

Millbrook school SEN Information Report 2016

About our school

Millbrook School provides for children with a wide range of Special Educational Needs and Disability (SEND) including those with:

- **Communication and interaction needs;**
this includes children who have speech language and communication difficulties including autistic spectrum conditions.
- **Cognition and Learning needs;**
this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- **Social, Emotional and Mental Health needs**
this includes children who have anxiety, or ADHD
- **Sensory and/or Physical needs;**
this includes children who have visual or hearing needs, or a physical disability that affects their learning

We are a mainstream primary school with 445 pupils, we have 17% of pupils with SEND.

Our special educational needs co-ordinator (SENCo) is: Mrs. Stella Wheatley
She can be contacted through the office phone on: 01235 764822
Email office@millbrook.vale-academy.org



Headteacher: Jane Ratcliffe
Telephone: 01235 764822
Email: office@millbrook.vale-academy.org Web: <http://millbrookschoo.org.uk>



Our governor with responsibility for SEN is: Mr. Brian Mitchell who can be contacted through the school office.

Our SEN policy can be found on the school website under policies.
Our Equality Scheme and Accessibility Plan can be found on the school website.

How do we identify and give extra help to children and young people with SEN?

Our school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

The guidance sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes and involve you and your child in this.

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Click here to read it:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

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How do we work with parents and children/young people?

We will always contact parents if we have a concern about a child at school. We work closely with children with SEND and their families to agree how best to support them to achieve at school. We then review and monitor their progress in termly meetings, progress meetings and at parent evening.

There are also opportunities for parents and children to contribute to our policies on SEN and Equality through coffee mornings, focus meetings with parents and the school council. Parents are very welcome to talk to staff about their child at any stage of the school year.

Adapting the curriculum

We offer an exciting and creative curriculum for all children including those with SEND. We adapt this for children with SEN and disabled children to ensure they are included, this is set out in the School Accessibility Plan (on the school website).

The teachers at Millbrook School differentiate the curriculum by adapting the lessons to make sure all children have challenging work at their level, and all receive quality teaching. There are teaching assistants in each class to support the teaching of all pupils.

Specific support for pupils with SEND varies for each individual child but could include:

- Full circle- a nurture group for pupils and pensioners from the community.
- Forest schools- supporting outdoor learning
- Small group work targeting specific difficulties and teaching key skills.
- Individual support for pupils with high level needs.
- Detailed assessments to understand what each pupil needs to learn.
- Intervention programs for example Project X code, a reading programme, or Spirals to develop language skills

What expertise can we offer?

Our SENCo holds the National award for Special educational needs qualification, and has specialist training in Autism, learning needs, Child Protection, and a keen interest in Emotional and Social difficulties.

All teachers continually develop their practice and work closely with the SENCo to ensure pupils receive appropriate support.

There are members of staff who have trained at a specialist level in Literacy, Reading, Maths, Phonics, and medical needs.

Teaching assistants are trained to support the particular needs of the children they work with, and have regular opportunities to develop their role. We have a team of 5 higher level teaching assistants who support pupils and teachers in class.

Our SEND governor takes a keen interest in the welfare of all pupils including those with SEND.

We also have access to a range of specialist support services including

- Educational Psychology

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- SENSS, who support children with communication and language, sensory needs and physical needs
- Behaviour Support service
- Primary Child and Adolescent Mental Health Services (PCAMHS)
- Oxfordshire School Inclusion Team
- Speech and language therapy, Language and Communication support
- Early Intervention at the HUB in Abingdon
- Home school link worker (HSLW) to support families.
- Nurture support in school
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Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>

We always discuss the involvement of specialist SEN services with parents first.

We also work with other services and organisations that are involved with a family, with the family's permission.

How do we know if SEN provision is effective?

Your child's progress is tracked each term by the class teacher against End of year expectations (EYES). Teachers discuss the individual needs of their pupils in termly progress meetings, where extra support is planned and evaluated.

If there are any concerns this is discussed with the SENCo head teacher and parents, and any additional support is put into place. This is regularly assessed, monitored and evaluated to check it is helping the pupil.

We use a 4 stage approach: plan, assess, do, review.

- **Plan-** What are we going to do that is special and different to support pupils? This is in addition to the whole class teaching
- **Assess-** what does the DATA show us about areas of specific strength or need? What is the starting point for additional help?
- **Do** – put the extra support into place
- **Review-** Has the intervention/support helped the pupil to gain the skills intended, has their gap in learning closed?

Where possible we support all pupils in class, occasionally groups of pupils need special intervention programmes to address similar needs or gaps in their learning. We assess how successful they have been and use that information to decide on how best to run them in the future. You will always be informed

Information about how the governing body evaluate the success of the education that is provided for pupils with SEN is contained in the governors' annual SEN report. You can read it on the website.

How are children and young people with SEN helped to access activities outside of the classroom?

All children and young people are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen.

There is information about activities and events for disabled children and those with SEN in Oxfordshire in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read at:

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http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf

What do we do to support the wellbeing of children/young people with SEN?

All children have the opportunity to share their views through their school council representatives, with their teacher, during class discussions and assemblies.

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We listen to the views of children/young people with SEN through questionnaires, and SEN meetings.

We take bullying very seriously. We help to prevent bullying of children/young people with SEN by having:

- Anti bullying and behaviour for learning policy which can be viewed on the website.
- Lessons like RE and PHSE
- Values education
- Assemblies
- Equality policy which can be viewed on the website
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If a child reports any bullying, the class teacher and member of the senior leadership team will take it seriously, and talk to all involved including parents. We will monitor the situation to ensure it is stopped straight away. If a parent feels their child is being bullied they must report it to the class teacher straight away, we will then investigate and report back any actions we have taken.

Joining the school and moving on

All new pupils are invited for transition visits and induction sessions with the opportunity to talk to the class teacher and meet other pupils. If there are specific SEND needs these can be shared with the teacher and SENCo and any additional support can be arranged. We make sure we have all school records and have spoken to the previous school if appropriate.

At the end of the school, year all information is shared with the next class teacher, files and information is passed on through transition meetings.

For pupils in year 6, the transition to secondary school is carefully managed and overseen by the SENCo early in the school year. All relevant Information is shared with the next school and extra visits are arranged to help with a smooth transition.

Who to contact

If you are concerned about your child contact their teacher, they know your child the best. You can talk to them at the end of the day or email or phone the office to ask to be contacted. If further action is required they may ask advice or invite the SENCo to a meeting to understand the needs of the child and plan their support.

If you'd like to feedback, including compliments and complaints about SEN provision you can email the school office for the attention of the SENCo, or ask for an appointment. We aim to respond to any complaints within 5 days.

For impartial advice you can ask SENDIASS Oxfordshire - (formerly Parent Partnership). They are an excellent place to ask questions you can contact them at <https://www.oxfordshire.gov.uk/cms/public-site/sendiaass-oxfordshire-formerly-parent-partnership>

If you'd like to know more about opportunities for children with SEN and their

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families, support groups or information about SEN these are listed in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>.

Our school has contributed to the county's Local Offer through attendance at a training workshop and through trialling of new guidance and systems.