

The Shevington Federation

Millbrook Primary School



Special Educational Needs Information

Report 2021-22

At Millbrook Primary School we aim to meet every child's needs and help them to achieve their best. When choosing a school, you may have questions about how it is able to meet your child's needs. In this report, we aim to answer many questions as possible about how Millbrook Primary School will contribute to the Local Authority Local Offer. However, if you have any other queries you can contact Mrs. Thomas (SENDCO) in school on 01257 404552. Further details about provision for children with additional needs can be found in our Inclusion Policy on the school website.

Millbrook Primary School is a mainstream school which aims to cater for all children and provide learning that is inclusive and accessible.

Arrangements for identifying, assessing and making provision for pupils with SEND:

How will Millbrook Primary School know if my child needs extra help?

It is very important that SEND is identified at an early stage. To support early identification, we gather information to in a variety of ways:

- ✓ following concerns raised by parents/carers, teachers or the child
- ✓ when progress is limited
- ✓ when there is a change in pupil's behaviour or progress
- ✓ if a child is working below age related expectations
- ✓ if concerns are raised and shared by previous settings
- ✓ during termly pupil progress meetings held between Senior Management and Class Teachers

At other times throughout the year, teachers may also discuss your child with the SENDCO who will ensure that every area of the graduated approach (asses, plan, do, review) is maximised and monitor the efficiency of the Quality First Teaching Strategies embedded in teaching and learning.

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

Concerns or worries should be shared with the class teacher. The class teacher will be happy to discuss how your child is doing academically, socially and emotionally along with strategies that will best support your child.

If further support is required, information will be shared with Mrs. Thomas (SENDCO) and Mrs. Stenson (Pastoral Support) who will then work to co-ordinate inclusive provision for your child so that their individual needs are met.

How will school staff support my child?

We aim to build an ongoing, holistic understanding of your child and their needs by considering strengths, potential barriers to learning and any support that may be needed. The Graduated Approach is used to ensure that learning is individualised, progressive and reviewed regularly.

The class teacher is responsible for the planning of lessons. This always includes Quality First Teaching strategies to ensure learning is inclusive and individual needs are met. Such strategies may include scaffolding, task slicing (where instructions are further broken down) directed support and a range of pictorial and concrete resources to enable your child to access the curriculum and make progress. Lessons may also include additional support by the teacher or teaching assistant or the provision of additional teaching aids such as pencil grips or coloured overlays along with specific interventions when needed. The teacher will discuss any extra provision with parents and carers including ways to support the child at home.

Children with identified SEND may require an Individual Learning Plan (ILP) so that key areas of learning, behaviour or emotional support can be identified and focused strategies put in place. After discussion with parents and children, ILP's are drafted by Class Teachers with support from the SENDCO and Pastoral Manager. It will then be shared with parents in order to reflect shared conversation and views. ILP's are then reviewed termly so they can reflect changes or new ideas.

Your child's progress will be monitored by their class teacher and reviewed each term through pupil progress meetings where targets will be set. If your child is working below age related expectations, B-Squared can be used to set small-step targets and highlight progress. Progress against these targets will be reviewed regularly within Pupil Progress Meetings and targets amended accordingly.

The SENDCO and Pastoral Manager will also review the progress of children and any intervention they are part of. Book-monitoring and learning walks will be carried out by the SENDCO and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is as high as possible.

Review, Development and Planning (RDP) meetings are held in Autumn, Spring and Summer. These meetings include the SENDCO, the Pastoral Manager, Wigan Targeted Educational Support Services (TESS) and the Educational Psychologist. Here, any children who may need further support or have unidentified barriers to learning are discussed.

Adding to this, termly meetings with the Children and Adolescent Mental Health Service (CAHMS) link worker also take place where your child's emotional needs can be raised and referrals made, with parental permission, if required.

Millbrook Primary School also have strong links with special schools in Wigan including Hope Special School, Willow Grove School and Landgate school along with health care professionals who visit school regularly to advise staff on how to adapt the curriculum to meet specific needs

Each year, the SENDCO has to make a full report to the Governors and provide regular updates throughout the year. Our SEND Governor is Mrs R Rolfe and she is responsible for making sure that children with special needs receive the necessary support. Mrs Rolfe attends governor meetings and meets regularly with the Head Teacher to monitor progress, provision and expenditure.

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

So that all children have access to high quality first teaching with inclusive teaching and learning the school will ensure:

- ✓ Quality First Teaching and embedded SEND strategies
- ✓ Targeted support by the class teacher within the classroom environment
- ✓ Visual Timetables
- ✓ Individual and small group TA support
- ✓ Dual Coding – using concrete and pictorial resources
- ✓ Task slicing (breaking down tasks into smaller manageable parts)
- ✓ Pre- topic teaching of vocabulary
- ✓ Scaffolding such as writing and sentence frames, text-maps and vocabulary
- ✓ Specific Interventions in small groups and 1:1 such as Sounds Write phonics
- ✓ Nurture sessions in small groups and 1:1 at the point of need

In some cases it may be necessary, with parental approval, to seek advice from other

professionals. External services may observe or assess a child in school so that they can advise teachers on new targets and strategies to support the child. Their specialist advice is usually in the form of a report, including targets and appropriate strategies, and is shared with parents. These recommendations are to be followed, as appropriate, by the class teacher and those working with the child.

How will I know how my child is doing?

The class teacher is available to discuss your child's progress, any concerns and to share information about what is working well at home and school. Parents/Carers' Evenings are held in the autumn and summer terms to give all parents opportunity to discuss their child's progress. Your child will also receive a school report at the end of each term in the academic year. If your child has been assessed by an outside professional (such as the Targeted Education Support Service, Educational Psychologist or Outreach team) all information that is received will be discussed with you following a written report.

If your child has an Individual Learning Plan (ILP) the class teacher will discuss this with you to update and adapt it with you at least twice a year at Parent's Evening and more often if targets are met and require updating. Children with an Educational Health Care Plan (EHC) will have an additional annual review of their needs.

The SENDCO is available for appointments within school time and after school. Meetings with the SENDCO can be made as required to discuss specific needs.

Children who are under five in receipt of EYAR funding will have termly reviews. Those children in Early Years and on an EHC plan or will have reviews every six months. The progress of children over five with an EHC Plan will be formally reviewed at an Annual Review every 11 months. At an EHCP Annual Review all stakeholders involved with the child's education are invited and the views of the child are included.

If you have concerns about your child's progress you should speak to your child's class teacher initially. If you are not happy that such concerns are being managed or your child is still not making progress you should contact school to make an appointment with The

SENDCO and Executive Headteacher.

What support is there for my child's wellbeing?

Our Pastoral Manager (Mrs Stenson), is available by appointment during the school day. She is not timetabled which allows her to respond quickly to the needs of children and families. We are creating a very calm trauma informed feel to the school. We run regular nurture sessions in small groups and also 1:1 at the point of need.

The CAMHS link worker, who works with the SENDCO and Pastoral Manager can also be contacted by school to discuss any children whose mental health needs may require outside agency support.

If you have any concerns regarding your child's mental health please contact our Pastoral Manager Mrs Stenson or the SENDCO Mrs Thomas.

In order to further support families, Early Help can be set up to engage and co-ordinate outside agencies without the need for repetition of essential and background information.

To support your child's pastoral needs, the school provides:

Our Pastoral Manager, Mrs Stenson, works with staff, children and parents to discuss concerns and provide support. She works with children in small groups and 1:1 to develop social skills and self-esteem to support mental wellbeing and happiness.

Arrangements for children who are looked after with SEND are jointly supported by the Pastoral Manager, Mrs Stenson and the SENDCO, Mrs Thomas. Resources and links are also available on the school website under the Parents section.

To support your child's medical needs, the school provides:

- ✓ A medication policy is in place with forms in the office to be completed in every case.
- ✓ Health Care plans are created, involving health professionals and shared with staff where necessary,
- ✓ A list of children with medical conditions, such as asthma, hay fever, allergies and other conditions, is provided for staff and regularly updated.
- ✓ Procedures are in place for medical emergencies and all staff have briefings about children's needs.
- ✓ Teaching staff and support staff are first aid trained.
- ✓ Outside agencies are used for training in specific medical needs and conditions when required. For example, epi – pen, epilepsy, asthma and diabetes.

To support safeguarding at Millbrook Primary School

All staff are required to complete level one safeguarding in order to work with the children in our school. Any concerns are then reported to the Designated Safeguarding Lead (Mrs Tomlinson, Executive Headteacher) or the Deputy, Designated Safeguarding Lead (Miss Lang, Mrs Stenson or Mrs Thomas). The concern will then be investigated and reported onto CPOMS (Child Protection Online Management System) and in some cases, the Multi-Agency Safeguarding Team (MAST). Once a referral to the Safeguarding Team is made it will then be triaged and the appropriate level of support for the child and family will be put into place. (See the Safeguarding Policy on our website).

Behaviour and attendance support at Millbrook Primary School

Millbrook Primary School works very closely with the Behavioural Support Team at the

Targeted Educational Support Service (TESS) so that Pastoral Support Plans (PSP) can be put in place for children who may require behavioural support or are at risk of exclusion.

Risk assessments and Positive Handling Plans (PHP's) are also created to ensure that staff to have a greater understanding and management of certain behaviours. The voice of the child and the parent is important when creating a PHP so children and parents are encouraged to share their views.

Where behaviour support is needed, TESS will observe in school, meet with the class teacher and consult with parents before a plan is started. For children in the Early Years, the Early Years team can be engaged to provide support and strategies.

In some cases, a referral to The Engagement Centre for children or Three Towers Alternative Provision may be made for children in Y1 to Y6 to provide children with short term placements. If a referral is successful, children can develop and practice strategies in a small, intensive support setting.

The SENDCO and Pastoral Manager are proactive in supporting children (and families) in achieving good attendance with regular monitoring and support meetings with parents, if necessary.

Children with SEND may seek support with travel to school can be sought from the Integrated Transport Unit through the Wigan Local Offer and an assessment of individual pupils' needs can be made. Parents can also receive support from SENDIAS (www.wigan.gov.uk/SENDLocalOffer).

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

Directly funded by the school:

- ✓ Specialist teachers e.g., Maths, Sounds Write phonics, nurture, working memory training, autism awareness and behaviour.

- ✓ Pastoral Manager, Mrs Stenson – Psychology (BSc), Counselling Level 2, Understanding Specific Learning Difficulties, ADHD awareness, nurture and emotional coaching.
- ✓ Specialist teaching assistants specialisms e.g. Sounds Write; COOL; ADHD; Manual Handling; Autism and Maths.
- ✓ Educational Psychology Service
- ✓ Counselling from Wigan Family Welfare
- ✓ TESS: Targeted Educational Support Service

- ✓ **Provided by the Local Authority:**
- ✓ Sensory Service for children with visual or hearing needs
- ✓ Outreach services

- ✓ **Provided and paid for by the Health Service:**
- ✓ School Nurse
- ✓ Occupational Therapy
- ✓ Physiotherapy
- ✓ CAMHS
- ✓ Speech and Language Therapy

What training have the staff supporting children with SEND had?

- ✓ Whole school teaching staff training : Autism awareness
- ✓ Targeted Support Service Consultations for teachers focused on the learning or behaviour needs of children their class.
- ✓ Mental Health training for identified staff
- ✓ Outreach support from Special Schools for identified staff
- ✓ ADHD training for identified staff
- ✓ CAMHS led training on attachment to all teachers
- ✓ Termly SEND cluster meetings which provide the most recent updates and training

on different aspects of SEND.

- ✓ Individual teachers and TAs attend training run by outside agencies which are relevant to the needs of the children in their class.
- ✓ The speech and language service work in school to ensure staff are trained to run programmes that individuals are working on.
- ✓ Occupational Therapy support, when required for teachers and assistants in the development of fine and gross motor skills for specific individuals.
- ✓ Yearly Diabetes, asthma epi-pen training for staff.
- ✓ Working Memory training

A range of training programmes will be sought out to support the needs of any individual who requires it. As further support and training needs are identified, school can access training through a variety of providers including Local Authority Services for Schools training.

Inclusion of Pupils:

What are the admissions arrangements for children with disabilities?

The Governing Body operates a system of equal admissions under which they consider all preferences equally and the Local Authority notifies parents of the result

In the event that there are more applicants than places, after admitting all children with a statement of educational need naming the school, the governing body will allocate places using criteria found at <https://www.wigan.gov.uk/Resident/Education/Schools/School-Admissions/Primary-schools.aspx>

The second priority on the admissions criteria is children with special, medical or social circumstances affecting the child where these needs can only be met at this school.

Professional supporting evidence from e.g. a doctor, psychologist, social worker is essential if admission is to be made under the criterion for special medical or social circumstances.

The evidence must set out the particular reasons why the Millbrook Primary School is the

most suitable and include the difficulties caused if the child had to attend another school. A copy of the school admissions arrangements is available on the school website in the section 'Information'.

What steps are taken to prevent inequality?

- ✓ All children have access to the curriculum including school trips
- ✓ Parents of children with specific medical needs are consulted as to how their child's individual needs can be best met and may be invited to accompany their child on school trips or for parts of trips where there is an identified need.
- ✓ Feedback from parents following activities and trips is used to inform future planning.
- ✓ Risk assessments carried out for all off site visits that take into account different SEND needs.
- ✓ SEND teaching strategies embedded as the foundation of teaching and learning for all children in school
- ✓ Outreach support is engaged to enable full inclusion
- ✓ Breakfast and after school club that is inclusive for all SEND needs. This is an additional paid for service. Parents can apply to the local authority for DCatch funding.
- ✓ Extra-curricular clubs that are inclusive and available for different age ranges.
- ✓ A copy of the school equality scheme and report is available on the school website in the section 'Information'.

How accessible is the school?

- ✓ Ramps and level flooring ensure that all children can access different areas of the school building including classrooms, playground, dinner hall and toilets.
- ✓ Equipment and resources are accessible for children regardless of their needs.
- ✓ Before, after school and extra-curricular provision are accessible to all children including those with SEND.

- ✓ Disabled showering, changing and toilet facilities are available.
- ✓ All furniture is of the correct size for the children.
- ✓ There is accessible parking.
- ✓ All areas of the school have been risk assessed.
- ✓ A copy of the accessibility plan is available on the school website in the section 'Policies'.
- ✓ Shared risk assessments are carried out and can be discussed with parents for children with SEND

How will the school prepare and support my child when joining the school, transferring classes and transferring between schools?

We recognise that transitions can be difficult for a child with SEND and so take steps to ensure that any transition is as smooth as possible.

If your child is joining the school: There are opportunities at induction meetings for Nursery and Reception to talk with members of staff. We also hold regular Open Days and Inspire sessions for new parents.

If your child is moving to our school from another school

All information will be shared with relevant teachers and support staff and contact will be made with the previous school, if necessary. We use CPOMS to receive records securely.

If your child is moving to another school:

We will contact the school SENDCO to inform them about any special arrangements or support that your child may need. We will make sure that all records about your child are passed on as soon as possible. We use CPOMS to send records securely.

When moving classes in school:

Information will be passed on to the new class teacher and a planning meeting will take place. All ILPs are shared with the new teacher when moving classes. Children also have the opportunity to meet their new teacher in a 'moving up day' or during transition sessions if this is necessary to support your child moving on.

In Year 6:

Your child's Year 6 teacher will liaise with the pastoral care team from your child's chosen

High School. If your child has an EHC plan, the SENDCO will invite the High School SENDCO to the transitional review in the autumn term and they will continue to be involved in the planning of your child's transition in the spring and summer terms. If your child does not have an EHCP the SENDCO will contact the high school to discuss any needs. Any information regarding your child's needs including reports received and ILPS will be passed to your child's high school.

In order to further support transition, your child may visit their new school on several occasions and in some cases staff from the new school will visit your child at school. Staff will meet with high school transition staff and identify any additional needs children may have.

How is extra support allocated to children?

The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. The Head Teacher and the SENDCO discuss all the information they have about SEND in the school, including:

- ✓ children already in receipt of support
- ✓ children in need of extra support
- ✓ children not making the progress expected
- ✓ other children identified by parents or other professionals as having SEND or barriers to learning

On the basis of this information they will decide the resources/training and support that is needed.

- ✓ All resources/training and support are reviewed regularly and changes made as needed.
- ✓ If more than 15 hours support is required, an Education, Health and Care Plan assessment referral can be made by the school. Parents wishing to make their own referral should contact their local authority and details can be found on the

Wigan Local Offer (<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>).

How is the decision made about the type and level of support my child will receive?

Decisions are made in consultation with the class teacher, SENDCO, Pastoral manager and the Executive Headteacher. Any support provided is reviewed regularly and its impact is monitored and evaluated. A review, development and planning meeting is undertaken at the start of the Autumn and Spring terms with the Headteacher, SENDCO and TESS teacher to discuss and plan for the needs of the child in the term ahead. If new concerns are identified then other interventions may be arranged.

In some cases it may be necessary, with parental approval, to seek advice from other professionals. External professionals may observe or assess a child in school so that they can advise teachers on new targets and strategies to support the child. Their specialist advice is usually in the form of a report, including targets and appropriate strategies which are also shared with parents.

How can parents be involved with the school?

- ✓ All parents/carers are encouraged to contribute to their child's education.
- ✓ The class teacher can be available at the end of each day or by appointment if you wish to discuss anything with them.
- ✓ The SENDCO and Headteacher are available to discuss any concerns by making an appointment at the school office.
- ✓ Regular Parents' Evenings are held to enable you to discuss your child's progress with the class teacher.
- ✓ Parents are encouraged to work together with the class teacher on their child's ILP with suggestions of targets to include and strategies that they feel work and may be in use at home.
- ✓ Information from outside agencies will be discussed with you and reports will be sent directly.

Who can I contact for further information?

Class teacher.

A parent's first point of contact if they wish to discuss something about their child should be the class teacher.

SENDCO: (Mrs Thomas) - Responsible for:

- ✓ Coordinating support for children with special educational needs or disabilities (SEND)
- ✓ Developing the school's SEND Inclusion Policy
- ✓ Ensuring high 'Quality First' teaching and a Graduated Approach to learning throughout the school to meet the needs of children with SEND
- ✓ Referring to and liaising with all the other professionals who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology and the TESS team
- ✓ Keeping records of pupils identified with SEND and ensuring that information is shared with appropriate adults in school.
- ✓ Monitoring the teaching and learning of pupils identified with SEND to ensure each child is making good progress
- ✓ Offer advice to teachers and teaching assistants.

Executive Headteacher: Mrs Tomlinson - Responsible for:

- ✓ The management of all aspects of the school which includes the support for children with SEND.

SEND Governor: Mrs R Rolfe - Responsible for:

- ✓ Making sure that the necessary support is in place for any child with SEND who attends Millbrook Primary School.
- ✓ Monitoring provision, standards and expenditure through regular reports to the Governing Body, meeting with SENDCO and analysis of data

What other support services are there who might help me and provide me with information and advice?

- ✓ The Wigan Local Offer (<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>) gives advice on further support within the authority
- ✓ SENDIASS and Embrace, are available for parents to discuss worries or concerns on 01942 233323.
- ✓ On the school website there are a number of links that provide advice or support in the parent section under the title 'Useful Links' and the 'SEND Newsletter' is updated termly where parents and families can access support, training and activities in the local community.

This report complies with section 69 of the Children and Families Act 2014, and includes the 'SEN Information' specified in schedule 1 to the [Special Educational Needs and Disability Regulations 2014](#). (Statutory guidance on this is contained in section 6.79 to 6.82 of the [Special educational needs and disability code of practice: 0 to 25 years](#))

