SEN INFORMATION REPORT

(2026-27)

For Children with Special Educational Needs and/or Disabilities

Here at Lydiard Millicent our vision is 'Believe, Learn, Grow'

Believe ~ Learn ~ Grow

Lydiard Millicent C of E Primary School

A Church of England Primary School

within the

Blue Kite Academy Trust (BKAT)

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For the Local Authority local offer, use the following link SEND Local Offer - Wiltshire Council

Introduction

At Lydiard Millicent CE Primary School we are committed to providing an inclusive education where every child is valued and supported to achieve their full potential. We recognise that some children require additional support to overcome barriers to learning and we work closely with pupils, parents, staff and external agencies to ensure that appropriate provision is in place.

This report explains how we identify, assess and support pupils with Special Educational Needs and Disabilities (SEND) in accordance with the SEND Code of Practice (2015).

School Information

Lydiard Millicent C of E Primary School is a small primary school in the village of Lydiard Millicent. We are in the Wiltshire Local Authority and part of the Diocese of Bristol Academy Trust.

Our SEND provision supports pupils with needs in the following areas:
• Communication and Interaction
• Cognition and Learning
• Social, Emotional and Mental Health
• Sensory and/or Physical Needs

The SEN Co-ordinator (SENCO), Mrs Mann, oversees provision for pupils with SEND and works alongside class teachers, support staff, parents and external agencies. The SEND Governor is Phil Wood.

Specific needs and information (Data from 2025-26)

Number of pupils registered with SEND within Lydiard Millicent C of E Primary School: 21
In July 2026, there were 139 pupils on roll and 15% were identified as receiving SEND Support or have an EHCP.

Data for 2025-26

Key Stage	**SEND Support**	**EHC Plan**	**Total**
EYFS	0	1	1
KS1	1	4	5
KS2	10	5	15
Total	11	10	21

Number of pupils moving up from SEND support to EHC Plan: 1
Number of pupils awaiting an EHC assessment:

Profile of current SEN cohort area of need is shown in the table below:

SEN Area of Need 2025-26		
SEN	**%**	**No. of Chn**
Communication & Interaction (inc ASD)	52.4%	11
Cognition & Learning – MLD & SpLD	28.5%	6
Social Emotional & Mental Health	19.1%	4

Physical & Sensory	0%	0

Identifying SEND

Children's progress and wellbeing are monitored regularly by teachers and school leaders. A pupil may be identified as having SEND through:

- Concerns raised by parents, teachers or the child
- Assessment and monitoring of progress
- Information from previous schools or settings
- Involvement of external professionals
- Medical or developmental information

We recognise that slow progress or low attainment does not automatically indicate SEND. Identification is based on whether a child requires provision that is additional to or different from that ordinarily available.

Ordinarily Available Provision

In school, we aim to create an inclusive environment and a Quality First Teaching approach by providing a range of support strategies and tools that are available to support all pupils. This includes adaptive teaching strategies; using visuals; breaking down learning into smaller chunks; physical resources, such as manipulatives in Maths; using technology; sensory adaptations or small changes to their environment, such as reconsidering seating positions. A child does not have to be on the SEND register to access to this ordinarily available provision.

Graduated Response and SEN Support

We follow the Assess, Plan, Do, Review cycle, which makes up the Graduated Response.

Assess - Information is gathered through assessments, observations, discussions with parents and pupil voice.
Plan - Appropriate outcomes and support strategies are agreed with parents and, where appropriate, the pupil.
Do - Support is implemented by class teachers with guidance from the SENCO and any relevant specialists.
Review - Progress is reviewed regularly and support is adapted where necessary.

Children receiving SEN Support have individual targets which are reviewed with parents. Some children at this level of support will have a SEN Support Plan. This details the support that will be given to the child as well as their personal targets. SEN Support Plans are reviewed regularly and are non-statutory.

Where needs are more complex, the school may request involvement from external agencies or seek an Education, Health and Care Needs Assessment.

Education, Health and Care Plans (EHCPs)

Where a pupil's needs are significant and long-term, or if the support is beyond that school can provide under ordinarily available SEND provision, the school may work with parents and external

agencies to request an Education, Health and Care Needs Assessment with a view to obtaining an EHCP (sometimes known as a My Plan in Wiltshire). Schools and/or parents are able to request that their local council carries out an assessment for an EHCP. For more information see the Wiltshire Local Offer website SEND Local Offer - Wiltshire Council.

If the assessment is agreed, the child is assessed by the Educational Psychologist and any other professionals who have been involved with the child. Once all of the evidence has been submitted, the Local Authority decide if they will issue an EHCP. If they agree to issue an EHCP, the Local Authority write this and agree how much additional funding the school will be given in order to meet the child's needs. Where an EHCP is in place, provision is statutory and delivered and reviewed in accordance with the outcomes identified within the plan.

SEND Funding Arrangements

The majority of SEND Support provision is funded through the school's budget, with statutory funding available through an EHCP where appropriate.

How Teaching is Adapted

Quality First Teaching and adaptive teaching strategies are the first response to meeting SEND. Teachers may adapt provision through:

• Differentiated learning activities
• Adapted resources and teaching approaches, such as scaffolding or visual or physical resources
• Visual supports
• Small-group interventions
• Additional adult support where appropriate
• Assistive technology and specialist equipment
• Structured routines and clear expectations

All teachers remain responsible for the progress and attainment of pupils with SEND in their classes.

Specialist Support and Staff Expertise

We work with a range of professionals to support pupils and families, including:

- Speech and Language Therapy
- School Nurse
- Advisory Teacher of the Hearing Impaired
- Advisory Teacher of the Visually Impaired
- Educational Psychologist – Local Authority and BKAT's
- Advisory Teachers from Wiltshire's Specialist SEN Service
- SEND Lead Workers
- Swindon SpLD Service
- Occupational Therapists
- CAMHS, Wiltshire Children and Young Person's Emotional Well-being Service and Be U Swindon
- Lighthouse – BKAT's early intervention support service

- Thrive
- PAT – Pets As Therapy

Training

All staff within the school will have training related to SEND as appropriate to their role and also to the needs of the children that we have in school at any one time. General SEND training is arranged at points within the year, and specific training related to individual needs, disabilities or children happens as and when necessary. We endeavour for as many staff to be trained as possible to ensure a consistent approach with children throughout the whole school day.

SEND Training received during 2025-26:

- SEND Surgeries with Educational Psychologist
- CPI De-escalation and physical intervention training for some staff.
- SENCO has undertaken Thrive training.
- Sensory circuits training for TAs from Lighthouse.

Working with Parents and Pupils

We believe that effective partnership with parents is essential. Parents are involved through:
• Regular review meetings
• Parent consultation evenings
• SEN Support reviews
• Communication with teachers and the SENCO
• Multi-agency meetings where appropriate.

Targets, SEN Support Plans and provision are co-produced with children and families. Parents are invited to join review meetings and offer their views and wishes. Pupils are encouraged to contribute to decisions about their learning and support. Their views are gathered through discussion, review meetings and pupil voice activities.

Evaluating the Effectiveness of SEND Provision

The impact of SEND provision is monitored through:
• Pupil progress meetings and attainment data
• Review of individual targets, through the Assess-Plan-Do-Review Cycle.
• Observation of teaching and interventions
• Data and feedback from interventions
• Regularly updated and reviewed provision mapping
• Pupil voice
• Parent feedback
• SENCO monitoring and evaluation
• Pupil behaviour and engagement
• Attendance data
• Discussions with external professionals

Provision is adjusted, where necessary, to ensure pupils continue to make progress and access learning successfully.

Specific Needs Information & Support

On the following pages we provide information about each area of need and the services we can provide/support or signpost to. Our teachers and teaching assistants take every opportunity to keep up to date with all areas of need and we encourage training in as many areas as we can. If your child's needs are not listed below, or you feel additional support may be required, please contact us. We will work with you to explore how best to meet your child's individual needs.

Communication & Interaction	Children with Communication and Interaction needs may experience difficulties with speech, language, communication or social interaction. This can include understanding and using language, developing vocabulary, participating in conversations and understanding social situations. Some children may have a diagnosis of Autism Spectrum Disorder (ASD) and require additional support with social communication, routines and managing change. We work closely with Speech and Language Therapists, the Educational Psychologist and SSENS advisory teachers to support these pupils.
Cognition & Learning	Children with Cognition and Learning needs may make slower progress than their peers and require additional support to develop literacy, numeracy and learning skills. Support may include targeted interventions, adapted teaching, scaffolded learning, alternative methods of recording, assistive technology and learning broken into smaller steps. We also work closely with SSENS advisory teachers to ensure appropriate support is in place.
Social, Emotional & Mental Health	Some children require additional support with their emotional wellbeing, social skills or behaviour. Difficulties may affect relationships, self-regulation and engagement with learning. ADHD and similar conditions may be supported within this area of need where emotional and behavioural regulation is affected. Support may be provided through targeted interventions, Emotional Literacy Support through the School Nurse, pastoral support and external agencies, including Lighthouse, the Emotional Well-being Service, Be U Swindon and CAMHS. Staff are trained in emotional literacy and inclusive support strategies.
Sensory & Physical Needs	Some children have sensory or physical needs that require adaptations to the learning environment or curriculum. We work with specialist services, including Occupational Therapy and Visual and Hearing Support Services, to ensure pupils can fully access school life. We also provide sensory strategies, adaptations and access to our sensory room where appropriate.
Medical Needs	Where a child has a medical need, we work closely with parents and health professionals to develop an Individual Healthcare Plan. Staff receive specialist training where required to meet specific medical needs. The school has a team of paediatric first aid trained staff, including staff trained in the administration of emergency medication such as EpiPens.

Speech Therapy	Where a Speech and Language Therapist recommends support, or where concerns are identified in school, we work in partnership with families and therapists to deliver targeted programmes. These may include individual or small-group sessions led by trained staff. Programmes are regularly reviewed, and therapists work with staff and parents to monitor progress. Resources, such as communication aids, are provided and used, as per Speech and Language recommendations.
Counselling	Although we do not employ a school counsellor, we can access counselling and emotional wellbeing support through the School Nursing Service, the Emotional Well-being Service, Be U Swindon, CAMHS, Lighthouse and other external agencies.
There are many services provided by Wiltshire Council signposted in their Local Offer website – SEND Local Offer - Wiltshire Council	

Accessibility and Inclusion

Lydiard Millicent CE Primary School is committed to ensuring that pupils with SEND can access all aspects of school life.

We provide:
• Accessible facilities, including the building being all on one level and a number of disabled toilets
• Adapted learning environments where required
• Reasonable adjustments for pupils with disabilities
• A sensory room is also provided for those children who have specific sensory needs or who need access to a quieter and calm space.
• Individual risk assessments where appropriate

We also work closely with external professionals, such as Wiltshire's Hearing Impaired Service, who can provide training and support for staff.

Our Accessibility Plan outlines how access to the curriculum, environment and information is continually improved.

Inclusion in the Wider Life of the School

Pupils with SEND are encouraged and supported to participate fully in:
• Educational visits
• Residential trips
• Clubs and enrichment activities
• Sporting events
• Collective worship and school celebrations

Reasonable adjustments are made to ensure participation wherever possible.

Transition Arrangements

We recognise that transitions can be challenging for some pupils. This can be moving onto secondary school, but also moving to the next year group or even a change within the school, such as a change of supporting adults.

Support may include:
• Additional visits to new settings or classrooms
• Additional time with new adults to build relationships
• Transition booklets and visual supports
• Meetings with receiving schools
• Information sharing between professionals
• Individual transition plans where appropriate
• Pupil profiles to inform adults of pupils' needs and best support strategies
• Social stories and information about new schools, classes or supporting adults
• Phased changes to help pupils adjust

We are always particularly aware of the support pupils might need moving between phases of education and those with more complex needs might benefit from.

Key contacts for help and advice

In school

If you have any questions or issues regarding the support that your child is receiving, in the first instance, you should speak with your child's class teacher. You can request a meeting with them by contacting the school office on 01793 677471 or by emailing admin@lydiardmillicent.bluekitetrust.org.

Mrs Mann is the school SEN Co-ordinator (SENCO). She can be contacted via the office on 01793 677471 or by emailing admin@lydiardmillicent.bluekitetrust.org or senco@rlydiardmillicent.bluekitetrust.org

At Wiltshire Council

Contact the Wiltshire SEND Team on 01225 712620 or access the Wiltshire Local Offer: SEND Local Offer - Wiltshire Council

If you are not happy with the support your child is receiving, please contact your child's class teacher. If this does not resolve the issue for you or if the teacher feels it is necessary, you can speak with Mrs Mann, the SENCO, or the Key Stage Lead. We hope that any issue will be resolved by this point but if not, you can contact the school office and ask to speak with the Head Teacher, Mrs Gibbard. In the unlikely event of your issue still being unresolved, you can contact the governor responsible for SEND (Phil Wood) and you can email them through admin@lydiardmillicent.bluekitetrust.org or call 01793 677471.

You can also request advice from Wiltshire Parent Carer Council Signposting - WPCC , Wiltshire SENDIASS (SEND information, advice and support service) SENDIASS Home - Kids or consult the Wiltshire Local Offer SEND Local Offer - Wiltshire Council.

Policies

Our SEND Policy, our Accessibility Plan and our Behaviour Policy are available on our website: Policies - Lydiard Millicent CE Primary School

Complaints

Should you have a complaint regarding the provision made by Ridgeway Farm CE Academy, please refer to our Complaints Policy for the procedure to follow. This can be found using the policies link above.