Milton School

SEND Information Report

1	Summary	Special Educational Needs & Disability Information Report	
2	Responsible person	Elise Bowen-Richards	
3	Accountable SLT member	Laura Harkin	
4	Applies to	☒All staff ☒Support staff ☒Teaching staff ☒ Parents	
5	Who has overseen development of this policy	Hannah Craven	
6	Who has been consulted and recommended policy for approval	Terry Johnson Chair of Trustees All other Trustees	
7	Approved by and date	09/07/2025 Terry Johnson Chair of Trustees	
8	Version number	4	
9	Available on	Trust website Academy website SharePoint	☒Y ☐N ☒Y ☐N ☒Y ☐N
10	Related documents (if applicable)		
11	Disseminated to	☒Trustees/governors ☒All staff ☒Support staff ☒Teaching staff	
12	Date of implementation (when shared)	1/9/2026	
13	Consulted with recognised trade unions	☐Y ☒N	

1.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia,

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Social, emotional and mental health difficulties for example, attention deficit hyperactivity disorder (ADHD)

1.2 Working with SEN Pupils and assessing their needs

On admission to Milton School, we will assess each pupil's current skills and levels of attainment and use information from previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and the SENCO will hold Annual review meetings with families and other relevant professional agencies, as well as gathering the thoughts of the pupil (where feasible) This will also include monitoring in areas other than attainment, for example personal development.

1.3 Consulting and involving pupils and parents

We will work closely with pupils, parents/carers and professionals at Milton School. These conversations ensure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account the parents/carers concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on any identified next steps.

Pupil voice is regularly collected and acted upon via school council and conversations with staff and SLT.

All pupils in Milton School have an EHCP and their targets are tracked termly using our 'Personal Target Tracker. We break yearly targets into smaller achievable steps. These are shared with parents for up to date progress during reviews.

1.4 Assessing and reviewing pupils' progress towards outcomes

Through the Annual Review and Personal development assessments, we will assess and review our pupils progress towards the Outcomes identified in their EHCP using the Personal Target Tracker that has been updated throughout the year.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress and make further referrals where necessary.

1.5 Supporting pupils moving between phases and preparing for adulthood

We will share requested information with the school that the pupil is moving to. We will agree with parents/carers and pupils which information will be shared as part of this.
We share our risk assessment which outlines strategies and de-escalation techniques which have been found to be effective for that individual pupil.
Transition to College/ post 16 provisions is managed by the Upper School Lead.
Pupils will visit their College/ Post 16 placement supported by members of the Milton School staff team, for as many visits as necessary.

1.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.
Quality first teaching supports all our pupils. The work will be adapted for individual pupils and pathways accordingly.
Provision maps and section F outline the individual support/ interventions identified for each pupil. This information is taken from the experienced staff knowledge, the child's EHCP and reports from other professionals e.g. An Educational Psychologist report
We provide the following interventions:

- In class TA targeted support
- Small group and 1:1 work
- Phonics interventions
- Attention Autism
- Lego Club
- Social Skills
- Occupational Therapy

- Specific identified interventions Ensure that pupils have access to interventions from external providers, if highlighted in the EHCP or recommended by other professionals
- Increased supervision for some pupils during unstructured time
- A clear behaviour policy implemented consistently by all staff
- Sensory circuit accessible for all pupils

1.7 Adaptations to the curriculum and learning environment

Our curriculum is targeted at specific needs of pupils. Some pupils are on a more structured national curriculum pathway tailored to the 'working at' age not necessarily age related expectations. Other pupils are on our 'Explorer' and 'Discoverers' route which is learning through experiences.

We make the following adaptations to ensure all pupils' needs are met:

Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Adapting our teaching and learning, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Adapting the presentation of tasks to ensure that the pupils needs do not become a barrier to them accessing the learning

1.8 Additional support for learning

We have a dedicated team of Support Staff and a Pastoral Team to support the complex needs of our pupils.
Teaching assistants will support pupils on a 1:1 basis and in small groups based on current need at the time and as directed by the class teacher.
When we have concerns that a pupil will need additional or external support to meet their special educational needs then a request can be made to the Local Authority /service provider and/or other professional support services or voluntary organisation which may include:

Educational Psychologist
Speech and Language Service
Visual Impairment team
Hearing Impairment team
Sensory Service
National Autistic Society
Social Care
CAMHS
School Nursing Team
Bereavement Support Team

Barnardos
Rotherham Council Local Offer
Occupational Therapy

This list is not exhaustive. Advice may be sought from one or several service providers.
Throughout this process the local authority has a duty to request the opinions of parents/carers, the school and allied professionals.

1.9 Expertise and training of staff

Our SENCO has 10 years of experience working in a special needs setting. They completed their SENCO qualification in 2019. They also have a specialism in Autism. We have a team of experienced teaching assistants who are trained to deliver SEN provision.
In the last two academic years, staff have been trained in the following (whether that be whole school training or specific members of staff):

Safeguarding Children Awareness
Visual supports and Structures
Team Teach
Promoting Positive Behaviour
First Aid specialist staff
Read write inc phonics training
ELSA trained staff
Makaton
Sensory support training
Restorative practice
Adaptive teaching methods
Conflict resolution
Emotions coaching
Behaviour workshop with CEO Simon Witham
Communication CPD regularly for refreshers
Times Table Sticks
Trauma informed response
Behaviour management strategies
Sensory circuits and the benefits

1.10 Securing equipment and facilities

- The type of support, equipment and facilities needed to support children with SEN is led by the child's individual need. All pupil's have an Education, Health and Care Plan. Their EHCP clearly lays out the type of support needed as a recommendation. They will also receive additional support linked to their needs. This support may take various forms such as:

- In class support from teaching assistants
- Small group support
- Specialist 1:1 support
- Support from external agencies
- Provision of specialist resources
- Children are given additional and adapted support and interventions are put in place to support their learning and the impact of that provision is measured.

1.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

Reviewing pupils' individual progress towards their targets each term – using the pupil's 'Personal Progress Trackers' as a starting point

Regularly reviewing the impact of identified interventions

Annual and Interim EHCP reviews

Monitoring by the SENCO

1.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all of our pupils, following a review of each pupil's risk assessment and having received parental consent.
All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
We are an inclusive setting and no pupil will ever be excluded from taking part in these activities because of their SEN or disability.

- Our school's accessibility plan is on our website

1.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are also encouraged to be part of our friendship groups to promote teamwork/building friendships etc.

We promote Pupil Voice across the setting

Personal Development work 1:1 and group work with identified pupils.

Emotional Wellbeing staff and Pastoral team

We have a zero-tolerance approach to bullying.

1.14 Working with other agencies

As a setting we work closely with external agencies including Health, Social Care, The Local Authority to meet our pupils SEN needs and to support our families.

Any Annual or Termly review meetings include invitations to appropriate professions inviting them to attend and contribute.

We work closely with CAMHS and have termly drop ins for any pupils who may need a little extra advice on. We work closely with the Educational Psychologist service and have built up a positive, professional working relationship with the service.

We also work across boundary with Barnsley, Sheffield and Doncaster Local Authorities.

1.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Head Teacher in the first instance. They will then be investigated using the school's complaints policy.
The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

1.16 Contact details of support services for parents of pupils with SEN

All support services available across Rotherham are contained in the Local Offer.

1.17 Contact details for raising concerns

Nicola Witham

Executive Head Teacher

Milton School

Swinton

Mexborough

S64 8QG

01709570246

1.18 The local authority local offer

Our local authority's local offer is published here: Rotherham SEND Local Offer – Here you will find help, advice and information about the services available for your child or young person from birth to 25 years with a Special Educational Need or Disability (SEND).