacher observations, SENCO monitoring and advice from specialists. Provision plans track support and impact and are reviewed regularly.

How do we review progress?

Progress is reviewed through:

- Termly data analysis
- Provision plan reviews

- EHCP annual reviews
- Pupil voice
- Parent meetings

Provision is adapted where needed. Our SEND Governor monitors impact.

How do we adapt the curriculum and learning environment?

We remove barriers to learning through:

- Differentiated tasks
 - Personalised success criteria
 - Alternative ways to record work
 - Sensory supports
 - Access arrangements
 - Adapted texts
 - Flexible seating
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Supporting emotional wellbeing

As a therapeutic school, we prioritise regulation and connection. Support includes:

- Emotion coaching
- Hamish & Milo sessions
- Stormbreak activities
- Mentoring
- Safe spaces
- Attachment-informed practice
- Peer mediators
- School council

Staff receive regular training in trauma-informed practice, autism, attachment and mental health awareness.

Accessibility

We make reasonable adjustments to ensure accessibility. Where specialist equipment is required, we work with Dorset Council and specialist services to secure this. Our Accessibility Plan is available on our website.

Inclusion in trips and clubs

All pupils are included in trips and clubs wherever possible. Risk assessments are completed and reasonable adjustments made. We work closely with parents to ensure children can participate safely and successfully.

Who is responsible for SEND?

SENCO: Jenna Wittman
Telephone: 01258 837372
Email: jwittman@milborne.wessex.ac

SEND Governor: (details available via the school office)

Staff training and expertise

Staff receive regular training including:

- Autism awareness
 - ADHD
 - Speech and language
 - Trauma-informed practice
 - Attachment
 - Safeguarding
 - Inclusive classroom strategies
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Working with parents

We communicate through:

- Meetings
- Phone calls
- Emails
- Parents evenings
- Tapestry

Parents are valued partners and invited to all reviews.

Pupil voice

Children are involved through:

- Child-centred reviews
 - School council
 - Pupil voice discussions
 - EHCP reviews
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Working with external agencies

We work closely with:

- Speech and Language Therapy
- Educational Psychology
- SENSS
- CAMHS
- Occupational Therapy
- School Nurse

Referrals are coordinated by the SENCO.

Transition support

We offer:

- Extra visits
 - Planning meetings
 - Personalised transition plans
 - Information sharing with next settings
 - Enhanced transition for pupils with SEND
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Complaints

Please speak to the class teacher first. If concerns remain, contact the SENCO or Headteacher. Formal complaints follow the school Complaints Policy.

Dorset Local Offer

<https://www.dorsetcouncil.gov.uk/children-families/send-local-offer>