



Special Educational Needs and Disability (SEND) Information Report 2023-2024

Introduction

Welcome to our SEND Information Report for Parents. The aim of this report is to provide parents with information about the code of practice and how the school supports children with Special Educational Needs and Disabilities.

At Milford Primary School, we are committed to promoting equality and respect within our school and wider community. We aim to deliver the highest standard of educational provision for every pupil, including those with Special Educational Needs and Disabilities, to create lifelong learners and positive citizens for the future.

Roles and Responsibilities

The SENDCO at Milford Primary School is Ms Emma Roberts.

If you have any concerns about any SEND matter, please contact her. She can be contacted by email: eroberts@milford.derbyshire.sch.uk or by telephoning the school on 01332 841316

The named SEND Governor is Naomi Smyth. She can be contacted through the clerk to Governors: jtomlinson@milford.derbyshire.sch.uk

The SENDCO has the day-to-day responsibility for the implementation of SEND policy and co-ordinating the specific provision made to support individual pupils with SEND including those who have an EHCP plan, working closely with staff, parents and carers, and other agencies. These agencies include Educational Psychology Services, Behaviour Support, Autism Outreach and SSEN.

The SENDCO provides professional guidance to colleagues with the aim of securing high quality teaching for pupils with SEND and works closely with staff, parents and other agencies. The SENDCO works with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching.

The SENDCO plays an important role with the governing body in determining the strategic development of SEND policy and provision in the school in order to raise the achievement of pupils with SEND.

Naomi Smyth is the current Governor with responsibility for SEND at Milford. She has regular contact with the SENDCO to keep up-to-date with, and monitor the school's SEND provision.

Special Needs Code of Practice, School and Local Offer.

The Special Educational Needs Code of Practice 2014 0-25 is legally required to be implemented in all schools. It provides the school with guidance that helps us to identify, assess and provide support for pupils with special educational needs. It sets out the processes and procedures we should follow to meet the needs of pupils. Click on the link below to access the full publication.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

We have written about how we can provide help and support for our children with Special Educational Needs: this is called our “School Offer”.

Our local authority of Derbyshire has also made a “Local Offer” and you can read more about it on the authority’s website where the offer is published.

www.derbyshiresendlocaloffer.org

Principles underlying the Code

The SEND Code of Practice describes the principles that should be observed by all professionals working with pupils and young people who have SEN or disabilities. These include:

- taking into account the view of pupils, young people and their families
- enabling pupils, young people and their parents to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of pupils and young people
- making high quality provision to meet the needs of pupils and young people
- focusing on inclusive practices and removing barriers to learning
- helping pupils and young people to prepare for adulthood

What are the special educational needs (SEND)?

The term ‘special educational needs’ has a legal definition. ‘Pupils with SEND all have learning difficulties or disabilities that make it harder for them to learn than most pupils of the same age. These pupils may need extra or different help from that given to other pupils of the same age.’

SEND could mean that a pupil has difficulties with:

- all of the work in school
- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying

- making friends or relating to adults
- behaving properly in school
- organising themselves; or
- some kind of sensory or physical needs which may affect them in school.

The SEND code of practice categorises Special Educational Needs and Disabilities into four broad 'areas of need'. These being:

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

Who are the best people to talk to about my child's difficulties with learning, Special Educational Needs or Disability?

Parents know their children better than anyone and working together is the best way to provide support. If you are concerned about your child's progress, please come and talk to us. Your first port of call is your child's class teacher. You can also talk to Ms Roberts, the Head Teacher and Special Educational Needs Co-ordinator (SENDCO). We can then plan what next steps to take.

We will consult with parents about all the decisions that affect their child. Parents will be made fully aware of the planned support and interventions and, where appropriate they will also be involved in reviews of support provided to their child and have clear information about the impact of the support and interventions, enabling them to be involved in planning next steps.

If you want to talk to someone who is independent and knows about special educational needs, you can get advice from the local Derbyshire Information, Advice and Support Services (DIASS) for SEND:

[Welcome to the Derbyshire Information, Advice and Support Service for SEND - Derbyshire Information, Advice & Support Service for SEND \(derbyshireiass.co.uk\)](http://derbyshireiass.co.uk)

The questions below detail how Milford Primary School supports pupils with SEND

How do we identify and support pupils with SEND?

We identify pupils with SEND as early as possible, through the observations and assessments made by the staff in Kinder Class (EYFS). In addition, concerns can be raised by parents or staff at any stage of school life - through a collaborative approach children's needs will be identified and support put in place.

Where a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It

draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of pupils and young people.

Slow progress and low attainment do not necessarily mean that a pupil has SEND and should not automatically lead to a pupil being recorded as having SEND. However, this may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. For example, some pupils and young people may be high achieving academically, but may require additional support in communicating and interacting socially. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed, may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Involving Specialists

Where a pupil continues to make less than expected progress, despite support and interventions that are matched to the pupil's area of need, we will consider involving specialists. This could include: speech and language therapists, specialist teachers for the hearing or vision impaired, support from Autism Outreach. Parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with parents and teaching staff supporting the pupil in the same way as other SEND support.

Requesting an Education, Health and Care Needs Assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the pupils or young person, the pupil or young person has not made expected progress, the school or parents should consider requesting an Education, health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEND support.

How will school support my child with Special Educational Needs/Disability?

All pupils including those with SEND will receive high quality teaching in the classroom which is differentiated and personalised to meet the needs of all pupils.

Pupils with specific needs such as hearing and visual impairments, physical needs, speech, language and communication needs and those with emotional and behaviour difficulties may also receive specialist teaching from outside agencies.

Our Curriculum is designed to include social skills, morals and values which encourage respect, consideration and valuing diversity. We are strongly inclusive in our approach and all children are valued equally. All areas of the curriculum and all our out of school activities, visits and clubs are available to all our pupils. All teachers plan, deliver and review the work of all the children in their class, including those with Special Educational Needs and Disabilities. The class teacher uses a provision map to set out support for the class, to enable all children to access the curriculum. This includes programmes of support work for groups or individuals often delivered by a Teaching Assistant. Learning tasks are differentiated and adapted as needed. Some children will have an Individual Education Plan (IEP). This includes specific targets for progress, interventions (methods of support) to help achieve these targets, when the interventions will be delivered and by whom. Some children may be referred to outside agencies for further support such as Speech and Language Therapists, Autism Outreach, Behaviour Support or the Educational Psychologist etc. These outside agencies provide specialist advice and support for the child in school and at home. You will always be informed and involved if your child is referred to an outside agency and any advice will be discussed with you.

Any Physical, Personal Care, Dietary or Medical needs are discussed with parents to put measures into place to allow every child appropriate care, dignity, privacy and as much independence as possible. We make every reasonable adaptation to allow all our pupils maximum access to all areas of school life.

Who will explain my child's needs and progress to me?

Your child's needs and progress will be talked through with you by the class teacher, usually at our parent consultation evenings. We may also discuss how you can help your child at home, or strategies that you or school have found successful. At these meetings the teacher may be joined by the SENDCO or by a colleague from an outside agency. Additional meetings (formal or informal) can be arranged if needed. For children with an IEP, there will usually be a meeting or phone conversation when old targets are reviewed and new targets are set. We will always work hard to find a time that is convenient for parents. Children with more complex needs that have gone through the statutory assessment process will have an Education Health Care Plan. For these children an Annual Review of their targets will take place with the professionals involved.

How will you measure my child's progress?

Your child's progress will be tracked and measured (as are all children in school). We make on going assessments in lessons and group or individual interventions and when marking. We assess more formally at the end of each term and record progress on a tracking system. This helps us measure our pupils' progress. These assessments help us to group children in lessons and for interventions. If further support or adaptation is needed the SENDCO and Class Teacher will decide what additional support can be given to aid progress. When a child's IEP is reviewed, next steps are set. This may mean breaking down a target into small steps to enable the child to make progress and experience success.

How are the school's resources allocated to children's Special Needs and Disabilities?

Through the Local Authority, the school receives funding for supporting pupils with Special Educational Needs and Disabilities. We use this funding to give extra support and/or resources to best support each child to remove barriers to learning and help the child to progress. Teaching assistants may be used to support some children to access the curriculum and to deliver specific programmes recommended by specialists. Special equipment may be provided: for example coloured reading filters, a sloping desk top or a wobble board. Particular software may be purchased. If further support is needed it maybe that the school requests additional funding through a GRIP (Graduated Response for Individual Pupils) application or requests an assessment for an Education and Health Care Plan (EHCP). The EHCP would be focused on the specific, complex and long term needs of a pupil and would normally involve a team from different areas of expertise (e.g local community paediatrician and educational psychologist) working together to provide the best support for the child.

How will my child be able to contribute his/her views?

Children are encouraged to have a voice and choices in their education.

All children are able to express their views via the school council: anonymity is provided through the use of a post box or they can talk to their class representative.

As part of the IEP review process, children discuss what they are good at and what they would like help with and what/who help them. This is taken into account when setting new targets.

If your child has a statement of educational needs or a EHCP they are consulted as part of the review progress. Their teacher or a TA who works with them will help them express their ideas in the best way for them: recording, art, writing a letter, a chat, power point presentation etc. The child's views and preferences are always taken into consideration when planning their support.

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

Specialist services are involved when a child has a specific need and their services can be called on. The school would access such support as necessary for individual children. These include school nurse, GP, local community paediatrician, Speech and Language Therapist, Education Welfare Officers, Local Inclusion Officers, Educational Psychologist, Autism Outreach, Support Service for Visually Impaired, Support Service for Hearing Impaired. We would also take up the Derbyshire Local Offer if appropriate. www.derbyshiresendlocaloffer.org

What training have the staff had to prepare them for supporting children with Special Educational Needs?

Much of the support for children is provided by good quality teaching within our classes and differentiated activities. Teachers and Teaching Assistants work very closely together to provide in class support for children who need a little extra support. We also equip ourselves to support children who need further help. Our staff has regular training sessions and INSET days, some of which are training for special needs. We access further training as the need arises.

How will my child be included in activities outside the classroom, including day and residential trips?

Our aim is for all children to be fully included: this may mean making some reasonable adaptation to accommodate the particular needs of a child. We would always discuss any concerns with parents and a risk assessment is always carried out before an educational visit. If you are worried about any aspect of any school visit, please talk to your child's class teacher or Ms Roberts. This can be informally if preferred.

How will the school support my child when moving between classes or when transferring to secondary school?

As a small school we are well placed to help children with the transition into a new class. All children will take part in visits and activities with their new class in the Summer Term. The class teachers liaise closely so that strategies and interventions that are helping the child can be continue. If additional transition activities are required, these are put in place on the basis of individual need.

Our Y6 children all have a visit to their new secondary school and Year 7 staff will usually visit them at Milford for a Q and A session. Additional visits to the secondary schools can easily be arranged and if appropriate a member of staff can accompany the pupil. We work closely with the SENCOs at the secondary school passing on information about needs, strengths and strategies. We can also arrange for parents to meet the SENCO if required.

Who can I contact for further information or discuss a concern?

In the first instance, please contact your child's class teacher. Appointments can be informal and can often resolve issues quickly. If you still have concerns, please contact Ms Roberts (SENDCO) on 01332841316 or enquiries@milford.derbyshire.sch.uk .

We really value the positive relationship we have with our parents and believe that the very best outcomes for the child happen when we work together so your input, questions and knowledge of your child are always important.