



## **SEND INFORMATION REPORT – SEPTEMBER 2025**

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### **Introduction**

This SEND Information Report describes what help, support and services are available for children with Special Educational Needs and Disabilities (SEND) and their families at the Academy. This report is to inform parents/carers of the Academy's provision and is reviewed annually by the SENDCo and Governing Body.

#### **1. The Academy's Approach**

The Premier Academy is committed to providing a high-quality education for all children. We believe that all children, including those identified as having a special educational need or disability have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be included in all aspects of school life.

We work in partnership with our families and external agencies, where appropriate and available, to make high aspirations a reality for every child. The Academy takes specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for each child's learning journey.

Quality teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve.

A continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; most of our children will learn and progress within these arrangements.

Children with SEND receive support that is additional to or different from the provision made for other children. All our teachers take account of a child's SEND in planning and assessment.

At the Academy, we aim to identify children with additional needs as early as possible; assessment of need may include observation of children's social skills and learning experiences in all curriculum areas, specific assessment by the SENDCo, teacher assessment and use of assessments which will enable peer group comparisons to be made. In completing assessments, to consider the whole child, we acknowledge that

gifted children often require additional resourcing to extend and fully develop their potential. Children who speak English as an additional language may also require additional modified programmes and differentiation of the curriculum.

We acknowledge that not all children with disabilities necessarily have special educational needs. However, all of our teachers take action to ensure that children with disabilities are able to participate as fully as possible in the curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and assessed at the outset (with support from Milton Keynes specialist teaching team if appropriate and available).

We maintain a register of children with SEND which helps to ensure children receive the appropriate level of support.

The categories on our SEND register are:

- **Wave 2** – If a child is not making expected progress in line with their peers in one or more of the Four Broad Areas of Need (see part 2 below) despite adaptations being made in class, then they may be classified as requiring Wave 2 support. This will typically entail additional close support from the Class Teacher or Teaching Assistant such as through pre-teaching or over-learning activities and /or 1:1 or small group interventions to close identified learning gaps. Alternatively, support may focus on emotional, social or physical needs. All children receiving Wave 2 support will be identified on our SEND Provision Map. They will therefore receive termly targets and have relevant provision determined for them.
- **Wave 3** – If despite Wave 2 provision being made, progress is still significantly behind their peers, or significant or more specific adaptations are required, they will require a higher or more targeted level of support and expertise. This may involve a SEN Support Profile or SEN Support Plan which will focus on key, personalised targets and strategies to help meet these. The Profiles / Plans are collaboratively produced between Class Teachers and the SENDCo, with input from parent/carers and external specialists, including Speech and Language, Specialist Teachers and medical professionals as appropriate and available. If progress is not seen despite this an EHC (Education Health Care) Needs Assessment may be requested from the Local Authority. If a child receives an EHCP (the process of one being agreed is a lengthy one and the SEN Support Plan will be followed whilst this process is undertaken), their targets should be managed in collaboration with their MK Council EHCP Team case worker.

Every child on the SEND Register is catered for on a year group provision map, and at Wave 3 by an individual SEN Support Profile or Plan, or less commonly an EHCP (see the Local Offer and the Academy's SEND Policy for further information regarding EHCPs).

A SEN Support Profile outlines the child's individual SEN and the strategies taken to support their needs. A SEN Support Plan gives more details of specific targets the child is working towards and how school and home can work in partnership, to help the child achieve these targets.

We recognise the importance of working with parents/carers to ensure that they are consulted at each step and kept fully informed about the help that their child is given and the results of that help given. Parents are informed during Parent Contact Meetings of any additional support their child is in receipt of and the progress being made. Parent/carers of Wave 3 SEN children will be offered an annual review of their SEN Support Profile or Plan as relevant with additional updates during scheduled parent/carer-teacher consultation weeks.

These SEND review meetings (typically part of parent/carer - teacher consultation weeks but additionally offered to Wave 3 parent/carers as separate meetings with the SENDCo) give parents/carers an opportunity to talk in greater detail about the support that is in place for their child and to provide school information in a supportive environment.

## **2. Catering for Different Kinds of SEND**

We address the needs of children using the four main areas outlined in the DfE 2015 'Code of Practice'.

### Communication and Interaction

Speech, Language and Communication Needs (SLCN). This includes children who have difficulty saying what they want to or understanding what is being said to them and children who do not understand or use social rules of communication.

This includes children with Autistic Spectrum Condition (ASC) who are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact how they relate to others.

### Cognition and Learning

This includes children whose learning difficulty could result in them learning at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs and includes, for example, children who have Moderate Learning Difficulties (MLD) and children who have a Specific Learning Difficulty (SpLD) which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. These children may need additional support in some areas of the curriculum and input from Specialist Teachers, Occupational Therapists and Paediatricians.

### Social, Emotional and Mental Health Needs (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. They may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviours along with children who may have disorders such as Attention Deficit Hyperactivity Disorder (ADHD) or attachment disorder. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. We work with CAMHS, the MHST and other appropriate agencies and counsellors to support the children and make referrals as we believe that all behaviour is a form of communication.

### Sensory and/or Physical Needs

This includes children who require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. This includes Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI) and Physical Disability (PD). We work with specialist services to access appropriate support to enable these children to access their learning.

At the Academy we are aware that these outlined needs may be inter-related and that children may have more than one area of need.

## **3. Key Staff and Expertise**

The Academy's SENDCo is Michael Classon – [Michael.Classon@tpamk.co.uk](mailto:Michael.Classon@tpamk.co.uk)  
Telephone: 01908 373621

Michael has completed the nationally accredited SENCo Award. Prior to working at the Academy, he worked in a Special School in Bristol. Michael actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support children with SEND.

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND in class. General support and ongoing advice is given from the SENDCo with regard to the implementation of specific interventions and the creation and monitoring of personalised targets.

Milton Keynes has Special Schools which mainstream schools can go to for advice to review, evaluate and develop provision for children who have the most complex needs.

We access and procure a range of outside agencies to secure specialist expertise. These include:

- Speech and Language Therapists – Magic Words and NHS
- Educational Psychologists through MKC

- Occupational Therapists
- Specialist Teachers
- Health Visitors / School Nurse
- Counsellors
- Pupil Referral Unit

Michael is supported by a team of fellow professionals including:

Liz McGrath	Designated Safeguarding and Attendance Lead
Olivia Cain	Deputy Head and Senior Wellbeing and Medical Practitioner
Collette Butler	Head of Education and HELPAS Lead
Sarah Lee	Assistant Head and Mental Health Lead
Tanya Mcalister	Assistant Head and Deputy DSL

#### **4. Identifying and Assessing Children with SEND**

Class teachers are continually aware of children's learning through formative assessment and the regular formal assessment cycle which is part of the overall approach to monitoring progress of all children across the Academy. If they observe that a child is making less than expected progress, given their age and individual circumstances, they will seek to identify a possible reason behind this.

This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Despite additional support, fails to close the attainment gap between the child and their peers.

Concerns about lack of progress could relate to a child's cognition and learning, communication and interaction, sensory processing, social emotional and mental health and/or complex medical and physical needs. Slow progress and low attainment do not necessarily mean that a child has SEND and does not automatically lead to a child being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities.

To obtain further understanding of a child's learning difficulties, we may use further assessments such as:

- First Assess Communication Tool (FACT and FACT+)
- Salford Sentence Reading Test
- Single Word Spelling Test
- Phonological Assessment
- Boxall Profile
- LASS 8-11 Literacy Screening Test
- Special Needs Assessment Profile (SNAP)

Progress in areas other than attainment are also considered e.g. where a child may need to make additional progress with their communication and interaction in order to be fully integrated into school life or make a successful transition to secondary school. If behaviour is causing concern, it is always considered whether there are any underlying difficulties.

Other specialised assessments which may be used in school to identify barriers to learning include:

- Social, emotional, behavioural assessments
- Speech and Language assessments
- Observation schedules e.g. for behaviour, concentration and attention
- ICT Assessment

Other ways in which children are identified as having additional needs are:

- Liaison with a child's previous school/early years setting
- Concerns raised by parents/carers
- Concerns raised by a child's class teacher or SENDCo
- Concerns raised due to behavioural difficulties or poor self-esteem, which is affecting engagement and/or attainment

- Liaison with external professionals (e.g. speech and language therapist)
- Medical diagnosis

We are in regular communication with the School Nurse and Health Visitors. We are able to link parents/carers with the School Nurse if required.

### **5. Criteria for Exiting the SEND Register**

Children will be removed from the SEND Register when they have progressed to be in-line with age-related expectations for at least 3 assessment cycles (usually a full year). Regarding Cognition and Learning needs, this assessment is straight-forward and requires analysis of summative data along with teacher and parent/carer views. With the other broad areas of need, we are instead considering their progress with regards to their individual targets, teacher assessments, formal assessments, such as FACT, FACT Plus Boxall Profiles, and specialist assessments.

For some children it would be inappropriate to remove support, for example, when a child needs support with a physical or sensory need irrespective of academic attainment or progress. If outside agencies have supported the child, their advice will be sought before removing a child from the SEND Register.

Parents/carers will be informed that their child is no longer on the SEND register. The child will continue to be closely monitored by the class teacher to ensure they continue to make acceptable progress by accessing high-quality, differentiated class teaching and intervention support if necessary.

### **6. Consulting with Parent/Carers and Children**

All parents/carers are encouraged to contribute to their child's education by:

- Attending regular consultation meetings with the class teacher to discuss progress.
- Working with their child at home by reading with them regularly and supporting homework completion.
- Ensuring good attendance and punctuality.
- Ensuring that the home-school agreement is adhered to.
- Engaging with school communication e.g. informal meetings, phone calls, letters, texts.
- Attending SEND review meetings where necessary.

Children are involved in the setting of their targets and encouraged to reflect on these. Where children have a Support Plan or EHCP, these are reviewed with the child where appropriate.

### **7. Supporting Children with SEND**

If a child is identified as having SEND, in addition to in-class support, we may provide additional support in areas such as reading, writing, spelling, maths, speech, language and communication, and socialising.

If a child has an EHCP (Education Health Care Plan), we will put provision in place as outlined in the plan.

Class teachers and the SENDCo monitor progress regularly. We do this for all children in school, not just those identified as having SEND.

Children identified as requiring support which is greater than the majority of the class will be included on the Provision Map and at least termly review and communication of targets and progress takes place between teachers, children and parents/carers.

The SENDCo monitors the impact of the support put in place and regularly reviews the Academy's Provision Map which identifies how group interventions and individual support is impacting the progress of each child.

### **8. Learning Environment, Equipment and Facilities**

We make suitable adjustments to the Academy buildings where possible and provide a range of additional resources for SEND children, detailed in the Academy's Accessibility Plan, including:

- Wide doors fitted to the main entrance.
- Toilet adapted for disabled use.

- Level paths lead from the front school gate to the Atrium in the main building.
- Disabled space marked out in car park.
- Yellow stripes at appropriate exits for visually impaired children.
- Enlarged texts
- Reading books – e.g. those designed specifically for dyslexia
- Maths equipment – e.g. Numicon, Five Minute Box
- Coloured overlays
- Laptops
- Adapted PE equipment

## **9. Curriculum**

Quality teaching is in place in all classes for all children to access the curriculum. Class teachers are well-skilled at adapting and refining the curriculum to respond to the strengths and needs of all children and modify their teaching to meet a range of needs. The SENDCo works closely with the teaching team to ensure that the needs of individual children are catered for.

Use of the Integrated Day enables class teachers to plan and deliver targeted support fluidly throughout the day. This approach, in collaboration with The Programme of Study and consideration of SEND need, ensures that the child's individual learning priorities are central to the planning, teaching and learning.

Differentiation is approached in a range of ways to support access and ensure that all children can experience both success and challenge in their learning.

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

Additional adults are used flexibly to help groups and individual children with a long-term goal of developing independent learning skills. Close monitoring takes place to avoid children becoming over reliant and dependent on this adult support.

Class teachers contribute to personalised learning plans to prioritise and focus on next steps required for an individual child to improve learning.

We consider recommendations from outside agencies when adapting teaching to meet specific needs.

For some children, additional arrangements and adjustments can be made to enable them to fully access a range of tests e.g. Year 6 SATs. This might include additional time, rest breaks or the use of a scribe or word processor. The SENDCo will inform parents/carers about eligibility and applications for these arrangements.

## **10. Inclusivity**

We provide a range of enrichment opportunities including clubs, visits and residential trips, which are made available to all children.

Risk assessments are carried out and procedures put in place to enable, as far as possible, all children to participate.

If it is deemed appropriate that a level of 1:1 support is required, a parent/carers may be asked to accompany their child during a specific activity.

## **11. Specific Interventions, Including Pastoral Support**

Targets and provision, as made explicit in each Year Group Provision Map, are tailored to help overcome each child's needs. Regular intervention programmes in all year groups support children to make progress with their learning and close gaps. Class teachers organise and plan for additional interventions with support from the SENDCo or outside agencies as required.

Strategies/programmes to support speech and language:

- Input from Magic Words Speech and Language Therapy through assessments and focused interventions with guidance also being given to teachers and parent/carers.
- Speech therapy (individual or group work) delivered by support staff following Speech Therapist advice.
- Social intervention groups, targeted social skills groups or developing language patterns.
- Small group and targeted Phonics Awareness program implemented in Reception and KS1.
- Lego Therapy supports the development of instructional and functional language along with the acquisition of the social rules of communication.

Strategies to support/develop literacy including reading:

- Daily phonics sessions in Reception and KS1 and for those children requiring teaching in KS2.
- 1:1 reading to an adult twice a week for those children reading below their chronological age.
- Additional adult lead, small group guided reading sessions.
- Small group intervention programmes to support reading and writing e.g. the Five Minute Box.
- Opportunities for over learning (reinforcing of concepts).
- Use of computers to overcome handwriting difficulties (Voice to Text software), to support engagement with reading and comprehension (Serial Mash) and to overcome spelling difficulties (voice to text, spell checker)

Strategies to support/develop maths:

- Small group intervention programme to fill gaps and consolidate learning e.g. the Five Minute Box.
- Opportunities for over learning (reinforcing of concepts.)
- Physical resources and online programs to support learning.
- Use of multi-media, including TT Rockstars, Numbots and Purple Mash.

Strategies/support to develop independent learning:

- Access to computers inside or directly outside of each classroom to enable opportunities for independent research.
- Visual timetables for the class and for individuals.
- Now and next boards.
- Lesson objectives shared.
- Success criteria outlined in lessons.
- Mentoring by peers, support staff or teaching staff.

### Pastoral Support

Strategies to support the development of social skills and enhance self-esteem:

- Small group programmes delivered by support staff, including Social Skills Groups and Lego Therapy.
- Individual mentoring.
- Daily or weekly celebration opportunities.
- Play Leaders on the playground.

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents/carers):

- Consistency of approach by all adults.
- Regular contact and liaison with parents/carers.
- Transition support when transferring from one year group to another as well as to Secondary School.
- Use of Zones of Regulation.
- MHST: 1:1 work, guidance given to school staff and delivery of whole-school/Key Stage/Year Group assemblies.
- Referral to our on-site counsellor.

Strategies to support/modify behaviour:

- Consideration of underlying need and appropriate approach decided upon.
- School reward and sanction systems as set out in the Behaviour Policy.
- Whole-school restorative approach.
- Mentoring and guidance from school adults.
- Advice from external agencies.

- Support/supervision at less structured times of the day.
- Access to structured activities overseen by an adult indoors or outdoors as appropriate during play times.

Planning, assessment, evaluation and next steps are always agreed through:

- All lessons and homework differentiated to take account of individual needs.
- Pupil progress assessed and reviewed three times a year with senior leaders.
- Clear targets for children who have needs but don't have specific targets from other agencies.
- Provision maps available in school showing all the provision in each year group.
- Regular reviews with parents/carers.

## **12. Partnerships with External Agencies**

The Academy works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met.

The SENDCo fosters liaison and communication with professionals and parents/carers; attending meetings and preparing all required and beneficial reports.

The Academy ensures:

- Regular review/support meetings as required.
- Meetings with the SENDCo are available if there is a parent/carer query or concern, which can be booked through the school office.
- Referrals to outside agencies as required.
- Speech and language therapy for specific individual children.
- Educational Psychologist visits.
- Specialist Teacher visits including for Hearing Impaired and Visually Impaired children.
- Mental Health Support Team liaison, advice and guidance.
- EMA Network (Ethnic Minority Achievement Network) visits, guidance and advice.
- Meetings with the School Nurse.
- Requests for advice from medical professionals.
- Liaison with (CFP) Children and Families Practice MK.
- Liaison with (CSC) Children's Social Care.
- Liaison with the Virtual School.

## **13. External Agencies Available to Parent/Carers**

**SEND Local Offer** - <https://www.mksendlocaloffer.co.uk/>

This website provides comprehensive information about SEND in Milton Keynes for parents/carers.

**SENDIAS Service** - <https://mksendias.org.uk/>

Advice Line 10:00–3:00 Monday – Friday 01908 254518

[mksendias@milton-keynes.gov.uk](mailto:mksendias@milton-keynes.gov.uk)

MK Special Educational Needs and Disability Information and Advice Service (MK SEND IAS) offers impartial information, advice, guidance and support to the parents/carers of a child (aged 0-19) with an identified special educational need, or where there is a concern that there may be a special educational need.

### **SEND Team**

Telephone 01908 253414

[sendsupport@milton-keynes.gov.uk](mailto:sendsupport@milton-keynes.gov.uk)

The SEND helpline offers advice, guidance and support for parents/carers of a child with an identified special educational need or where there is a concern that there may be a special educational need.



## **Looked After Children**

Virtual School Duty Line – 07881875294

[www.thevirtualschoolheadteacher@miltonkeynes.gov.uk](mailto:www.thevirtualschoolheadteacher@miltonkeynes.gov.uk)

The Virtual School has a dedicated team of professionals who work closely with everyone involved with the education of children who are looked after, previously looked after and those who have social care involvement.

### **14. Progressing Towards Outcomes**

For children receiving SEND support, the evaluation of individual targets, in the format of either the Year Group Provision Map, SEN Support Profile, SEN Support Plan or EHCP, takes place termly and review with parents/carers and children are held at least annually.

Interim reviews can also be arranged throughout the year if deemed necessary.

When children are assessed by the Academy's SENDCo or by external agencies, liaison takes place with the parents/carers and the class teacher and/or SENDCo to discuss the findings and how best to address needs and meet targets.

### **15. Transition Support**

Children and young people with SEND can become particularly anxious about "moving on" so we seek to support successful transition by:

When moving classes in school:

- A comprehensive handover will take place between the relevant teachers, supervised by the SENDCo.
- Opportunities to visit the new class/teacher will be provided.
- Bespoke Social Stories created for individuals deemed to benefit from one.

When moving to another school:

- The Academy's SENDCo will contact the new school's SENDCo and share information about special arrangements and support that has been in place for the child to help them achieve their learning goals.
- The Academy ensures that all records are passed on as soon as possible.

Year 6-Year 7 transition:

- The SENDCo and class teacher will attend a transition meeting to discuss the specific needs of the child and the nature and level of support which has had the most impact.
- In some cases, additional multi-agency meetings may be arranged to create a more detailed "transition" plan, which may include additional visits to the new school and/or additional visits from the new school to see the child in their current setting.
- The SENDCo will attend EHCP Annual Reviews held in the Summer Term for new September entrants.
- Additional visits are organised between schools for those children who require some additional transition where there are known additional anxieties/needs.

### **16. Supporting Emotional and Social Development**

Emotional and social development is very important in the overall education of children. Being settled at school is crucial and the Leadership and HELPAS teams monitor wellbeing regularly.

Children and staff are all trained in reading their own wellbeing as well as the wellbeing of others and acting accordingly. The Academy uses the Zones of Regulation and the Making Connections programme to develop an understanding of mental health, wellbeing and behaviour amongst all children at the Academy.

If a child has a general low wellbeing then the cause will be discussed with the child and parent/carer with personalised strategies put in place accordingly. If a child under SEND support has a low wellbeing, e.g: due to low self-esteem, then improving this will become one of their targets and form part of the discussion during their target review meeting.

Specialist advice from outside agencies may also be sought and referral to our on-site counsellor considered.

Where children are found to have needs around emotional and social development, provision is put in place to support e.g. social communication groups, feelings management, circle time, learning mentor sessions etc. Progress is monitored regularly and support adapted to meet the needs accordingly. Pupil voice is fundamental in ensuring these provisions are effective for the social, emotional and mental health needs of the children.

### **17. Evaluating Effectiveness**

Regular pupil progress meetings are held involving teachers, Year Group Leaders, the SENDCo and Leaders. In these meetings, the progress and attainment of children with SEND is discussed. If a child has been in an intervention, then assessments pre and post intervention are used to measure rates of progress and therefore whether the intervention has been successful. Depending on its success for that child, the intervention will either continue, be amended or an alternative intervention started. If it is apparent early on that an intervention is not working for a particular child, then alternative provision will be made prior to the meeting.

Attainment and progress data for children with SEND is analysed to highlight effective strategies, interventions or gaps and inform any subsequent provision.

The provision for each child under SEND support is reviewed internally termly and at least annually with the parents/carers and child.

Monitoring also takes place by senior leaders and the SENDCo, e.g.: through classroom observations and book scrutiny.

### **18. Handling Complaints**

In the first instance we encourage parents/carers to discuss their concerns with the SENDCo. If a matter cannot be resolved through this route, the Academy has a robust Complaints Procedures Policy which can be requested from the Academy office or accessed via the website [www.tpamk.co.uk](http://www.tpamk.co.uk).

### **19. Spending the Budget**

Schools decide how to spend the money allocated for SEND and resources. This is called delegated funding. This part of the Academy's income is sometimes called the notional SEND budget. Funding for SEND provision is from three elements:

#### Element 1:

All schools get money for each child at the school. This is called the Age Weighted Pupil Unit (AWPU) and it is part of schools' delegated funding. Some of this money is to meet general SEND provision. This might, for example, include the cost of providing the Special Educational Needs Coordinator (SENCo), to fund staff to provide additional support as required and other resources.

The local authority provides Element 1 funding for the schools it is responsible for. The Education and Skills Funding Agency (ESFA - which is part of the DfE) provides Element 1 funding for academies. The local Schools Forum agrees the formula that determines how much money those schools get for each child.

#### Element 2:

Element 2 funding is to provide SEND support that is additional to or different from the support that most other children receive. ESFA provides Element 2 funding for academies and the local authority provides it for schools it is responsible for. The local Schools Forum agrees the formula that determines the amount of money the school gets. Element 2 funding is also part of schools' delegated budget. Government guidance says schools should provide up to the first £6,000 of additional or different support for those children who need it, including those with an Education, Health and Care Plan. Therefore, sometimes the school uses funds to help groups of children as some children will need less help than others. This does not mean that

the school can spend £6,000 on every child with SEND. This money is used to provide additional support or resources for example:

- Providing specialist equipment to support a need e.g. a writing slope, balancing cushion or adapted exercise books.
- Additional intervention programmes to help children learn and progress.
- Input from a Teaching Assistant, individually or in small groups.

### Element 3:

The local authority is responsible for managing Element 3 funding (sometimes called the 'high needs block').

Where individuals require additional support that costs more than £6,000, the extra costs can be met by requesting Element 3 funding for the individual. TopUp funding is intended to provide additional, individually targeted support for named pupils who have a range of complex special educational needs whilst remaining in mainstream schools.

Top-up funding is provided where these needs, and the provision required to meet them, are more significant than those typically met by resources that are already available to schools. Pupils who access top-up funding will have exceptionally complex special educational needs.

Top-up funding will ordinarily only be considered where:

- School is assessed by the LA to be at their identified 'trigger point' for making a request
- The pupil is, or will be accessing full time provision (this also applies to group top-up funding requests)

The local authority is responsible for managing Element 3 funding (sometimes called the 'high needs block').

## **20. Local Offer**

Each school liaises with the Local Authority to coordinate required support and to apply to access additional support and funding for children with SEND.

Parents/carers needing support in finding an organisation or support service for their child can contact the SENDCo in the first instance, who will assist parents/carers with navigating through the MK Council's [Local Offer](#).

Parent/carers may also find the [SENDIAS](#) useful. 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.

There are several **Family Centres** throughout Milton Keynes which offer support and activities for families. These centres are hubs of activities and services for families and the local community. All of the Family Centres offer a range of services for families from pregnancy, throughout childhood up to the age of 19 years.

You can [register here online](#), alternatively you can register when you visit any one of the Centres.

Once registered the Centre will assist you and your family to give every child the best possible start in life and give you the support and advice you need.

## **Further Information**

Should you wish to discuss any aspect of this report, please contact Michael Classon, SENDCo, in the first instance: [Michael.classon@tpamk.co.uk](mailto:Michael.classon@tpamk.co.uk)