



Mill Hill
Primary Academy
INSPIRING CREATIVITY & ACHIEVEMENT

SEN Information Report

Updated: September 2019

Special Educational Needs and Disability (SEND) information report (incorporating the local offer)

From the 1st September 2014, under Section 65 (3) (a) of the Special Educational Needs (Information) Regulations, all schools are required to publish an SEND Information Report on their school websites.

This report must contain SEN information as is set out in the Schedule, as well as utilising the Local Authority (LA) Local Offer. Ultimately, the report should meet the needs of SEN pupils as determined by school policy and the provision that we at Mill Hill primary are able to determine.

Further information on the Schedule can be found by following this link:

[Stoke Local Offer](#)

[Mill Hill Local Offer](#)

Introduction

Mill Hill Primary Academy is a mainstream primary school. We endeavour to secure special educational provision for all pupils as and when required. Special educational provision is provision that is “additional to and different from” that provided within the differentiated curriculum.

The SENDCO at Mill Hill Primary Academy is Miss Sarah Jones. She can be contacted via the school office on 01782 234466. The send support assistant is Mrs Laura Milne.

Governance: Mill Hill Primary academy has a governing body which is supported by one Local Authority SEND advisor.

What are special educational needs?

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 learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. 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 in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014

We support learners who have a range of needs:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory/physical

1 – Communication and interaction covers Speech, Language and Communication Needs (SLCN); including any difficulties a child may have expressing themselves or understanding what others are saying. Alongside Autistic Spectrum Disorder, (ASD) difficulties with social communication, making friends or relating to adults and peers.

2 – Cognition and learning covers Specific learning difficulties (SpLD) like dyslexia, dyspraxia and dyscalculia , Moderate learning difficulties (MLD) which includes children who have difficulty with some of the work in school and meeting age related expectations. Severe Learning difficulties (SLD), children who have difficulty developing basis skills. Profound and Multiple Learning Difficulties (PMLD).

3 – SEMH needs, include children with social emotional and mental health difficulties; this can sometimes be expressed in a display of behaviour not conducive to learning. Children with a diagnosis of Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiance Disorder (ODD) Attention Deficit Disorder (ADD) are also included here.

4 - Sensory/Physical needs include any child with Visual Impairment (VI), Hearing Impairment (HI) Multi-Sensory Impairment (MSI) Physical Disability (PD).

How does our school know if children need extra help?

- Mill Hill Primary Academy becomes aware of pupils who need additional help when concerns are raised by parents/carers, teachers, or the pupil's previous school. We assess regularly in class and at the end of each half term, where we will identify any pupils making limited progress. The class teacher is the first point of contact to discuss your child's needs. In addition, if you have concerns then you may also wish to speak to the Special Educational Needs Coordinator, Miss Jones, or our Assistant Principals, Mrs Steele and Mrs Hulme. Every term pupil progress meeting are held one between parents and class teachers and a second one between teachers and SENDCO; Parents or teachers can also raise concerns within these meetings.

What should I do if I think my child may have special educational needs?

- If you have concerns, then please firstly discuss these with your child's teacher. This then may result in a referral to the school SENDCO whose name is Miss Sarah Jones, who may be contacted directly through the school office on 01782 234466.
- Your views are important to us, and your views and aspirations for your child will be central to the assessment and provision that is provided by the school.

How will the school support my child?

- All pupils will be provided with high quality first teaching that is differentiated to meet the diverse needs of all learners. This will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- Mill Hill will make "reasonable adjustments" in order to increase their access to the taught curriculum. Pupils may be placed in a small focus group or intervention groups in order to address specific needs. This will be delivered by the teacher or teaching assistant. The length of time of the intervention will vary according to

need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENDCO.

- Interventions will be recorded on a progression map which will be drawn up by the class teacher. A pupil passport will also be in place and it will be differentiated to suit the pupil's individual needs, this will be done by setting individual targets. A copy of the targets will be given to parents. This may include additional general support by the teacher or teaching assistant in class or use of particular resources (e.g. a writing slope, pen grips etc.) Pupil Progress Meetings are held three times a year. This is a meeting where the class teacher meets a member of the school leadership team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential barriers to learning and further support can then be planned.
- The quality of teaching is monitored through a number of processes that includes:
 1. Classroom observation by the senior leadership team, the SENDCO and external verifiers
 2. Ongoing assessment of progress made by pupil in specific intervention groups
 3. Work sampling on a termly basis.
 4. Scrutiny of planning.
 5. Teacher meetings with the SENDCO.
 6. Pupil and parent feedback when reviewing attainment targets.
 7. Pupil and parent questionnaires.
 8. Whole school pupil progress tracking.
 9. Attendance and behaviour records.
 10. Data around key groups.
- Information on the quality of teaching will be collated in a report to governors. The overall judgement of the quality of teaching can be seen on the school's last Ofsted Inspection Report.
- All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as parents Evenings and pupil progress meetings. These targets are tracked using the whole school tracking system, which is currently pupil tracker.
- Pupils are identified and are discussed in termly meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team to ensure that progress is maintained and accelerated.
- Where it is decided that action is required to support increased rates of progress, this will follow a graduated response of assess, plan, do and review model.
- Additional individual assessment of the pupil may be undertaken in order to make an accurate assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil from external agencies.
- Parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments if insufficient progress is made over a period of time.
- If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified,

recorded and implemented by the class/subject teacher with advice from the SENDCO.

- SEND support will be recorded on a pupil passport that will outline outcomes, which will include social outcomes alongside relevant academic and developmental targets. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

How will the curriculum be matched to my child's needs?

- Teachers plan differentiated work to match the ability of all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors. Teachers plan based on children's needs, against age related expectations, differentiating work to closely match children's ability and learning needs. When a pupil has been identified with special needs their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. If a child is identified as having a special need, they will be given a pupil passport these replace IEPs. Targets will be set according to their area of need. These will be monitored by the class teacher weekly and the SENDCO three times per year. Teaching assistants may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.

How will the school and I know how my child is doing and how will Mill Hill help me to support my child's learning?

- Attainments towards the identified outcomes will be shared with parents termly through the school reporting system and Parent's Evenings.
- If a further appointment is required then parents are asked to contact the school office in order to make an appointment with the class teacher or SENDCO.
- You will be able to discuss your child's progress at Parent's Evenings. Your child's class teacher will be available at the end of each day if you wish to discuss your child's progress. Appointments can be made to speak in more detail to the class teacher or SENDCO by visiting the school office.
- We as a school will be constantly monitoring your child's progress
- You can support your child at home by talking to them about their day at school ask them what they have been learning. Show interest in their topic for the term.

How does Mill Hill involve SEND pupils in decision making?

All decisions we make around a child involve a discussion with both parents and children where appropriate. All children are involved in the setting of their targets and fully understand what they need to do to reach their next steps.

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils. As a foundation we offer a broad curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge, which supports and promotes a healthy life style. Please see your child's class teacher for the topics that are currently included within this area of the curriculum. The class teacher will also suggest ways of supporting your child's learning on a regular basis through homework, parents evenings or by arranging a meeting with you. The SENDCO may meet with you to discuss how to support your child. Staff including the class teacher, SENDCO, Principal or Assistant Principals may meet with you to discuss strategies to use if there are problems with a child's behaviours/emotional needs. If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are sometimes provided that can be used at home. If the Educational Psychologist is involved with your child you will be invited to regular meeting help between the SENDCO and the Educational Psychologist. Various parent/carer workshops are arranged, which aim to help you to support your child's learning. These take place throughout the year and encourage an open and relaxed forum where advice and ideas can be exchanged. At Mill Hill we have an inclusion leader, Mrs Salih and a Family Support Worker, Mrs Lyons, along with the WISH team: Mr Ian Torr, Miss Lauren Ruscoe, Mr Nathan Owen and Mrs Terri Dinham, who are available for informal discussions and advice and offer a range of support programmes which are tailored to the need of the individual child/family.

From January 2017, Mill Hill Primary Academy also have had a SLA for a school counsellor from Young Minds, who will work with children who need this specialist support.

Mill Hill also has an Anti- bullying policy which is available and this is promoted through the school's behaviour policy and our Jigsaw PSHE curriculum. This is audited annually for its provision in regard to ensuring pupils safety.

Pupils with medical needs

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**

What specialist services and expertise are available at or accessed by the setting/school/college?

At times, pupils still find it difficult to make good progress in consultation with parents, we could seek specialist advice from outside agencies, this may be necessary to access more specialised expertise.

The list includes;

- Inclusion Learning Services,
- Educational Psychologist,
- Children causing concern service,

- CAMHS (Child & Adolescent Mental Health Service),
- EWO (Educational Welfare Officers),
- Social Services,
- Inspire,
- Young Minds
- Children's Occupational Therapy,
- Speech and Language Therapy,
- School Counselling services,
- School Nurse,
- Stoke-on-Trent Safeguarding Board,
- Hearing Impairment services and Visual impairment services.
- Stoke on Trent Mobility Services

Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. At which point the appropriate agency will either come into school or request that parent/carer accompanies their child to an appointment away from the school.

An Educational Psychologist (EP) is allocated to each school. They would normally only work directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. The EP will work with children across all four areas of need and usually this will be done inside school time and on school premises.

This involvement is generally planned by the SENDCO with the permission of parents/carers. In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. They will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

The school has regular visits from an allocated SEND advisor. SEND services have specialists in each of the areas of need and Miss Jones can refer directly to them or seek advice via our allocated advisor. These meetings will take place in school also.

For children with cognition and learning needs Mill Hill Academy has a close link with Speech & Language Therapists. We have two advisors that visit weekly to deliver, assess and plan support for targeted pupils. Any advised material or lesson ideas are then delivered by a trained HLTA. Sometimes children are asked to attend a speech and language clinic based locally this is generally within school time however it is not on school premises.

Occupational therapy services and Stoke on Trent Rehabilitation team work alongside Mill Hill staff to deliver activities and sessions for any of our children with physical or sensory needs.

The school offers a wide variety of support for pupils who are encountering emotional, social and behavioural difficulties. These include: Members of staff such as the class teacher, teaching assistants, SENDCO, inclusion manager and Family Support Workers, who are readily available for pupils who wish to discuss issues and concerns. Social skills, self-esteem, emotional wellbeing and anger management group work can be run by our experienced creative arts therapist, or high level

teaching assistants. For some children individual programmes of support for social skills are more appropriate.

What training do the staff supporting children and young people with SEND undertake?

Where relevant, staff have access to targeted training such as:

- How to support pupils with a diagnosis of dyslexia.
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties
- Leading a Nurture Group
- Talking Partners
- Attendance at the termly SENDCO Update
- The SEND Coordination award
- Supporting children with reading.
- Carrying out specific assessments for baselines.
- Access to SEND CLT network meetings

How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all, and all children are encouraged to participate. Risk assessments are carried out and procedures are put in place to enable all children to participate. If the school, parents/carers or a health and safety risk assessment suggests that a child requires 1:1 support due to their particular needs the school are able to provide this.

How accessible is the school environment?

This policy should be read in conjunction with the school's Accessibility Plan that describes the actions the school has taken to increase access to the environment and the curriculum. Mill Hill is a single floor school with no stairs all classrooms are accessed from a central corridors. Where reasonable adjustments need to be made to ensure a child can access the curriculum they will be.

At Mill Hill primary academy, we have toilets which are accessible for any child with a disability which include a pull cord in the cubicle for ensuring safety.

[Click here for accessibility plan](#)

How will the school prepare and support my child when joining or transferring to a new school? How will my child be supported in starting school if they have a disability?

A number of strategies are in place to enable effective pupil's transition. These include:

On entry:-

- A planned programme of visits are provided in the summer term for pupils starting in September.

- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCO meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.
- Parents of children with a disability will be invited to see the school and an individual care plan drawn up for that child in preparation for admission. The plan will then be put in place with a designated member of the SEND support team.

Within the school year:-

- We give all children a tour of the school with their parent/carer
- Introduce children to their new teacher and show them where they will put their coats etc.
- They will be assigned a buddy from their new class
- Complete an induction form with basic details - If appropriate a translator is used to ensure accurate information sharing,
- Agree the start date.

In certain circumstances such as the child not having attended school before alternative starting arrangements may be agreed. If a previous school has been attended then Mill Hill will contact the previous school for the child's records. Where there are concerns the SENDCO will be contacted by phone.

Mill Hill primary academy understands what a stressful time moving schools can be, therefore many strategies are in place to enable the pupil's transition to be as smooth as possible.

Transition to the next school

- The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and identified on the website
- From the summer term 2015, the annual review in Y5 for pupils with an educational need or an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by agencies within the city of Stoke-on-Trent.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCO's of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.

- The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); The National SEND budget: The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs top up funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. nurture groups activities such as SUMO, literacy and numeracy support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Parent workshops
- Provision of specialist resources e.g. assessment software
- CPD relating to SEND for staff
- Children with a visual impairment are supported by individual iPads and staff receive support on suitable programmes. There are very clear signs around the school and the corridors are wide enough to ensure the safe movement for any pupil with a disability.

How is the decision made about how much support my child will receive?

- For pupils with SEND but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the class teacher, and parent. Where required the SENDCO/ Principal/ Assistant Principals, may attend as appropriate.
- For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, 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 (EHCP) plan being provided, to ensure the support required can be implemented.

When will I be involved in discussions about and planning for my child's education?

Informally, throughout the whole process, dialogue and discussions will be taking place between parent/carer and school.

Formally, parents/carers of children with identified special education needs will be able to discuss the support their child is receiving via a review which will be held three times a year. Parents/Carers are invited to a parent/carer meeting once a term where they are able to talk about the support that is offered.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- Your child's class teacher
- Miss S Jones-SENDCO
- Mrs L Whitmore – send support assistant
- The Principal – Mrs A. Mills
- For complaints or compliments please contact the school office on 01782 234466

[MILL-HILL-Complaints-policy](#)

Support services for parents of pupils with SEN include:

- Aiming Higher Together – Stoke Parent Carer Forum
<http://www.ahtstokeparentforum.com/>
- **Parent In The Know** newsletters <http://www.parents-in-the-know.com/>
- **Stoke on Trent Safeguarding Children Board**
<http://www.safeguardingchildren.stoke.gov.uk/ccm/portal/>
- **SEND Information, Advice and Support Services (SENDIASS)**
<http://www.sendiass-stoke.co.uk/>

This SEND information report is updated annually, and is updated as soon as possible if any amends to school policy or practices are made during the year.