

Millbrook Community Primary School SEN Information Report

Children and Families Bill 2013

The Children and Families Bill underpins wider reforms to ensure all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational need and disability (SEND), including those who are disabled, so that services consistently support the best outcomes for them.

A child or 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Part of the SEN reform programme Local Authorities must publish their Local Offer, providing a comprehensive, transparent and accessible picture of the range of services available. Local partners, including schools are required to co-operate with the Local Authority in the development and review of their Local Offer.

All Knowsley maintained schools have a similar approach to meeting the needs of pupils with special educational needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

This document outlines the Millbrook School Offer and the SEN Information required as stated in the SEN Code of Practice, in consultation with Knowsley LA Pathfinder Research.

ASC	Autistic Spectrum Condition
ADHD	Attention Deficit & Hyperactivity Disorder
BESD	Behavioural, Emotional and Social Difficulties
CAMHS	Child and Adolescent Mental Health Service
CLA	Child Looked After
CP	Child Protection
EP	Educational Psychologist
EAL	English as an Additional Language
FSM	Free School Meals
IEP	Individual Education Plan
LM	Learning Mentor- supports children with social/emotional/behavioural needs.
LA	Local Authority
MLD	Moderate Learning Difficulty
PSP	Pastoral Support Programme

QFT	Quality First Teaching – an excellent standard of teaching, enabling all pupils to make progress.
SI	Sensory Impairment (hearing & vision)
SENDCO	SEND Co-ordinator – organises and monitors provision for children with additional needs, which includes SEN, English as additional language and G & T.
SPLD	Specific Learning Difficulty
SA	School Action
SALT	Speech and Language Therapy/Therapist
SA+	School Action Plus
SEN	Special Educational Needs
SEN Code of Practice	The legal document, which sets out the requirements for educating children with special educational needs.
SSEN	Statement of Special Educational Need

We have set out our School Offer / SEN Information Report through a series of questions through which you can get more information. You may also wish to refer to our SEN Policy (include hyperlink) for further information.

1. How does the setting know if my child needs extra help?
<p>We know when pupils need help if:</p> <ul style="list-style-type: none"> • Concerns are raised by parents / carers, teachers or the child; • Limited progress is being made; • There is a change in the pupil's behaviour or progress. <p>What should I do if I think my child may have special educational needs</p> <ul style="list-style-type: none"> • The class teacher is the initial point of contact for responding to your concerns • Following this your child's teacher may inform our special needs coordinator – Mrs Metcalfe
2. How can I let the setting know that I am concerned about any area of my child's development?
<p>Millbrook Community Primary School:</p> <ul style="list-style-type: none"> • Holds twice yearly parent review meetings; • Has regular pupil progress meetings where concerns about any areas of child development are discussed or parent concerns and the information is passed on to the SENDCO; • We have an open door policy (parents can request to meet with the

class teacher at a mutually convenient time)

3. How will teaching be matched to my child's needs?

- Each pupil's education is planned by the class teacher and is differentiated to support individual needs.
- Some pupils will require additional support in the classroom which may be delivered by either the class teacher or teaching assistant.
- Specific pupil needs such as spelling, handwriting, numeracy or literacy skills etc are addressed in small focussed groups or one to one, again delivered by the class teacher or teaching assistant.
- Intervention will vary according to need but will be regularly reviewed.
- Effectiveness of the intervention programme will be measured and evaluated to inform future planning.
- Identified children will be given an Individual Education Plan (IEP) with targets set according to their area of need. These will be monitored by the class teacher weekly and by the SENDCO three times per year. IEP's will be discussed with parents at a pre-arranged meeting and a copy given to them.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, special pencil grips etc.
- Pupil progress meetings are held each term between the class teacher and a member of the senior leadership team to discuss progress of all pupils. Shared discussion may highlight potential problems.
- External support from outside agencies may be required on occasions for example: Educational Psychologist, Community Paediatrician etc. Referrals will always be made with your consent. Any assessment will include your full involvement at all points
- The SEND Governor at Millbrook School is Mrs Ruth Cooper who monitors all procedures. In a support and challenge role, the Governing Body ensures that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DFE.

4. How will I be informed of my child's progress?

- Pre-arranged parent review meetings where attainment and progress will be discussed.
- Child's class teacher available at a mutually convenient time.
- Appointments can be made to speak to the class teacher or SENDCO by visiting or telephoning the school office.
- A written end of year report.
- Where external support is given, appointments may be made with our Learning Support teacher or other agencies

5. What support do you have for me as a parent to support my child?

- Class teachers may suggest ways of supporting your child.
- The SENDCO or Learning Support teacher may suggest strategies or materials to use with your child in order to give your support at home.
- External agencies such as Educational Psychologist or Speech and Language Therapy will also be able to support parents with programmes of study.

6. What support will there be for my child's overall wellbeing?

The school offers a wide variety of pastoral support for pupils who encounter emotional difficulties:

- Members of staff such as the class teacher, Learning Mentor, SENDCO, Headteacher and Deputy Headteacher are readily available for pupils and parents who wish to discuss concerns and issues.
- Areas of the school are available for those pupils who find less structured times a challenge.
- Our Learning Mentor offers a range of pastoral programmes such as; circle of friends, social skills games etc for pupils to access.
- Play Leaders are available to support our most vulnerable pupils during playtimes.
- A variety of after school clubs are available for all our pupils.

Medical Needs

- Pupils with a medical need will require a Care Plan compiled by support from external agencies as well as the school. Parents are involved in this process.
- Where necessary, staff receive specialist input from a trained provider

(i.e. defibrillator, epipen etc)

- The administering of medicines (prescribed by a doctor with a child's name and amount clearly labelled) is given by the school, with written parental consent to ensure the safety of both child and staff.
- Named staff have paediatric and basic first aid training.

7. What specialist service and expertise are available at or accessed by the setting to support my child?

Staff training

- Different members of staff have had various training relating to SEND
- Training on the support of pupils on the Autistic Spectrum including Aspergers
- Support for pupils with social and emotional need including Team Teach training
- Speech and Language therapy and intervention at Wave 1 & 2
- Training is always kept up to date in response to pupil needs

On occasions it may be necessary to consult with outside agencies to access specialised expertise. These may include:

- Specialist Autism teacher (through the ASC pathway referral process)
- Knowsley Safeguarding team
- Social Services
- Educational Psychologist service
- CAMHS
- Attendance officer
- SEN officer
- Access and inclusion team
- Physical and sensory services
- Speech and Language
- Speech and Language support through A Chance to Talk (communication and language)
- Community Paediatrician
- School Nurse
- Continence team
- Behaviour support
- Occupational therapy and physiotherapy
- Children Looked After Team

- EAL support
- Family First
- Butterflies (bereavement)

Most external service providers will work with individual pupils, parents, as well as practitioners at the school and respond to situations whereby interventions have not had the desired impact or as a last resort. They are all available through our referral process where parents will be involved throughout.

8. How accessible is your setting and how will my child be included?

As a school we are happy to discuss access arrangements.

Facilities we currently have are:

- Entrances with ramps
- Disabled toilet
- Wide doors throughout the building.
- Flexibility of classroom usage (in a two storey building)

The school annually reviews its accessibility with the Governing Body.

Educational Visits

Activities and school trips are available to all pupils.

- Activities and school trips are planned with the pupil needs in mind
- Risk assessments are carried out prior to any trip and procedures put in place to ensure participation by all.
- On occasions extra staff are made available to support the more vulnerable pupils

9. How will the setting prepare my child for transitions on to the next stage of educational and life?

Millbrook Community Primary School employs a range of strategies to ensure that pupil's transition runs smoothly, both within school as well as transferring to other settings.

- Discussions and information sharing between previous and receiving schools prior to the pupil joining / leaving
- Passports for Learning for transition between childcare and nursery / Reception setting

- Opportunity for pupils to spend time in their new classes with their new teacher
- More vulnerable pupils have extra transition support schools
- Year 6 Transition Coordinator liaises with secondary for transfer to Year 7
- Liaison with secondary school SENDCO's takes place prior to transition in order to pass on information regarding SEND pupils.
- Separate meetings will be provided for those pupils with more complex needs.

10. How are parents/carers/families involved in the setting?

Parents are involved throughout the whole process from identification to Educational Health Care Plan.

- SEND decisions are based upon tracking of pupil progress or assessments. The reporting of progress will be made by the class teacher to parents.
- The identification of pupils requiring extra support will be communicated to parents from the outset through a planned meeting and the completion of our ID form.
- After review this may be followed by your child being placed on our SEND support list and an IEP drawn up targeting the area of need. This is in discussion with the parent and a copy of the IEP is passed to the parents.
- Regular termly reviews of an IEP are carried out to inform planning. Parents will be asked to support the IEP at home and are encouraged to comment on their child's IEP with possible suggestions.
- Following this intervention, it may be necessary to access further support through other means such as Learning Support teacher again the IEP will contain relevant targets according to need through discussion between the LST, SENDCO and class teacher as well as parents.
- If necessary, with consultation and consent from parents, other agencies may be called upon to provide alternative interventions / strategies.
- At times external agencies will advise that the child's needs will best be met through an Education and Health Care Plan. This comprehensive document will contain information from all interested parties including parents and the child based on the local offer.

11. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with the SENDCO, Headteacher or Deputy Headteacher.

A copy of the school's complaints procedure can be found on the school website.

The Local Offer can be found on the Knowsley Council website
www.knowsley.gov.uk