



SEND Information Report – September 2026

Mill Hill Primary School is an inclusive mainstream school with a core purpose to provide the best educational experience for every child. This will be achieved by nurturing respectful, aspirational learners who are successful at the highest level. We offer safe, secure inclusive provision which inspires all people connected to the school, children, parents, staff and governors, to be the best they can be. Together we will work creatively to provide whatever it takes to lay the foundations of “learning for a lifetime.”

At Mill Hill Primary we are committed to:

- Making the full curriculum accessible to each pupil regardless of ability and behaviour
- Recognising all staff as teachers of special needs
- Involving parents, carers and pupils in discussion about any difficulties pupils have
- Planning appropriate action for all pupils following assessment of additional needs.

This information report outlines how we are able to offer provision for a range of Special Educational Needs and Disabilities (SEND):

- Learning difficulties
- Communication difficulties
- Autistic Spectrum
- Physical difficulties and medical needs
- Sensory difficulties
- Behaviour, emotional, social and mental health needs



Overview: How does Mill Hill compare to national SEND statistics?

National data for Primary Schools:

	2024-2025	2025-2026
% Pupils with EHCP	5.3%	6%
% Pupils with SEND support	14.2%	14.8%

Mill Hill data:

	July 2025	July 2026
% Pupils with EHCP	7.06 (13 children)	8.14% (14 children)
% Pupils with SEND support	19.56% (36 children)	18.02% (31 children)

	July 2025	July 2026
% boys with EHCP	84% (11 children)	92.9% (13 children)
% girls with EHCP	16% (2 children)	7.1% (1 child)
% boys SEND support	66.6% (24 children)	54.8% (17 children)
% girls SEND support	33.3% (12 children)	45.2% (14 children)

Mill Hill has higher than national averages for both children with EHCPs and children with SEND support. Numbers for EHCP has increased over the last year, with children previously on SEND support changing to EHCP (explaining the decrease in SEND children, alongside changing cohorts).

	Whole School Response Quality First Teaching	Targeted support for individuals or small groups (short and medium term)	Specialised individual support (medium and longer term)
Learning/ Curriculum	The national curriculum will be differentiated to take account of all children's needs. Where necessary specialist equipment or resources may be used to support children being successful in the classroom.	To ensure children keep up with progress in line with end of year expectations pupils may join an intervention group to work on a specific area of the curriculum.	These are pupils who may have a Pupil Passport, a document that outlines their strengths, key information about their needs and targets they are working on. These are reviewed by the SENDCo and class teacher 4 times throughout the year and shared with parents/carers.
Support	Transition meetings for pupils joining the school at any point in their educational career are important to ensure strategies already being used are in place. The SENDCo supports class teachers to make appropriate provision in the classroom for pupils with additional needs. This may come from transition meetings or targets set by outside agencies already working with the child.	As well as the support specified above related to learning there are other areas of support offered. Our Home School Link worker offers support to parents trying to access outside agencies and facilitates communication between parents during weekly coffee mornings. Part of the provision of support includes social skills groups or counselling for those children who require it.	Referrals made to outside agencies supports our school in making provision for pupils with longer term needs. These referrals are always made after discussion with parents/carers and the pupil where possible. Teaching staff receive support from Outreach services, including local special schools. In some cases, a Reduced Hours Provision (RHP) may need to be considered for a child, if attending school full time is too challenging. Alternative Provisions may also need explored for children in this situation as it may help with attendance and developing alternative skills, boost confidence, develop teamwork and cooperation or re-engage with learning.

			For some children, mainstream classroom support may not be appropriate full time, so some children may access a SALT provision (Oaks), a THRIVE provision (Butterflies) or an outdoor learning provision on site. Attendance at these provisions is decided by school staff, looking at the holistic needs of the child and matching the provision that is most suitable for the individual's needs.
Teaching approaches	Every pupil's progress is assessed 4 times throughout the year through meetings with the Head teacher, Deputy Head teacher, SENDCo and class teacher to review the amount of progress made in line with end of year expectations. Classroom environments support pupils learning with resources that are easily accessible, displays that promote key areas of learning in core subjects	The class teacher organises their classroom environment so that pupils can successfully work in small groups independently or with the support of the teacher or learning support assistant. This may involve adults taking small groups of children to target specific skills such as phonics or reading.	Children who need additional support will have their progress reviewed by the class teacher and SENDCo 4 times throughout the year. This will measure the impact of additional provision, progress towards meeting targets and the next steps needed for pupils to continue to make progress.
Social skill support	Children can experience all sorts of difficulties with social skills – be it how to make friends with other children and play in a positive manner; appropriate interactions with others (words used, body language, awareness of personal space); communication difficulties; interpreting social situations in the right way or knowing how to handle situations where they need help. Initially these situations will be supported in class with circle time and aspects of the PSHE/RSE curriculum.	Some children will need a bit more support in this area, and may be invited to a social skills group, ELSA* support, TALA** support or counselling. Mill Hill has a Wellbeing team who will look at need on a case-by-case basis to ensure the right level of support is offered to each child. *ELSA – Emotional Literacy Support Assistant **TALA – Therapeutic Active Listening Assistant	Occasionally there is a need to seek outside help (if there is a specific speech and language need or behavioural need for example) and programmes of intervention are provided for school to use when supporting the child. The outside agencies will work with school regularly to review progress. Parents are kept informed of this process and the targets set at each step.

Frequently asked questions from parents and carers

Question	Answer
<i>How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</i>	Children are identified as having SEND through a variety of methods: • Liaison with previous school or nursery • Concerns raised by parents and/or teachers • There is a lack of progress and the child struggles to meet their personal targets /end of year age-appropriate expectations • There is a change in a pupil's behaviour • Liaison with external agencies – a referral will be made with your consent and sent to the appropriate agency where necessary • A range of assessments e.g. Standardised tests for Reading, Spelling and Number, SNAP profiling to identify traits of 20 different learning difficulties. • If you think your child may have special educational needs, please speak to your child's class teacher who will raise the concern with the Special Needs Coordinator (SENDCo).
<i>How will both you and I know how my child is doing and how will you help me to support my child's learning?</i>	• Your child's attainment and progress is regularly monitored throughout the year with meetings between Head teacher, SENDCo and class teacher. Targets are set and shared with parents through Individual Provision Plans (IPPs). • When your child's targets are reviewed, comments are made against each of them to show what progress has been made. If your child has not met their target, the reasons for this will be explored and appropriate provision made. • We hold 2 parents' evenings each year to enable you to discuss your child's learning and progress with their class teacher and SENDCo if you wish. We also provide a written report in the summer term. We have an open-door policy where you are welcome at any time to make an appointment to meet with either the class teacher or the SENDCo to discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
<i>How will the school staff support my child?</i>	• The class teacher will plan and provide learning experiences for every child in their class. They will provide differentiated learning to meet the needs of each child. • They will assess and track the progress of each child and will plan and deliver any additional help your child may need.

	Support for pupils with SEND may take many forms. Your child may: • Receive 1:1 support from a member of staff. • It may be more appropriate to provide further, differentiated, different or additional learning materials or special equipment. • Your child may be given some group, peer or individual support. • There may be a Learning Support Assistant working with your child either individually or as part of a group. The Special Needs and Disability Coordinator (SENDCo): • coordinates and monitors the educational provision of pupils requiring special needs support, • offers support to learning support staff and teaching staff as necessary, contributing to the in-service training of staff • supports the class teacher in keeping parents informed of special educational need provision • works with the Headteacher to manage the resources related to the special educational needs budget, including learning support assistants • oversees the records of all children with special needs, ensuring these are updated at least termly • liaison with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies. The SENDCo reports to the Governors regularly to inform them about the progress of the children with SEND. One of the Governors is responsible for SEND and meets regularly with the SENDCo. They also report to the Governors to keep all informed.
<i>How will the curriculum be matched to my child's needs?</i>	Where possible we will try to meet every child's needs within the classroom by ensuring that our planning and teaching approaches meet the needs of the majority of the children in the school. However, if careful identification and assessment involving the school and the parents/ carers determine that a child is not making adequate progress, the class teacher will consult the SENDCO. They, together with the child, and parents/ carers, will review the strategies/ approaches that are currently being used and the way these might be developed.

<i>How is the decision made about what type of and how much support my child will receive?</i>	Your child's progress will be monitored regularly and in the half termly meetings with the Headteacher, SENDCo and class teacher. Decisions will be made as to the appropriate level of support required. Different children will require different levels of support. You will be informed of the support we are providing for your child through their Individual Provision Plan, and you are encouraged to share your thoughts and short-term targets on this plan.
<i>Will my child get an EHCP?</i>	The Code of Practice states that schools should provide support, as far as possible, within the classroom. If a child needs extra support, this will be recorded and tracked, to ensure the support is having a positive impact for the child. If this support is in excess of 12.5 hours per week, there may be enough evidence to apply for an Education, Health and Care Plan. If we feel this is something that would benefit your child, we will discuss all options and the process with you before proceeding. The Educational Psychology service will need to have been involved prior to a referral being made. The application process starts with an application to Hampshire County Council (either from school or by parents themselves). If successful, this may entitle your child to extra funding for support within school, but it does not guarantee that your child will have an adult sat with them for the duration of the school day. We aim to promote independence at all stages of school, even for children who need extra support. This is a life skill we aim to ensure every child has before they leave (at whatever level this is possible for individuals). If parents wish to apply for the EHCP, follow this link https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/sen-pathway
<i>How will my child be included in activities outside the school classroom including school trips?</i>	All children are able to join in the activities outside the school classroom as long as there is no risk to themselves and others. This includes school trips where additional support will be provided, as necessary. We will provide support at lunchtime and playtimes if this has been identified as a need for the child.
<i>What support will there be for my child's overall wellbeing?</i>	We are an inclusive school and can offer a range of pastoral support for your child. These include members of staff such as the class teacher, the Home School Link Worker and the SENDCo who are readily available for pupils who wish to discuss issues and concerns. We have a Wellbeing team who will look at each child's needs and decide whether to offer them support from the ELSA (Emotional Literacy Support Assistant who works with children on identifying and regulating emotions), TALA (Therapeutic Active Listening Assistant) or the counsellor. Each of these individuals will work with a child for a specific amount of time, then the child is given time to use the new

	skills they have learned. It is rare for a child to receive this type of support for the duration of their school life. Arrangements regarding off-site activities are managed in accordance with the Outdoor Education Service's procedures and guidance. The administration of medicines is the overall responsibility of the parents. The SENDCo and medical assistant are responsible for ensuring children are supported with their medical needs whilst on site, and this may include managing medicines where appropriate and agreed with parents. All staff have basic first aid training and two members of staff have paediatric first aid training. We have a medical assistant who provides medical support for children with specific needs, for example physio programmes or a specific medical procedure (training must have been provided by a medical professional before this can be offered in school). We have a positive approach to behaviour with a clear reward system that is followed by all staff and pupils. If your child has behavioural difficulties, we will seek to work with you to put relevant support in place and set any necessary targets. Attendance and lateness are monitored and recorded daily. We can offer support to families struggling to get their children in to school.
<i>What training is provided for staff supporting children with SEND?</i>	The SEND Co-ordinator at Mill Hill Primary School is Mrs Claire Branscombe Telephone: 02392 256955 Through the monitoring and evaluating of our provision the SENDCo, with the Head teacher, will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely with the School Improvement Plan and/ or performance management objectives. Staff who attend training will feedback through staff meetings or LSA meetings. The effectiveness of such professional development will be monitored and evaluated by the SENDCo and information provided as part of the school's on-going self-evaluation of the school's SEND provision. We have members of staff who have been trained to deliver speech and language programmes from the Speech and Language Therapists. All the LSAs have had training in delivering reading and spelling/phonics programmes.

	The Governors also attend SEND training to ensure they are aware of school requirements when identifying and making provision for pupils with additional educational needs. As outlined in the Supporting Pupils with Medical Needs Policy we aim to ensure that all children with medical conditions, in terms of both their physical and mental health, are properly supported in school, so that they can play a full and active role in school life, remain healthy and achieve their academic potential. Where children have a disability, the requirement of the Equality Act 2010 will apply, as will the SEND Code of Practice, where children have identified special needs. A medical condition does not necessarily mean the children will have special educational needs, however this may be the case if the medical need affects cognition or where a pupil is absent for long periods as they undergo treatment.
<i>How accessible is your education setting (indoors and outdoors)?</i>	Mill Hill Primary School takes account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. We provide disabled parking bays on site. There are accessible toilets available and we have suitable access to the ground floor classrooms. There is ramp access between the playground and the classrooms.
<i>How are parent carers currently involved in your education setting? How can I get involved and who can I contact for further information?</i>	Mill Hill Primary School values the close working partnership between parents, teachers and pupils. We have regular parent's evenings where you have the opportunity to discuss your child's education with the class teacher. We also have an open-door policy where you can book an appointment to speak with a member of staff about any concerns you may have. If your child receives SEN support, your child's targets will be shared with you on their Individual Provision Plan (IPP) and you are encouraged to share their own short-term targets for your child on this plan. If your child has an EHCP, their targets will be broken down so you know what they will be working on each year. If your child has a Transition Partnership Agreement (TPA) or an Education, Health and Care Plan (EHCP) your views will be sought before the review meetings. We provide opportunities for new parents to see our school and talk to the staff. You will be able to meet your child's new teacher and discuss your child's needs before they join the school. If your child receives

	support from an outside agency then you will receive information on their progress and / or talk to the provider. This may be in person, by telephone or in a written report.
<i>How are children involved in their education?</i>	We value the achievements and contributions of all pupils. We are committed to making the full curriculum accessible to each pupil through differentiation and varied teaching styles and contexts suited to individual needs. We will involve parents, carers and the pupils themselves in discussion about any difficulties and in planning appropriate actions. Your child's targets are recorded on their Individual Provision Plan (IPP) and their own short-term targets are recorded on this plan too. If your child has a Transition Partnership Agreement (TPA) or Education, Health and Care Plan (EHCP) their views will be sought before any review meeting.
<i>What steps should I take if I have a concern about the school's SEND provision?</i>	If you have a concern about the SEND provision we make for your child please discuss this primarily with the class teacher. If necessary, an appointment can be made with the SENDCo and/or the Head teacher. Any parent with a complaint should refer to the Complaints procedure which is available on the school website and at the office. Should the matter still be unresolved the parents/ carers should contact the "responsible person" on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority and finally the Secretary of State.
<i>What specialised services and expertise are available at or accessed by the school?</i>	Within our schools we have staff trained to deliver a range of intervention programmes. We also have staff trained in delivering Speech and Language programmes. There are members of staff who are trained in providing counselling support. Mill Hill Primary School works closely with external agencies that we feel are relevant to individual children's needs. • Behaviour Support Team and Robins Oak • Educational Psychologist • Speech and Language therapist • Occupational therapist

	• Physiotherapist • School nurse • CAMHS/OWL • Social services – social workers and locality teams • Specialist Teacher Advisors • Paediatricians • Waterloo/Riverside Outreach services
<i>How will the school prepare and support my child to join the school, transfer to a new school, or transition to the next stage of life?</i>	We maintain links to ensure a smooth transfer on school entry through liaison and visits to local Early Years settings. Children are invited to visit us for induction visits in the term before they start school. If necessary, the school liaises with other agencies at this stage. We support children with SEND who transfer from other schools through their induction to the school by the class teacher, SENDCO and classroom buddies to ensure that they have a smooth transition. When your child makes the move from primary to secondary education we liaise closely with the staff from their new school: • Staff from secondary schools will visit us to meet the children. • Specialist staff from these and other educational establishments will also maintain close liaison which will continue into Year 7 to ensure a smooth transition. • Where appropriate, we will put further support, such as Transition Partnership Agreements, into place.
<i>Where can I get further information about services for my child?</i>	https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page https://www.hampshiresendiass.co.uk/