

Millbrook Primary School SEN Information Report 2017

The SEN Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision available at Millbrook Primary School and Nursery.

Who is the SENCO at Millbrook Primary?

Mrs Edwards is the SENCO at Millbrook Primary. If you wish to meet with the SENCO, you can call the school on 01952 387640, or email her directly at joanne.edwards1@taw.org.uk, to make an appointment.

What are special educational needs and what kinds of SEN are provided for?

Here at Millbrook it is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

At Millbrook, we use the definition provided in the 'Special educational needs and disability code of practice: 0 to 25 years.' Which states that...

'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.'

Because our expectations as a school are high, we recognise that some children may need to be offered additional support, through small group or 1:1 activities, in order to boost their skills level and confidence. The school recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need'.

What type of provision is available at Millbrook Primary School?

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, in particular class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

At Millbrook Primary we take a 'Graduated Response' to support learning. Please see the table below at how we aim to support the different needs of children with special educational needs, through the schools 'Graduated Response'.

Area of Difficulty	Wave 1 Inclusive Quality First Teach for all pupils	Wave 2 Targeted interventions and support for small groups	Wave 3 Highly specialised and individualised interventions or programmes
Cognition and Learning	Differentiated curriculum planning, activities, delivery and outcome Increased visual aids / modelling etc. Visual timetables Illustrated dictionaries Use of writing frames Small group work with a TA. Dyslexia friendly classrooms. Buddy/paired Reading Forest School sessions	High frequency word games Vocabulary introduction In/out class support from a TA Multi-sensory spelling practice group (RWI phonic boosters) Rapid Maths Rapid Reading In an instant – multisensory maths support Word workshop	Mini-school Bespoke literacy support (1:1 or 1:2) Bespoke maths support (1:1 or 1:2) Additional individual reading (Daily) Access to PC LSAT support EP support 1:1 support to access curriculum Success@arithmetic
Communication and Interaction	Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language Increased visual aids / modelling etc. Visual timetables Use of symbols Structured school and class routines Forest School sessions	Nursery Rhyme Time Story time Speaking and listening skills In class support with focus on supporting speech and language Pre and post teach of vocabulary Early language development (EYFS) Personalised visual timetable Language Support Kascia	1:1 or 1:2 Speech and Language Support (In-house) Speech and Language Therapy 1:1 support to access curriculum 1:1 or 1:2 Pre and post teach of vocabulary Multicultural Development Team (MDT) assessment
Emotional, Behavioural and Social	Whole school behaviour policy. Whole school / class rules. Class reward systems – Dojo points. Circle Time. PSHE lessons Forest School sessions	Small group Circle Time Social Skills group training e.g. Time to talk, socially speaking Individual rewards systems Relax Kids ELSA support Forest Schools – targeted support	Learning Mentor Inclusion Manager Support Boxhall reports Bespoke afternoon curriculum to meet needs Alternative provision Sessions with a member of the Behaviour Support Team EP support 1:1 support to access curriculum 1:1 nurture sessions Theraplay
Sensory and Physical	Flexible teaching arrangements Staff aware of implications of physical impairment Writing slopes Pencil grips/special stationary Forest School sessions Movement breaks	Brain gym exercises Keyboard skills training group Additional handwriting practice Fine motor development - Cutting skill, drawing skills Gross motor – Balancing, throwing/catching Relaxation classes Write from the Start	Teacher of the Deaf Individual support in class during PE and lunch time Physiotherapy programme e.g. cool kids Access to PC. 1:1 support to access curriculum School Nurse

How do the School identify children with Special Educational Needs?

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

Staff are given regular CPD to help them identify when a child may have a special educational need. If a class teacher is concerned about the progress being made by a child, despite having used strategies at Wave 1, or suspect a child has a special educational need, they will fill in an SEN referral form stating the nature of the concern, what strategies have already been tried, the nature of support they are requesting and the view of the child. Teachers will invite parents in if they have made a referral to the SENCO to make them aware of their concerns. At this point, parents will be asked to give their view about their child's needs. Parents may also wish to make a referral to the SENCO, if they feel their child has a special educational need that has not been identified in school.

Following an SEN referral, a specific intervention at Wave 2 will be put in place and monitored for a period of up to 6 weeks. If adequate progress has not been made after this time the child may be added to the school SEN register.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

The class teacher, after discussion with the SENCO will then provide additional interventions at Wave 3, which are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning outcomes which will be applied within the classroom.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs. The school's SENCO may also seek further advice from the Multicultural Development Team (MDT) who have the skills and qualifications to assess children whose first language is not English.

What are the arrangements for assessing and reviewing children's progress towards outcomes?

At the beginning of each academic year, new and previous class teachers will liaise with each other to create an annual Individual Educational Outcomes (IEO) plan for children who are on the special educational needs register. This plan states the outcomes they feel the child will achieve by the end of the academic year. Depending on the needs of the child, up to five outcomes can be given, including one from the child. The class teacher will then break this annual outcome down into achievable termly outcomes that are measurable. The IEO plan will also include information about:

- The child's area of need
- Enablers and disablers for the child. These are what help or hinder the child when learning
- Long-term out comes (annual), which includes one which is set by the child.
- Short-term outcomes (termly)
- Information about the level the child is currently working at
- Strategies and interventions that will be used
- A review section for teachers at the end of each term
- The review date
- A parents and child's comments section

At the end of each term, or sooner if necessary, the class teacher will review the outcomes on the IEO plan, alongside the intervention teachers, to see if they have been achieved and to identify progress that has been made by the child in response to interventions put in place. From this, teacher reevaluate the outcomes set and change them if need be to match the needs of the child at that time. Both children and parents will be invited to share their views about the progress made and next steps.

When would the School seek support from an outside agency?

Outside services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEO plan continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

These services include:

- Learning Support Advisory Team (LSAT)
- Behaviour Support Team (BST)
- Educational Psychologist (EP)
- Speech and Language Therapy (SALT)
- Child and adolescent mental health service (CAMHS)
- Sensory Inclusion Team (SIS)
- Occupational Therapy (OT)
- School Nurse
- Fair Access Panel (FAP)
- Early Help and Support (EHS)
- Family Intervention Workers
- Social Care Team

What are the arrangements for consulting parents of children at Millbrook Primary School and Nursery, and involving them in the education of their child?

At Millbrook, parents are fully included in the process of working with their children/young adults.

This includes:

Initial visits to school

Introductory meetings

Daily home/school book for information exchanges and key messages where appropriate

Termly parent/carer and teacher meetings

Meetings with professionals who have worked with/assessed their child

Annual Review meeting and report

Parent workshops and training

Coffee mornings

Parental Representation on Governing Body

Contributing to their child's IEO plan

Annual questionnaire for parents of children with SEN.

What are the arrangements for consulting children at Millbrook Primary School and Nursery, and involving them in the education of their child?

At Millbrook Primary, teachers strive to build excellent relationships with all children they work with. This is based on an understanding of children's likes and dislikes, strengths and weaknesses, and areas of interest. Knowing this about all children ensures that teachers plan a differentiated, stimulating, engaging and interesting curriculum, which motivates, engages and heightens the curiosity of children.

Listening to the pupil's voice is of high importance at Millbrook Primary and believe that all children should be represented in The School Council. It is because of this that our School Council is made up of children from all different faiths and backgrounds, including those with special educational needs. This puts these children in

position of leadership and gives them responsibility for contributing towards decision making on different aspects of school life.

A child-centered approach is taken at Millbrook as we firmly believe that children should have a say about what they want to learn and about what's important to them. When creating their IEO plan, teachers will ask children about their strengths and weaknesses, enablers and disabler (what helps and hinders them), and what outcomes they want. An outcome decided by the child will be included on their IEO plan.

Before an Annual Review takes place, children and parents are asked to give their views so as to contribute to decision making for the future.

What extra pastoral support arrangements are in place for listening to the views of children with SEN at Millbrook Primary and what measures are there in place to prevent bullying?

If necessary, children with special educational needs have access to a Learning Mentor, who is available to support them when they are seeking advice, guidance and support. Learning Mentors are available on the playground at every break time. The Deputy Head has a post box in which children can post any concerns they have, which can then be addressed through 1:1, group or class sessions. We currently have a member of staff who is undergoing training to become one of the first Emotional Literacy Support Assistants (ELSA) in Telford and Wrekin. This is training delivered by the Educational Psychology and is aimed at supporting children who are struggling with emotional difficulties. New this year, we have an Inclusion Manager, who works alongside staff to improve access to the curriculum and outcomes for children struggling with social and emotional difficulties. At Millbrook Primary, we are always striving to improve arrangements to support children's social and emotional development.

To find out about measures in place to prevent bullying of children with a special educational need, please see the school bullying policy, which is available on the website.

How does the governing body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils/students at Millbrook Primary School and Nursery and in supporting their families?

The governing body are aware of the range of staff working together within the school to support the children and their families. Some staff are employed directly by the school, others have different lines of management as can be seen below. The governing body consists of some professionals with backgrounds in education and also has a parent of a child in school, who has special educational needs. Mr Bowdler is the designated lead governor for vulnerable learners, which includes SEN, to whom the SENCO reports to during termly governors meetings. Mr. Bowdler is an active member of the Governing Body, who regularly visits school to talk to and monitor provision for vulnerable learners and challenge school leaders.

Classroom staff are employed directly by the school. This includes teachers, teaching assistants and lunchtime supervisors. Admin staff are also school employees.

Other professionals work for a range of agencies and work in school on particular days or as necessary.

School Nurses, Speech and Language Therapists, Occupational Therapists, CAMHS LD team and Physiotherapists are employees of Shropshire Community Health Trust. All these professionals work within school training staff, advising staff, working with children and young people who are on their case load.

The Sensory Inclusion Service staff – advisory teachers - are employed by the Local Authority, not the school, and are based in the Education and Inclusion Team. They provide staff training and advice on individual children's needs.

What are the school's arrangements for supporting pupils/students in transferring between phases of education?

All transitions are well planned for through-out school as children and students move from class to class and key-stage to key-stage. Children with special educational needs have extra opportunities to meet with their new class teacher and receive extra activities, such as extra class visits and social stories, to help ease transition.

We are continuing to develop our links with the local secondary schools to ensure transition into secondary schools happens as successfully as possible.

What are the expertise and training of staff to support children with SEN?

The SENCO at Millbrook Primary is Joanne Edwards, who has a BA (Hons) in Primary Education with QTS. She is currently completing the National Award in Special Educational Needs Co-Ordination and is a Designated Safeguarding Lead in school.

At Millbrook we are committed to the continued professional development of staff in order to improve outcomes from children. The SENCO attends monthly update meetings offered by the local education authority to keep abreast of changes to SEN provision and to network with other professionals.

The SENCO also attends regular SENCO conferences provided to ensure our school is ready to adapt to new legislative changes by the government. All staff have a wealth of experience of working with children with differing needs whether they be specific learning needs or behavioural needs. Staff have attended a wide variety of courses to enhance the provision we can offer at school. These include:

- Nurture Group Training
- Learning Mentor training
- Incredible Years Training
- Child Protection and Safeguarding
- Cool Kids Training
- Read, Write Inc Training
- First Aid (including paediatric)
- Bereavement Training
- Behaviour Management
- ELKAN Training
- Epi-Pen Training
- Asthma Training
- MAPA training (Restraint Course)
- Dyslexia Training
- Lego Build to Express training
- Listen with Lucy Training – Attention and Listening in EYFS
- Selective Mutism
- Relaxation/Mindfulness training
- Attachment Theory training
- ELSA training
- Future in Mind training
- Moving and Handling training
- Hearing Impairment training
- Autism Awareness training
- Forest School Training

Regular in-house CPD is also given to staff by the SENCO to keep their knowledge and skills relating to SEN up-to-date.

How is the effectiveness of the provision made for children with SEN evaluated at Millbrook Primary?

The quality and effectiveness of provision made for children with SEN is evaluated in a number of ways. These include:

- Observations of teaching
- Environment learning walks
- Pupil progress meeting
- Observations of interventions at each Wave in the graduated response
- Pupil voice/Questionnaires
- Parent voice/Questionnaires
- Looking at trends and patterns in data

The SENCO monitors the movement of children within the SEN system in school and provides staff and

governors with regular summaries of the impact of the policy on the practice of the school. The SENCO and the head teacher hold regular meetings to review the work of the school in this area.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils/students in relation to the provision made at Millbrook Primary School and Nursery?

The process for all complaints is made available in the parent handbook which is updated each year and is available to view on the school website.

Where is the information on the Telford and Wrekin's local offer published?

To find out more about the Telford and Wrekin's Local Offer for children with Special Educational Needs and Disabilities, and about support for families of children who have a Special Educational Need or disability, follow this link, which takes you to the Family Connect pages on Telford and Wrekin's website - www.telfordsend.org.uk

If you have any queries or requests for policies or information relating to this report please contact the SENCO, Joanne Edwards on 01952 387640.