



### **Special Educational Needs Information Report For Millhouse Primary School & Nursery**

#### Our Ethos

*Inspiring tomorrow's generation, today.*

At our school, we inspire a love of learning. Everyone will believe in themselves and have the aspirations and skills to succeed in life.

Our star values are: Independence, creativity, resilience, perseverance, respect and self-belief.

#### Aims

- We will be proud of our achievements and celebrate success.
- Our curriculum will develop pupils' independence and encourages inquisitive minds.
- Our school will always be a safe environment where we value everyone and have respect for each other.
- We know that we will learn best when we challenge ourselves.

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. We recognise the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for quality first teaching that is fully inclusive.

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## Partnership Ethos with the School

### How do we consult pupils and parents of pupils with special educational needs?

We firmly believe that home and school should work together in partnership and we are happy to answer any questions or concerns. We believe in a person centred approach to information gathering and the cycle of *assess, plan, do, review*.

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. They are therefore the first port of call if you have any concerns over your child's progress.

Where progress continues to be less than expected, the class teacher will discuss their concerns with you. It is at this point they may discuss your child with the SENCO. The teacher and SENCO will then consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents and the child in deciding whether to make special educational provision. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs.

If the decision is to make special educational provision for your child a 'Provision Cycle' will be written and the child will be put on the SEN register as 'SEN Support'. This is where the class teacher writes learning targets, tailored to the needs of your child, that they will be working on with your child over the next term (this work may happen within class or in small intervention groups outside of the classroom). Your child's class teacher will go through the 'Provision Cycle' with you and answer any questions you may have. Targets are then shared with pupils and successes are celebrated. Termly reviews and target setting meetings are planned to coincide with parents' evenings where possible.

If we feel pupils have higher levels of need we will seek parental permission to request involvement from external agencies. If external agencies are involved a 'One Planning Meeting' will be held once a term in addition to your termly review at parents evening, where all agencies involved with your child will be invited along with yourselves. The key emphasis of these meetings is to look at what is working and what is not working for your child and what we are going to do next. All notes taken in these meetings are distributed to all those who attended.

Pupils with an EHC plan (or Statement) will have an annual review where parents or carers and all professionals involved with your child are invited.

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### Who is the SEN Co-ordinator and how can I contact them?

At Millhouse Primary and Nursery we have an SEN team. Each member specialises in particular SEN needs;

- Sam Durdle is the SENCO Manager, specialising in Emotional, Social and Mental Health and Learning Difficulties and Disabilities
- Sophie Jones is the Pupil Premium and Inclusion Teacher, specialising in Autism Spectrum Disorder and Speech, Language and Communication Needs.

However, Miss Durdle and Mrs Jones work extremely closely together and are aware of all the children on the SEN register, not just those with needs in which they specialise.

To contact them you can either;

- Phone on 01268 543584
- Email [s.durdle@millhouse.essex.sch.uk](mailto:s.durdle@millhouse.essex.sch.uk) or [s.jones@millhouse.essex.sch.uk](mailto:s.jones@millhouse.essex.sch.uk)
- Arrange a meeting through your child's class teacher or the schools main office

### What do I do if I have a complaint?

We urge parents or carers with any concerns regarding the SEN policy or the provision made for their child at Millhouse to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If you feel your child's needs are still not being met make an appointment to see the Head Teacher, Mr Allen.

### Where can I access the Essex Local Offer?

The Essex Local Offer gives you information about education, health and care services in Essex. It also provides information about leisure activities and support groups for those with Special Educational Needs and their families.

There is a link to the Essex Local Offer on our school website [www.millhouse.essex.sch.uk](http://www.millhouse.essex.sch.uk) . Alternatively, you can access it by typing this into your search engine <http://www.essexlocaloffer.org.uk>

## Identification and Early Intervention

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice refers to four broad areas of need:

### **Communication and Interaction**

These children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and Learning**

Children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

### **Sensory and / or Physical Needs**

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and / or equipment to access their learning.

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## A Graduated Approach to SEN Support

### How the school decides whether to make special educational provision

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO.

In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of the parents / carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs.

Particular care is taken when identifying and assessing SEN for children whose first language is not English.

Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. These agencies include;

- Educational Psychology Service (EPS)
- Specialist Teaching Team
- Speech and Language Therapy Service
- Children's Support Service (CSS)
- Autism Outreach Team
- Physical / Sensory Support Service
- Children's Services
- School Nurse / Paediatric Health Team
- Child and Adolescent Mental Health Service (CAMHS)

If the support needed can be provided by adapting the school's core offer than a child might not be considered SEN or placed on the SEN register. If, however, the support required is *different from* or *additional to* what is ordinarily offered by the school, the child will be placed on the SEN register at SEN Support. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of *assess, plan, do, review* with the child / young person at the centre of the process. The 'One Planning Process' will then begin, which includes the 'Provision Cycle' document. This is a working document which will be updated as more is understood about the child's SEN, including their response to interventions.

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**The Four Part Cycle****Assess**

We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents / carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

**Plan**

Where SEN Support is required the teacher and SENCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her / him using child friendly language and with parents / carers. All staff working with the pupil will be made aware of the plan.

**Do**

The class teacher is responsible for working with the pupil on a daily basis. She / he will also liaise closely with LSA's or specialists who provide support set out in the plan and monitor the progress being made. The SEN Team will provide support, guidance and advice for the teacher.

**Review**

The plan including the impact of the support and interventions will be reviewed each term by the teacher, SEN Team, parent / carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

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What SEN Provision can be made in the school?

SEN support can take many forms. This could include;

- An individual learning programme
- Evidence based interventions
- Extra help from a teacher or a learning support assistant
- Making or changing materials, resources or equipment
- Working with a child in a small group
- Maintaining specialist equipment
- Observing a child in class or at break and keeping records
- Helping a child to take part in the class activities
- Making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- Helping other children to work with a child, or play with them at break time
- Supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.

What expertise do we have in the school on SEN?

School staff have specific training and expertise in speech and language, literacy and numeracy interventions and supporting children with hearing impairment, dyslexia and Autism. Staff follow outside agency recommendations and targets for particular children during interventions, including those from Occupational Therapy and Specialist Teachers. In addition to this, we have two learning mentors who work with children who have social, emotional and mental health needs who may or may not be on the SEN register.

The SENCO attends network meetings to share good practice with colleagues in the South Essex Cluster group and keeps up to date with SEND developments.

### Quality First Teaching and Personalisation

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Plans are reviewed termly with parents and pupils. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

The class teacher is responsible for:

- Ensuring that all children have access to good / outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation)
- The progress and development of all pupils including those with SEND
- Ensuring the plan is implemented in the classroom
- Regular liaison with parents and the SEN team
- Effective deployment of additional adults
- Identifying on class planning the provision they are making for pupils with SEND
- Writing and reviewing of targets for pupils with SEND with the support of the SENCO

The SEN Team are responsible for:

- The SEND policy and its implementation
- Co-ordinating support for children with SEND
- Updating the SEN register and maintaining individual pupil records
- Monitoring the quality of provision and impact of interventions
- Attending network meetings and updating staff
- Referrals to and liaison with outside agencies
- Mapping provision throughout the school
- Liaising with and advising staff
- Maintaining regular liaison with parents / carers
- Co-ordinating annual review
- Supporting staff in identifying pupils with SEN

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**Monitoring Pupil Progress**

Progress is the crucial factor in determining the need for additional support.

Adequate progress in that which;

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

**Monitoring and evaluation of SEN**

The head teacher and the leadership team (SMT) regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through;

- Analysis of pupil tracking data and test results at pupil progress meetings
- Progress against national data and based on their age and starting points
- Interventions baseline and exit data
- Progress against individual targets

**Requesting an Educational, Health and Care (EHC) needs assessment**

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs.

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**Supporting pupils at school with medical conditions**

The school recognises that pupils with medical conditions should be properly supported so that they have full access to educations, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. *Reasonable adjustments* will always be made to promote access to all areas of the school curriculum for pupils with a disability, e.g. An extra adult to accompany a child on a school trips / residential.

Specific staff have training to support particular needs, e.g.: managing diabetes.

**How will we support your child when they are leaving the school or moving to another class?**

We recognise that 'moving on' can be difficult for a child with SEN / and or disabilities and take step to ensure that transition is as smooth as possible.

**Moving to another school**

We will speak to the new school's SENCO and ensure he / she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.

**Moving to another class / year group**

- Information, including learning targets, will be passed on to the new class teacher in advance.
- For children with an EHCP, there will be a planning meeting and / or specific preparation or training for the new teacher and / or support staff.
- If your child would be helped by a book to support them understand moving on then it will be made for them.
- Those children who might find moving on difficult will attend a small group in school to support their understanding of the changes ahead.
- Where understanding might be difficult your child will visit their new class on several occasions and in some cases staff from the new class will visit your child.

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