



**SEND Information Report
2019-2020**

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All Worcestershire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Education Needs (SEN), including Looked After children, and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. The LA Offer for SEN is available at www.worcestershire.gov.uk. This sets out the provision that is available for children with SEN in Worcestershire. All schools are supported to be as inclusive as possible, with needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

What kinds of Special Educational Needs do we provide for?

As an inclusive community, Millfields First School educates children with varying levels of Special Educational Needs and Disabilities. These include the four broad 'areas of need' outlined in the Special Education Needs and Disability Code of Practice: 0-25 years;

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

How do we identify the particular Special Educational Needs of a child?

Children are identified as having Special Educational Needs through a variety of different ways including:

- Liaison with previous Schools/Nursery
- Class based assessments made by the Class Teacher in relation to learning and behaviour.
- Termly Pupil Progress meetings with the Class Teacher, Head Teacher and SENCo from which we track and identify children who are performing significantly below age expected levels.

	<ul style="list-style-type: none"> • Constant monitoring and reviewing of progress made during interventions for children who are not making expected progress. • Concerns raised by parents • Liaison with SENCO and external agencies/health professionals
<p>How does we work in partnership with parents of children with Special Educational Needs?</p>	<p>We actively encourage parents to be involved in their child's education through:</p> <ul style="list-style-type: none"> • Parents Evenings with the Class Teacher • Annual School Report • Parent Workshops • Sharing Days • Sharing relevant information about how parents can support their child at home • Parental involvement within school • 'Open-door' policy with Class Teacher/SENCo/Head Teacher • Individual Provision Maps-reviewed termly for those children identified as having a Special Educational Need • Meetings with outside agencies • Annual review meetings with SENCo, Class Teacher and Head Teacher for those children with an Education and Health Care Plan.
<p>How do we ensure children with SEN are involved in their learning and progress?</p>	<p>We actively encourage children to be involved in their education through:</p> <ul style="list-style-type: none"> • Making children aware of their own individual targets. • Regular written/verbal feedback identifying the next steps for learning. • Providing children with the time to respond to feedback. • Offering the children the chance to self-assess their work against their targets. • Inviting children to attend review meetings
<p>How do we assess and review the progress of children with SEN?</p>	<p>In addition to the school's procedures for assessment e.g. marking and SATS, children with SEN will be monitored, assessed and reviewed through;</p> <ul style="list-style-type: none"> • Provision map targets monitored termly.

	<ul style="list-style-type: none"> • Entry and exit data from interventions. • Data scrutinised termly and progress tracked. <p>In accordance with the SEND Code of Practice: 0-25 (2015) the process of responding to children who have been identified as needing additional support, follows the four step cycle called the Graduated Response.</p> <ul style="list-style-type: none"> • Assess - The child may be assessed in a variety of ways to identify the area(s) of need and next steps for progress will be identified. • Plan - Provision and/or resources will be identified to support the child to make steps of progress. The provision will usually be in the form of a 1 to 1 or small group intervention delivered by a skilled Teacher or Teaching Assistant. • Do - The intervention will be performed over a period of time (usually around 8-10 weeks). pil progress meetings termly. • Review - At the end of the period of time, the child's progress and the impact of the provision and/or resource will be reviewed.
<p>What arrangements do we make for supporting children in moving between phases of education?</p>	<p>In order to ensure a successful transition at all stages of their education, Millfields has the following procedures in place:</p> <p>For children moving into the Foundation Stage;</p> <ul style="list-style-type: none"> • Nursery visits for pre-school children • Home visits for pre-school children • Sharing of the Nursery Profile and any other relevant SEN documentation • Stay and Play sessions • Induction Afternoons <p>For children moving into a new year group;</p> <ul style="list-style-type: none"> • Class Swap afternoon • Informal Parents evening offering parents the chance to meet with the new teacher

	<ul style="list-style-type: none"> • Liaison between new Class Teacher and previous Class Teacher to discuss the individual needs of the children <p>For children moving to Middle School</p> <ul style="list-style-type: none"> • Opportunities throughout the year to visit the main feeder school e.g. Music Morning • Transition day, extra days offered for children with SEN as necessary • SENCo meets with Middle School SENCo • Relevant SEN documentation transferred to middle school • If required, a personalised package to include photobook of new setting
<p>How do we approach the teaching of children with SEN?</p>	<p>All pupils benefit from inclusive Quality First Teaching. This teaching is regularly monitored and differentiated to meet the needs of all children. For those requiring further support, targeted interventions are in place. These include:</p> <ul style="list-style-type: none"> • Specific Numeracy and Literacy intervention • 1:1 Reading support • Speech and Language groups • Fine motor skills groups • Social skills Groups • Movement programme • Precision teaching <p>In some cases 1:1 support from a Support Assistant is required to overcome the barriers to learning.</p>
<p>What are adaptations made to the curriculum and the learning environment to support children with SEN?</p>	<ul style="list-style-type: none"> • Class work is differentiated in small groups and individually if required. • Classrooms have visual timetables to enable all children to access information about what is to happen. • Scripts and fonts are designed to be dyslexia friendly, coloured paper, rulers and overlays are available. • Word mats and visual models are provided

	<ul style="list-style-type: none"> • Class-based TAs work alongside the Class Teacher to support children with SEN individually/in small groups and to facilitate the Class Teacher working with children with SEN. • Resources such as sloping desks can be made available for children with fine and gross motor needs in line with recommendations from outside agencies. • Provision, targets and outcomes are discussed termly and recorded on an Individual Provision Map
<p>How do we ensure the expertise and training of staff to support children and young people with SEN?</p>	<ul style="list-style-type: none"> • The SENCO holds the national SENCO qualification • The SENCo is part of a cluster group led by an experienced Educational Psychologist. • An Educational Psychologist and other experts from outside agencies are used to train staff on relevant SEN issues. • SENCo attends additional training courses and feeds the information back to the staff through planned staff meetings. • Support Assistants attend specific training to meet the current needs of the children in the school e.g. Numicon training, precision teaching, talking matters. • Teacher and Teaching Assistant performance reviews ensure high expectations for the support provided for children with SEN. • Continued liaison with Health Agencies including Community Paediatrician, SALT, and OT for further advice where possible. • Regular targeted Staff Training provided by outside agencies
<p>How do we report the effectiveness of the provision made for children and young people with SEN?</p>	<ul style="list-style-type: none"> • Termly report to Governors. • Evaluation of school Provision Map and it's correlation to the needs of the current cohort. • Termly evaluations of any group provision • Termly reviews of Individual Provision Maps with parents
<p>How do we enable children with SEN to engage in activities available for children in the school who do not have SEN?</p>	<p>All children are treated equally and therefore children of all needs access educational visits, extra-curricular activities and residential trips at their level. To ensure that children with SEN can engage in such activities a risk assessment may be carried out. Where necessary an additional adult may be required so that necessary adaptations can be made.</p>

	<p>An exception may be made if it goes against the advice of a professional. A child who is unable to access an activity will be provided with an alternative.</p>
<p>What support is available for improving emotional and social development?</p>	<p>We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.</p> <ul style="list-style-type: none"> • All classes follow a structured PSHE (Personal, Social, Health education) curriculum to support this development. • All classes access regular Philosophy sessions as well as weekly Forest School sessions. <p>Where additional support is required, the school provides:</p> <ul style="list-style-type: none"> • Social Skills intervention groups • Play Leaders at lunchtime to offer group games for the children to play • Lunch Club where children are supported by two additional adults in a small group • Outside agencies also support children with emotional and social needs such as; Educational Psychologist, Early Intervention and Intergrated Services for Looked After Children, Family support worker
<p>How do we involve other bodies and support services, in meeting children's SEN and supporting their families?</p>	<p>We will continue to maintain our effective working links with:</p> <ul style="list-style-type: none"> • Educational Psychologists • Family Front Door • Parent Partnership Service • Intergrated Service for Looked After Children • Behaviour Outreach Support Beacon Short Stay School • Speech and Language Therapy Service • Learning Support Team • CAHMS

	School acts on advice and recommendations from the above as needed.
What arrangements are in place for handling complaints from parents of children with SEN about the provision made at the school?	<p>Any complaints should in the first instance be directed to the class teacher who will keep the head teacher and the SENCo informed of SEN complaints. If this is not adequate then please speak to the SENCo.</p> <p>In the event of the situation not being resolved complaints should then be referred to the Head Teacher and the 'Complaints Procedure' should be acted on if necessary.</p>