

October 2025

Shenley Brook End School Information Report

The Special Educational Needs and Disabilities (SEND) Information Report should be read in conjunction with the 5DT SEND Policy which can also be found on the school's website under the Policies section.

1.1 The categories of SEND that are provided for at Shenley Brook End School

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

- Communication and Interaction eg: Autism Spectrum Disorder (ASD)
- Cognition and Learning: eg Specific Learning Difficulties (Dyslexia/Dyspraxia/Dyscalculia; Moderate Learning Difficulties; Severe Learning Difficulties
- Social, Emotional and Mental Health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD); Attachment Disorder.
- Sensory and/or Physical needs: Hearing and Visual Impairments; Physical Disability eg. Cerebral Palsy

In September 2025 the school has 243 students on its SEND register (35 children with an EHCP and 208 without an EHCP. Numbers of children on the register change throughout the year as new children are identified as requiring additional support in school.

Year	Additional Support	Education Health Care Plan (EHCP)	SEN Register Total
7	37	6	43
8	42	6	48
9	40	6	46
10	47	5	52
11	32	11	43
12	4	1	5
13	6	0	6
Total	208 Send Reg	35	243 Send Reg

1.2 Identifying students with SEND and assessing their needs

There are several steps taken to identify and assess the needs of students. This is done in consultation with the student, parents/carers.

- We liaise with transition schools and linked agencies to identify the support or provision previously in place for the child or young person.
- We have early discussions to gather the views of the student, parents/carers and staff about the student's needs and identify the type of support that might be beneficial within the secondary setting.
- When appropriate we liaise with external agency professionals to identify strategies, intervention and support that might be beneficial within the secondary setting.
- Using the information gathered we update our SEND register and any SEND Support plans to reflect a student's need, provision and associated outcomes.
- We inform all staff of Adaptive Teaching Strategies (QFT) and/or classroom adaptations and any additional support, reasonable adjustments or intervention

available to the student.

- The impact of the student's SEND provision, whether it is classroom based or involves additional support or intervention, is evaluated at the end of an agreed period and outcomes are used to inform future provision.
- If the student has an Educational, Health and Care Plan, parents/carers and others involved in the student's support will contribute to an Annual Review coordinated by the SENCO.

1.3 Consulting and involving students and parents/carers

Shenley Brook End School is committed to involving the student and developing and working in partnerships with parents/carers in decisions around SEND provision. Consulting takes place at parents evening, tutor meetings and individual review meetings.

These conversations will make sure that:

- Everyone develops a good understanding of the student's area of strength and difficulty.
- Parents/carers' concerns are taken into account.
- Everyone understands the agreed outcomes sought for the student.
- Everyone is clear on what their next steps are.

These discussions are recorded and available to the student and parents/carers.

The school will notify parents/carers of any proposal to place a student on the school's SEND register or to remove them from the register.

1.4 Assessing and reviewing student's progress towards outcomes

We follow the graduated approach and the four areas of the cycle which involve assessing the need, planning a provision, implementation of the plan and reviewing impact. This is commonly referred to as 'assess, plan, do and review'. This process takes into account:

- Teachers' assessment and experience of the student
- Previous progress, attainment and behaviour of the student
- Current standardised assessment data where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The student's view
- Advice from external support services, if relevant.

The progress of the student is reviewed regularly.

1.5 Supporting students moving between phases and preparing for adulthood

We prepare and support students for joining and moving on from the school through a range of procedures. These include:

- Collaborative planning meetings with Year 6 colleagues with our 5D Trust Transition Lead
- Advice and support from the 5D Trust Transition Lead prior to and during transition, where relevant
- Opportunities for parents/carers to discuss their child's SEND or EHC plan or additional support needs with the SENCO/Transition Lead prior to transfer
- Opportunities for transitioning students with SEND to make additional transfer visits
- Consultation, where appropriate, with specialist services before and during transition
- Advice and guidance for staff on students' additional needs prior to transfer
- Information, advice and guidance meetings for students including additional career meetings for students, where necessary
- Additional support with post Year 11 applications and transfer visits for identified students
- Additional support for transfer from Year 11 into the school's 6th Form for identified students
- Opportunities to attend transition events for parents/carers and students of key

transition year groups.

1.6 Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality Adaptive Teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

In addition

- A student with an EHC plan will have a review meeting annually where progress, ongoing support and outcomes are discussed with parents/carers, student and relevant external agencies to inform any proposed amendments to the plan.
- A child or young person with a SEND support plan will have a review within the agreed period where targeted interventions, progress and outcomes are discussed with parents, carers and the student to inform the next cycle of the plan.
- Annual information evenings focus on the curriculum being studied and provide information on how parents/carers can support their child's learning.
- Annual parent/carer consultation evenings focus on a student's progress within individual subjects and provide information on the ways that parents/carers can support their child's learning.
- Regular Progress Review information is shared with all parents/carers. The information is evaluated by the school to help identify any concerns regarding a student's progress. Where there are concerns, these are shared with parents/carers.

1.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met. These take account of the individual needs of the student and may include:

- Differentiating our curriculum to ensure all students can access it, for example, by grouping, teaching style, content of the lesson, the learning environment.
- Adapting our resources and staffing.
- Using recommended aids, such as assistive technology, visual timetables, or larger fonts.
- Differentiating and adapting our teaching, for example, giving longer processing times, pre and post-teaching of key vocabulary or concepts, reading instructions aloud, 'Least support first' approach.
- Alternative curriculum pathways/curriculum offer, with an emphasis on vocational employability skills and life and functional skills acquisition.

1.8 Additional support for learning

At Shenley Brook End School the Support for Learning Team is led by the SENCO. The Team includes:

- SENCO
- Specialist SEN Teacher
- SEND Team Leader
- Trust Transition Lead (yr 6)
- 5 Full Time/2 Part Time Specialist Teaching Assistants specialising in Communication & Interaction; Literacy; Phonics; Numeracy; Preparation for Adulthood/Post-16/Study Skills; SEMH and Speech, Language and Communication
- 12 full-time Teaching Assistants
- 3 part-time Teaching Assistants
- 2 temporary Teaching Assistants (agency)

Provision for SEND students made by the Support for Learning Team includes:

- 1:1, paired and small group development of basic literacy and numeracy skills

- 1:1, paired and small group development of comprehension and inferencing skills
- 1:1 support for the development of specific exam techniques
- 1:1 support to consolidate specific subject knowledge
- 1:1, paired and small group social communication and interaction skill development
- 1:1, paired and small group emotional literacy development
- 1:1 delivery of individual provision recorded on EHC plans or SEND Support plans
- 1:1 and group support for Preparation for Post-16 and Adulthood
- A Sensory space for dysregulation
- In-classroom support across a range of curriculum areas
- Support for off-site visits/trips and selected extra-curricular activities
- Delivery of exam access arrangements
- Adaptation of resources and examination papers
- Practical assistance
- Supervised activities during unstructured times of the school day

We work with the following agencies to provide support for students with SEND including:

- Milton Keynes SEND Team
- Educational Psychology Service
- Child Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy Service
- Occupational Therapy Service
- Physiotherapy Service
- Inclusion and Intervention Team
- Outreach Team
- SENDIS Specialist Teacher for Visually Impaired
- SENDIS Specialist Teacher for Hearing Impaired
- The NHS, including the School Nurses Team, MKSHT and NHS Complex Needs Nursing Team
- Children and Family Practices
- Children's Services: Children with Disabilities Team
- Social Services

1.9 Expertise and training of staff

The SENCO is a qualified teacher with over 35 yrs experience, including 13 years working in specialist alternative education settings. She has a National Professional Qualification in Headship and is currently undertaking the National Professional Qualification SENCO (completion April 2026).

The Specialist SEN Teacher is a qualified teacher with over 18 years of working with SEND students. She is the designated member of staff for Children Looked After and holds a Level 7 qualification in Educational Testing and Access Arrangements. She regularly attends JCQ training and provides Exam Access training for all teaching assistants.

Teaching assistants have access to regular training and in addition to statutory training in Safeguarding, Child Protection, Health and Safety, Fire Awareness and GDPR the current team have completed a range of courses including:

- ELKLAN Level 2 Speech and Language Support for 11-16s: ELKLAN
- Understanding Autism (13 TAs): Open University
- Introduction to British Sign Language (2 TAs): British-Sign.co.uk
- Awareness of Type 1 Diabetes in Schools (6 TAs): Virtual College Ltd
- Understanding Dyslexia (5 TAs): Open University
- From Sound to Meaning (1 TA): Open University
- Professional Relationships with Young People: Open University
- Multi-Sensory Impairment Training (1 TA): OLT NatSIP

- Making sense of Mental Health Problems: Open University
- Modification training for VI (4 TAs): MK Specialist VI Team
- L2 Understanding behaviours that challenge: Isle of Wight College

The SEND team have weekly professional development training in a variety of areas particularly pertaining to the work they do with students each day. Training is informed by practice and experiences that occur in situ. Recent sessions have included: creating visuals for students with Speech, Language and Communication difficulties; Scaffolding with students; Compassion Focused Therapy.

Adaptive Teaching:

All teaching staff receive continuous professional development linked to Adaptive Teaching which is an expectation within our 'Shenley Way' of all teachers:

This year's whole-school training has been inspired by the author Amjad Ali and is linked to effective SEND practice in mainstream schools. Amjad has delivered three sessions to staff in our school on 'Low Effort, High Impact ideas for: Reading & De-Coding; Listening & Comprehension; Writing; Time', 'Executive Functioning' and 'Connecting Learning: Model, Repeat, Remind'

Other Whole School Adaptive Teaching training has included: Scaffolding; Chunking; Metacognition.

1.10 Securing equipment and facilities

Shenley Brook End School works closely with the local authority to acquire specialist assistive equipment needed for our students to be able to access the curriculum. The school has a range of equipment available for those students who are identified as needing assistive equipment such as the use of a laptop, iPad or reading pen.

Facilities to support a range of needs include:

- 1:1, paired and small group intervention rooms
- Access to a supervised safe space
- Access to a quiet area
- Access to a quiet supervised area during unstructured times of the day

The school is accessible to wheelchair users and others with a range of needs. Facilities include:

- Lifts
- Evac chairs for the safe evacuation of students from the first floor
- Dedicated disabled toileting facilities, including a shower (no hoisting facilities)
- Electronically controlled doors in corridors allowing fire doors to remain open for ease of movement around the school
- Height adjustable furniture in science laboratories and the facility to have raised tables in all mainstream classrooms, where needed
- Colour-coded subject areas
- Highlighted steps on key staircases
- Signage designed to support those with visual impairment
- Alternative methods of communication with home on request

1.11 The effectiveness of SEND provision

Shenley Brook End School is committed to providing an effective provision for students.

The evaluation of SEND provision involves:

- Annual SEND reviews undertaken by the Trust executive and/or external professional
- Annual EHC plan reviews

- SEND Support plan reviews
- Review of SEND students' progress data against KS4 subject targets
- Review of a student's individual progress towards the outcomes of targeted SEND support and intervention
- Reports from professionals involved with individual SEND students
- Student and parent/carers feedback through parent surveys and SEND Parent Forum
- Subject teacher and pastoral staff feedback through staff surveys and CPD feedback

1.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

Shenley Brook End School is a fully inclusive school, all activities are available to all students; support is provided to facilitate this, where necessary.

- All of our extracurricular activities, visits and trips are available to all our students, including our clubs.
- All students are encouraged to participate in residential trips, and provision is available for those that require it.
- All students are encouraged to take part in sporting activities. Where needed, adaptations and reasonable adjustments are made.
- A risk assessment is undertaken to facilitate the inclusion in activities or trips especially those outside the school environment.
- The assessment of facilities and any identified support required to help the SEN or disabled student is made and in place before attending the activity or trip. Where necessary prior to the activity or trip there is liaison with the student, carer or parent to determine the level of need and address any concerns.

More information related to activities, trips and visits can be found on the Accessibility plan.

1.13 Support for improving emotional and social development

Shenley Brook End School provides support for student to improve their emotional and social development in the following ways:

- All students including those with SEND are supported by the school's Pastoral Team
- All students including those with SEND have access to the school's Wellbeing Team
- All students including those with SEND have access to the school's Nurture Group
- All students including those with SEND have access to support from the school's Behaviour Coaches within the Inclusion Team
- All students including those with SEND are encouraged to take part in, and be represented on, the School Council and the Equality group
- SEND students have access to additional support from the Support for Learning SEMH coaches
- SEND students have use of the Support for Learning area as a safe space and somewhere to talk before school and throughout the school day.
- SEND students will have access to a be-spoke Sensory Room (from approx Spring 2026)

The school operates according to The Anti-Bullying Policy.

1.14 Working with other agencies

Shenley Brook End School is committed to developing professional working relationships with all agencies in support of its students. We work with a range of specialist services through a system of referral including:

- Milton Keynes SEND Team
- Educational Psychology Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- Inclusion and Intervention Team
- Outreach Team
- SENDIAS
- CAMHS
- Social Services

1.15 Complaints about SEND provision

Shenley Brook End School takes complaints very seriously. The school is committed to working closely with parents and carers and any member of staff can be contacted in the first instance to raise concerns. This includes:

- Form tutors and or subject teachers
- Year Leaders and Pastoral Leaders
- SENCO, SEND Teacher, SEND Team Leader
- Director of Sixth Form
- Designated Safeguarding Lead

Where a member of staff is unable to provide the information required, they will support the parent or carer to contact the appropriate person.

Informal complaints about SEND provision should be made to the SENCO who will advise on next steps. If your complaint cannot be shared with the SENCO it should be directed to the Headteacher. Formal complaints should follow the school complaints procedure identified within our Community Policy.

The parents or carer of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal through Milton Keynes Council if they believe that our school has discriminated against their child.

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 students with SEN

There are a range of support services within the local area that are available to parents and carers of students with SEND. The main point of contact for parents through Milton Keynes Council is:

[SEND Information, Advice and Support \(SENDIAS\)](#) is a free service for children, young people 0-25 with Special Educational Needs and Disabilities, parents and carers. Alternative support can be found at Milton Keynes Local Offer [Welcome to the Local Offer | Milton Keynes City Council](#)

1.17 Contact details for raising SEND concerns

- Director of SEND/SENCO – Mrs N Partridge
- Specialist SEND Teacher – Mrs S Butler
- SEND Team Leader – Mrs K Plaistowe
- SEND Transition Co-ordinator – Mrs M Barstow-Nazli

1.18 The Local Authority Local Offer

Shenley Brook End School adheres to the SEND Code of Practice to meet the needs of SEND students in line with the Local Authority Local Offer.

The MK Local Offer is published on their website. [Welcome to the Local Offer |](#)

[Milton Keynes City Council](#)

Monitoring arrangements

The SEND policy and Information report will be reviewed by the SENCO every year. It will also be

updated if any changes to the information are made during the year.

Links with other policies and documents

This report links to our Special Educational Needs policy, as well as the:

- Accessibility plan
- Behaviour policy
- Community policy
- Supporting children with medical conditions
- Equality information