

SEND Information Report 2026-2027

Loughton School

What kind of special educational needs does the school support?

Loughton School supports children with special educational needs and disabilities across the four broad areas of need identified in the SEND Code of Practice (2015). These include Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health (SEMH), and Sensory and/or Physical Needs. Children with SEND, including those with an Education, Health and Care Plan (EHCP), are welcomed and supported to access the curriculum and wider school life.

SEN Overview Spring 2026

SEN Numbers Overview	EHCPs	ECHNA - Under Assessment	SEN Support	TOTAL SEN
Whole School	10	7	94	111
Year 3	2	2	26	31
Year 4	3	1	24	28
Year 5	2	2	19	23
Year 6	3	1	25	29

	Cognition and Learning	Communication and Interaction	Sensory and Physical	Social, Emotional and Mental Health
EHCP	1	5	2	2 + 1 Medical
Year 3	12	0	1	12
Year 4	6	3	3	16
Year 5	14	1	1	6
Year 6	17	3	1	5
Total	50	12	8	41

The examples below illustrate what support may look like at Loughton School; however, they are not exhaustive, and additional strategies or approaches may be used depending on individual needs.

1. Communication and Interaction

This includes children who have difficulty communicating with others or understanding social communication.

What this may look like:

- Challenges understanding or using spoken language
- Difficulty following multi-step instructions
- Limited vocabulary or unclear speech
- Challenges with social communication or understanding social cues
- Anxiety in busy or unstructured environments
- Pupils with Speech, Language and Communication Needs (SLCN) or Autistic Spectrum Condition (ASC) diagnoses

How Loughton School may support this (not limited to):

- Visual supports (timetables, now/next, modelled language)
- Structured routines and clear, concise instructions
- Social communication groups
- Strategies informed by Speech and Language Therapy
- Adaptations to tasks to reduce cognitive load

2. Cognition and Learning

This includes children who learn at a slower pace than peers despite appropriate teaching and differentiation.

What this may look like:

- Difficulty retaining new information
- Challenges with literacy or numeracy
- Slow working pace
- Gaps in understanding or difficulty generalising skills
- Pupils with MLD or SpLD such as dyslexia or dyscalculia

How Loughton School may support this (not limited to):

- Scaffolded tasks and adaptive learning
- Concrete manipulatives and modelling
- Targeted literacy and numeracy interventions
- Breaking tasks into smaller steps
- Ongoing assessment to identify barriers

3. Social, Emotional and Mental Health (SEMH)

This includes children who struggle to regulate emotions or behaviour in a way that impacts learning.

What this may look like:

- Anxiety, low self-esteem or withdrawal
- Difficulties managing emotions
- Challenges with friendships or social problem-solving
- Hyperactivity, impulsivity, or difficulties concentrating
- Behaviour that signals underlying need

How Loughton School may support this (not limited to):

- Pastoral support from all staff but also trusted adult relationships
- Emotion modelling and restorative approaches
- Regulated environments or personalised routines

- Personalised learning plans
- Collaboration with external agencies (e.g., CAMHS)

4. Sensory and/or Physical Needs

This includes children with sensory processing differences or physical disabilities that impact learning.

What this may look like:

- Sensitivity to noise, touch or lighting
- Sensory-seeking/avoiding behaviours
- Fine or gross motor challenges
- Fatigue or physical discomfort
- Pupils with HI, VI, sensory processing needs or physical disabilities

How Loughton School may support this (not limited to):

- Sensory adjustments and movement breaks
- Fine/gross motor interventions
- Specialist equipment as recommended
- Support from external professionals such as OT or physio
- Reasonable adjustments for full curriculum access

Further information about how your child will be supported can be found under '*What provision may be put in place for my child? How will teaching and the curriculum be adapted to meet my child's needs?*'

How does the school identify if my child has SEND?

Children may be identified as having SEND through ongoing teacher assessment, progress tracking, and observations of engagement, learning and behaviour. Concerns raised by parents or carers are taken seriously and form an important part of the identification process. Weekly year-group meetings enable class teachers to discuss and monitor pupil progress, raise emerging concerns, and ensure that support is responsive and timely. Termly inclusion meetings further support this process by allowing staff and the SENCo to identify needs, review existing provision, and agree clear next steps.

Termly pupil progress meetings allow staff to analyse attainment and progress data, which may highlight patterns or barriers to learning that support the identification of additional needs. In addition, drop-in meetings between staff and the SENCos provide ongoing opportunities for advice, early identification and responsive problem-solving.

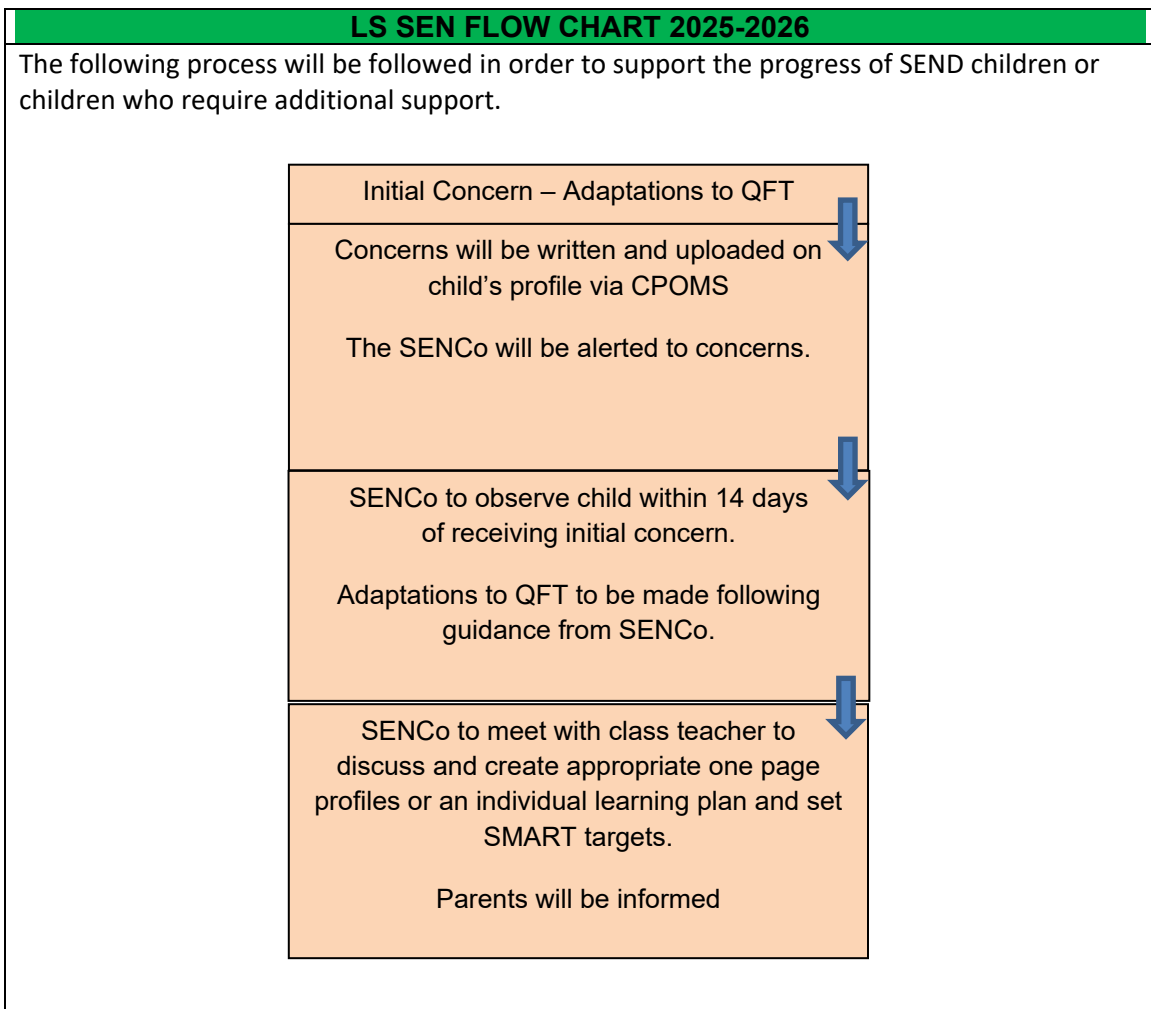
The SENCo may also observe children and liaise with previous schools or external professionals where appropriate. The school follows a graduated approach of Assess, Plan, Do and Review to ensure support is carefully matched to need.

We actively seek and use pupil voice at each stage of the Assess–Plan–Do–Review cycle. Children contribute to their One page profiles and Individual Learning Plans and share their preferences for strategies and environments that help them learn. Prior to reviews (including EHCP annual reviews), pupils are supported to prepare their views in a format that suits them. Their aspirations inform transition planning, including preparation for secondary school.

What happens when a child is identified as needing additional support?

Insight software is used to record SEND provision and impact.

The flow chart exemplifies the process that happens when staff and/ or parents have concerns about a child’s lack of progress, engagement or about their behaviour.



Each SEND child should have on their profile on Insight / CPOMS information uploaded may include:

- Initial concerns
- Observations made by SENCo
- FACT / FACT+
- APDR cycles
- Assessment data
- Provisions/Interventions in place
- External paper work such as referrals, paediatric / GP notes, SALT or other agencies
- One Page Profile

How will I know how my child is doing?

Parents are kept fully informed about their child's progress through regular communication with the class teacher, parents' evenings and review meetings. Children receiving SEND support have Individual Learning Plans or SEND Support Plans that are reviewed termly. Parents are involved in target setting and reviews through the use of **Insight** where targets are shared and parents are encouraged to share their views. Where a child has an EHCP, progress is formally reviewed at least annually.

In addition, our SENCos operate an open-door policy, ensuring that all parents are able to meet with them as needed to discuss progress, provision or any emerging concerns.

What provision may be put in place for my child? How will teaching and the curriculum be adapted to meet my child's needs?

Teachers adapt the curriculum and teaching approaches to ensure children with SEND can access learning and make progress. This may include adapted tasks, scaffolding, visual supports, pre-teaching of key concepts, and providing alternative ways for pupils to record their learning. In some cases, aspects of the curriculum may be personalised or adjusted to meet individual needs.

Specific resources tailored to meet different types of need will be provided to children as required in order to make lessons accessible and to promote and develop independent learning. These may include:

- Alternative methods of recording instead of writing such as the use of photographs and voice recorders, use of Clickr on laptops/iPads
- Coloured overlays
- Pencil grips
- Writing slopes and screens
- Wobble cushions
- Sand timers
- Voice recorders



- Sensory/Fiddle toys
- Chew toys
- Sensory toys
- Theraputty/playdoh
- Weighted items when recommended by an occupational therapist
- Ear defenders
- Visual timetables and work schedules/Task plans
- Now and next boards
- Mirroring software installed on a personal iPad for a children with visual impairments or a closed circuit television for magnification when recommended by a specialist teacher for visual impairment
- Enlarged font size
- Radio aids for children with hearing impairments when recommended by a specialist teacher of the deaf

Adaptations to the learning environment

- Adapting seating plans
- Individual desks and screens to reduce distractions
- Work stations – to promote independence and/or to address anxieties/stress around completing learning– e.g. personal visual timetable, task checklists, now and next boards, start and finishing trays
- Safe/calm down spaces and earning spaces outside of the classroom e.g. the Sanctuary/Sensory Stations for each year group in the shared area

Interventions – what additional support is available?

Communication and interaction difficulties

- Targeted speech and language intervention programmes and resources recommended by the speech and language therapy service (SALT)
- Phonological Awareness (Little Wandle Rapid Catch Up)
- Colourful semantics
- Social stories
- Social skills programmes
- Lego Therapy

Cognition and learning difficulties

- Booster groups targeting maths, writing and reading
- Additional phonics (Little Wandle Rapid Catch Up)
- Toe by Toe intervention
- Pre-teaching sessions focusing on vocabulary



- Pre and Post-teaching 'keep up' sessions to ensure children's understanding is at the point it needs to be before the next lesson
- Precision Teaching - activities that provide multi-sensory over learning opportunities e.g. spelling, number facts etc.
- Additional maths fluency sessions
- Additional opportunities to use web programmes to for maths fluency and spelling practice
- Additional 1:1 and small group reading sessions
- Opportunities to use ICT to aid learning e.g. Clickr used in writing sessions

Social, emotional and mental health difficulties

- Social skills programmes and structured adult led group activities to put the skills into practice
- Self esteem programmes and activities, which allow children to experience success to build up their confidence
- Emotional regulation programme – Zones of regulation
- Feelings thermometer/5 point scale to support emotional identification and regulation
- Programmes which focus on managing anxiety: meditation, Starving the Anxiety Gremlin
- Daily check in time with a trusted adult
- Sensory/ timeout/ relaxation/ movement breaks

Sensory and/ or physical difficulties

- Fine motor skills / dysgraphia intervention
- Fine motor skills activities e.g. threading, Lego, cutting
- Gross motor skills
- Letter formation and handwriting
- Daily sensory circuits
- Sensory and physical activity breaks

How does the school support my child's wellbeing?

Loughton School places a strong emphasis on pastoral care and emotional wellbeing. Children are supported through nurturing relationships with adults, regular check-ins with trusted staff, emotional regulation programmes and social skills support where needed.

We also work closely with the Mental Health Support Team (MHST) to ensure pupils and families have access to early, evidence-based support. Pupils are identified through collaboration between staff, the SENCos and families, and referrals are only made once parental consent has been obtained. Over the past 18 months, a number of pupils have successfully taken part in MHST 1:1 sessions, benefiting from targeted interventions aimed at reducing anxiety, improving emotional regulation and supporting wellbeing.

Families have also gained invaluable knowledge and strategies by attending the parenting courses offered as part of the MHST provision. These sessions help parents understand children's emotional needs and strengthen support at home. Further information about the MHST and the support they provide can be found on their website.

How are staff trained to support children with SEND, and how does the school access specialist advice when needed?

All teachers receive regular training on high-quality adaptive teaching, scaffolding and SEND processes. In 2025–26 our whole-staff CPD has included: monthly briefings on SEND. Our LSAs undertake targeted training aligned to the interventions they deliver (e.g. speech and language, Lego Therapy, Little Wandle Rapid Catch-Up). Where specialist advice is required, the SENCos brokers support from external professionals (e.g., Educational Psychology, SALT, CAMHS, OT, Specialist Teaching Teams). The SENCos oversees referrals and quality-assures the implementation of recommendations in class.

How are Looked After Children with SEND supported?

For pupils who are looked after, the SENCo, Nana Brago, who is also the Designated Teacher works to align the Personal Education Plan (PEP) and SEND plan/EHCP, with termly joint reviews. We liaise with Social Care and the Virtual School to ensure swift access to assessments, provision and any therapeutic support.

Will my child be included in trips and extra-curricular activities?

All trips, visits and extra-curricular activities at Loughton School are fully inclusive. Reasonable adjustments are made and risk assessments are completed to ensure that pupils with SEND can participate safely and successfully.

To support children who may require additional preparation before attending a trip or event, we offer pre-teaching opportunities. This may include showing children where they will be going, sharing photographs of the venue, reviewing itineraries, and providing clear visual information. These materials are also shared with families who benefit from having additional detail in advance, helping to reduce anxiety and ensure a smooth experience.

Comprehensive risk assessments are carried out for all visits to ensure that appropriate staffing, resources and adjustments are in place. Where needed, individual risk assessments are completed to support safe access and full participation for every pupil.

Our extra-curricular activities are also inclusive and accessible. They are run by staff who work within the school and have a strong understanding of our pupils' individual needs, learning profiles and support strategies. This ensures that reasonable adjustments can be made effectively and responsively. We work closely with families to identify any adaptations required so that all children can take part safely, confidently and successfully.

How does Loughton School support transition?

Loughton School places great importance on ensuring that transitions are positive, well-planned and supportive for all pupils, particularly those with SEND. We work closely with our feeder schools and receiving secondary schools to make sure key information is shared and children experience a smooth and confident start to their next stage of learning.

Transition into Loughton School

We work closely with our feeder schools to ensure a thorough and supportive move into Year 3:

- Enhanced transition visits: Our SENCOs visit feeder schools to meet pupils, observe them in their current setting and speak to staff who know them well.
- Handover meetings: Detailed meetings between SENCOs allow for in-depth sharing of assessments, strategies, provision and external involvement.
- Parent meetings: We meet with parents and carers to gather their views and understand the child's strengths and needs from a family perspective.
- Initial meeting in the first term: Families are invited to meet with the SENCO once their child has joined us to review how they have settled, discuss any emerging needs and agree next steps.

When a child moves to Loughton School midyear, These measures allow us to prepare effectively and provide a supportive beginning for each child.

Mid-Year Admissions

When a child joins Loughton School mid-year, we take steps to ensure a smooth, well-supported transition, particularly for pupils with identified or emerging SEND.

Our mid-year transition process includes:



- Contact with the previous school: We liaise promptly with the child's former setting to gather key information about learning, progress, needs, provision and any external agency involvement.
- SENCo-to-SENCo handover: Where a child has SEND, our SENCo arranges a handover discussion with the previous SENCo to ensure continuity of support and a clear understanding of any strategies or adjustments that have been effective.
- Meeting with parents/carers: Families are invited to meet with the SENCo to share their views, discuss their child's strengths and needs, and raise any concerns. This helps us gain a full picture of the child before provision is planned.
- Pupil introduction and check-ins: On arrival, pupils are introduced to key staff who will support them. Regular check-ins are arranged during the first few weeks to monitor how they are settling socially, emotionally and academically.
- Review meeting in the first term: The SENCo meets with parents/carers during the child's first term to review their transition, discuss emerging needs and agree any next steps or additional support required.
- Assessment and provision: Staff quickly establish the child's starting points using informal assessments and classroom observations. Any necessary adaptations, interventions or reasonable adjustments are put in place without delay.
- Support for children with an EHCP: For pupils with an EHCP, we liaise closely with the local authority to ensure the provision detailed in Section F continues seamlessly.

This process ensures that children who join us mid-year experience a smooth, supportive transition and that any needs, identified or emerging, are addressed promptly and effectively.

Transition from Year 6 to Secondary School

Transition to secondary school is a significant milestone, and we are committed to ensuring that Year 6 pupils, especially those with SEND, are fully supported.

Our transition support includes:

- Close collaboration with receiving secondary schools, including early sharing of SEND information, provision maps, strategies and external agency reports.
- Enhanced transition meetings between our SENCos and secondary school SENCos to ensure continuity of support and a clear understanding of each pupil's needs.
- Individual transition plans for pupils who may require additional support, including extra visits to their new school, accompanied by familiar adults if appropriate.
- Pupil voice sessions in PSHE for all pupils, giving children structured opportunities to discuss hopes, worries and questions about secondary school.
- Parent/carers meetings to gather views, ensure concerns are addressed and support families in understanding secondary provision.
- Opportunities to meet key staff from the receiving school, including SENCos, pastoral leads or form tutors.

- Sharing of personalised transition materials (e.g., photos, maps, social stories) for pupils who benefit from extra preparation and familiarity.
- Support with secondary applications where needed, particularly for children with EHCPs.

These steps ensure that pupils move on with confidence, clear expectations and the support structures they need already understood and in place.

What support is available locally?

The Milton Keynes SEND Local Offer is a directory of information about education, health and care services, as well as leisure activities and support groups, for children and young people with SEN and/or disabilities (SEND) from birth to 25 years, their parents and carers, practitioners and professionals.

The local authority's Local Offer: 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.

Their vision for children and young people with special educational needs and disability is the same as for all children and young people - that they achieve their full potential and lead happy and fulfilled lives within a safe environment, where they have choice and control. The Milton Keynes Local Offer can be found at www.mksendlocaloffer.co.uk

Milton Keynes SEND Information, Advice and Support Service (SEND IAS) – 01908 254518 This is a service offering confidential and impartial information, advice and support to all families in Milton Keynes who have a child with special educational needs or disability.

Children and Families Practice Central – 01908 252696 This is a team of experienced staff offering early help and family-based support and advice.

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

Loughton School work closely with agencies delivering the Local Offer.

Who can I speak to if I have a concern about my child?

Parents should speak to the class teacher in the first instance. Further support is available from the SENCos, Miss Nana Brago, Year 3 and 4 and Miss Louise Verrall, year 5 and 6 who can be contacted at senco@loughton.school

The Designated Safeguarding Lead at Loughton School is Mrs Ellie Frost. Deputy Safeguarding Leads are Nana Brago, Charlie McNeaney and Rebekah Green. office@loughton.school

For any medical concerns, please contact Mrs Farmer, medical coordinator.
office@loughton.school

SEND Information Report Review

This report will be reviewed and updated on an annual basis. This report will be reviewed and updated in January 2027.