

Information report for Pupils with Special Educational Needs and/or disabilities (SEND)

Welcome to Millhouse Primary Schools special educational needs and disability (SEND) Information Report. We hope that you will find the following information useful in helping you understand the variety of ways in which we are able to support your child. It is our aim to support your child in reaching their full potential in order to ensure a successful transition into adult life.

Millhouse Primary School is an inclusive school and we believe that all children should be valued and treated with respect. We have a strong focus on high aspirations and improving outcomes for all our pupils. As a school we use our best endeavours to ensure that the provision for all our pupils is of the highest possible standard, whilst acknowledging that we are continually striving to improve our practice.

We are committed to narrowing the attainment gap between children with SEND and their peers. The school work with due regard to all relevant legislation and guidance including; the SEND Code of Practice (2015), the Equality Act (2010) and the Children and Families Act (2014).

Our Special Educational Need Co-ordinator (SENCO) is Miss Jessica Dent

Our SEN Governor is Reverend Philip Bee.

Our Head Teacher is Mrs Karen Gray

'Local Offer'

Barnsley's Local Offer is a single access point for information about services and support for children and young people from birth to 25, with a special educational need or disability (SEND), and their families.

The link for the Local Offer is available below:

https://barnsley.cloud.servelec-synergy.com/Synergy/Local_Offer/

Along with the Local Offer, Barnsley council provide the SENDIASS service.

The SENDIASS Service offers free confidential and impartial:

- *Information*
- *Guidance*
- *Advice*
- *Support*

... for children, young people & parents and carers of children who have special educational needs (SEN) and/or disabilities.

The service is available to all children, young people & parents and carers of children and young people

- *Who have a Special Educational Need (SEN);*
- *Are between the age 0-25 years and;*
- *Live in the borough of Barnsley.*

For more information and support, see links below.

[Barnsley SENDIASS website \(click here\)](#)

<https://www.facebook.com/BarnsleySENDIASS/about>

Contact the Team: 01226 787234

Email the Team: sendiass@barnsley.gov.uk

What is a special educational need?

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Act)' (SEN Code of Practice 2015)

What is a disability?

The Equality Act 2010 states that a person has a disability *if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.*

A *physical or mental impairment* includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments.

If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

What are the SEND areas of need?

Communication and Interaction

Children with speech and communication needs have difficulty communicating with others. This may be because they have difficulty saying what they want, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with ASD are likely to have particular difficulties with social interaction.

Cognition and Learning

Learning difficulties cover a wide range of needs; including moderate learning difficulties (MLD), severe learning difficulties (SLD), through to profound and multiple learning difficulties (PMLD).

Specific learning difficulties affect one or more areas of learning. This encompasses a range of conditions such as dyslexia, dyspraxia and dyscalculia.



Types of need

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as depression, self-harming or anxiety.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities that are generally provided. This may include vision, hearing or multisensory impairment which requires specialist support and/or equipment to access lessons.

What should I do if I think my child has special needs or disability?

The school acknowledges each parent's expertise on their child, encourages the sharing of information and recognises the key role parents/ guardians often play in recognising SEND in their own children.

If you feel that your child may have SEND then you should ask to speak to your child's class teacher in the first instance. If they are unable to see you straight away, they will be happy to make an appointment when you can discuss your concerns in more detail. Your child's class teacher may also feel that it would be helpful to have the SENCO attend the meeting. The School closely monitors all of its children with special needs, and at the meeting we may feel that we do need to put in place some strategies and interventions to minimise or overcome your child's barriers to learning. Similarly if a teacher has concerns about your child and their progress, you will be invited to school by the teacher to discuss this.

What will happen once I have shared my concerns with the school?

For many children, simple changes to the way that the curriculum is delivered can make a significant impact on reducing the barriers to their learning, and with these changes in place they are often able to catch up with their peers and make expected levels of progress. In School we call this 'differentiating the curriculum'. Your child's class teacher will be doing this on a daily basis in order to ensure that all the children in the class can make the most of the learning experiences presented. Our school aim is to ensure that all children achieve their full potential.

For some children this may not be enough to help them make expected progress and they may need something which is 'additional to and different from' that which is normally provided for all children. If a child requires this type of support the School will monitor them according to the SEN Code of Practice. You will be kept informed of the additional support that your child is receiving by either written correspondence, at parents' evenings and/or at SSP meetings. This could mean that the class teacher may be using different strategies to help your child to learn, or perhaps your child will be receiving some additional support in a small group alongside other children with similar needs. Any small group work will be carefully targeted to address your child's needs and his or her progress will be closely monitored and evaluated. You may be asked by School to support your child's learning by carrying out some simple tasks at home such as extra reading practice, or providing opportunities to practise new skills that have been taught in class. Please ask your child's class teacher for some suggestions as to how you can best support your child's learning at home.

The School will monitor your child at this stage for a period of time. Often this level of support, in addition to the classroom curriculum differentiation, is sufficient to help your child and they

will make greater progress. However, for some children this may not be enough and the School, with your agreement, will make the decision to increase the level of support provided. This simply means that the School have decided to involve some external professionals or agencies to provide them with more specialist advice and guidance. This external support might be from an Educational Psychologist; Speech and Language Therapist; Occupational / Physiotherapist; Specialist Advisory Teacher; or a medical professional. If your child's needs are wide ranging or more complex, then it may involve several of these people who will need to work in a co-ordinated way.

What is an SSP?

An SSP is a School Support Plan that is written by the class teacher in conjunction with the parent and child. It is focused on the Assess, Plan, Do, Review cycle. The SSP records the additional provision and interventions that will be required to help reduce/manage the barriers to your child's learning. Children who have an SSP are aware of their learning outcomes and are encouraged to reflect on the progress they feel they have made. Contributions from parents and children towards new outcomes are greatly encouraged, parents and their children are invited to school termly to discuss and review SSPs. The short term outcomes are set termly and are designed to work towards and build up to the long term outcome for that child. The long term outcome could be set over a year or even a key stage.

An example of what our SSP looks like

SSP 5 DO (Provision map) Autumn								
Medium Term/ Outcome (taken from 2b above)	Target (inc date) (Small step towards meeting medium term outcome)	Details of Provision	Pupil: Adult Ratio	Duration in minutes	Times per week	Number of weeks planned to achieve target	Total minutes per week	Review / Impact / Next Steps (inc. date)
			Total:					

SSP 6 REVIEW Autumn		Review Meeting		
Update meeting number:		Date:	Date of next progress review (TBC during this meeting):	
Persons present:				
Successes of the plan <i>inc. CYP and family views</i>				
Area of need	Current short-term targets to meet 12-month outcomes	Time spent(weeks)	Impact and progress towards 12-month outcomes	Next step targets to meet 12-month outcomes
Parent/Carer Signature			SENCO/school Staff signature	

What is an Education Health Care Plan?

Only a very small percentage of children require support of an additional nature beyond those mentioned above. If this is the case, then the SENCO may discuss with you the possibility of asking the Local Authority to undertake a statutory assessment of your child's needs. If this is considered appropriate, then the School will collect together information about the child and evidence of the interventions that have been put place. With your permission this will then be sent off to the Local Authority for them to consider the information at a Panel meeting. Then a decision will be made about whether or not to carry out a statutory assessment of your child's needs. Whilst this is taking place, the School will continue to support your child's needs with the resources that are already in place.

Once the Local Authority receives a request to consider a statutory assessment, a legal timescale begins. The process of statutory assessment is carefully bound by the legislation and guidance within the SEN Code of Practice. The SENCO will be able to explain the process and timescales to you. If the decision is made to go ahead with a statutory assessment then the Local Authority will signpost you to guidance and support that will assist you through the process, for example from the Parent Partnership Service. Once the statutory assessment process is completed, you will be sent a copy of your child's Education Health and Care Plan.

An Education Health and Care Plan is the name of the document that outlines the educational needs of a child, once agreed by the Local Authority.

An Education Health and Care Plan addresses needs that are both educational and health or medical related. These are designed to address complex needs in a coordinated way, to ensure that **all** needs are met within an educational/health care setting.

EHCPs are reviewed annually with all relevant stakeholders.

What can I expect the school to do in order to meet my child's special educational needs?

'Quality First Teaching' and 'Quality First Provision' is an entitlement for all children, and we are constantly striving to ensure that teaching is of a 'good' or 'outstanding' quality at all times. This is the classroom teaching that your child receives on a daily basis from the class teacher. Lessons are carefully differentiated and personalised to take account of different learning styles and abilities. In addition, the school staff can gain knowledge and skills from a variety of training and Local Authority support which will make the delivery of the curriculum more accessible for children with specific needs. All teachers in school have the support of a Teaching Assistant for a part of the day in the classroom. In some cases where there are children with more diverse SEND, there may be more than one Teaching Assistant working in the classroom to support these needs. In order to discourage any child from becoming too dependent on any individual adult we try extremely hard to give SEND children the opportunity to work with a range of people. Furthermore as each child grows and becomes more independent, we review their needs, the level of Teaching Assistant support that they require and the particular areas they require support in. We are always careful to ensure however, that all needs are fully met.

Where appropriate, children may have access to additional small group activities for short periods of time alongside other children with similar needs. The work carried out in small groups is overseen by the class teacher and SENCO who are responsible for monitoring the child's progress and targeting the support carefully. The School has a range of group interventions available for children, and these are planned for carefully, considering the needs of the child.

Some children may require interventions of a 1/1 nature for very short periods of time. Again these are overseen by the class teacher and SENCO. Progress from such interventions is carefully monitored and considered before further intervention is offered.

How is the school building and learning environment adapted to meet my child's SEND?

The School has made the following adaptations to the learning environment but if a child was thought to need something different then this would be considered:

- Each classroom is equipped with ICT, including an interactive whiteboard, visualiser, computers and a range of handheld technological equipment.
- Several small group rooms are available for use with children.
- All classrooms display visual timetables.
- All classrooms are tidy, with easy access to all resources.
- All resources are clearly labelled to allow independent access.

How effective is the school's provision for children with special educational needs?

The School's provision for children with special educational need is implemented by all members of staff, and its effectiveness is monitored and evaluated by the Governing Body on an annual basis. The SENCO meets with all teachers on a termly basis to discuss the progress of children with SEND and the provision made for them. In addition to this the SENCO reports to the Governing body on an annual basis. This report shares up to date information about the impact of interventions and the number of children on the SEND register. This helps us to ensure that we make the necessary developments to minimise the gaps in our provision for children with SEND.

We work closely with external agencies in order to monitor the effectiveness of our provision. All staff strive to adapt their teaching routines to best suit the needs of all learners and match the person centred planning ethos in their classroom.

What is the role and responsibility of the SEND governor and the Governing body?

The SEND Governor is the appointed Governor that communicates any SEND updates and information to the Governing Body. The SEND Governor spends time in school with the SENCO discussing current information about SEND children and their provision. The Governor may also support the SENCO with some monitoring tasks that are carried out in school regularly in order to ensure the best quality support is in place for SEND children.

The Governing body is involved with SEND provision, as they are with all other elements of school life. It is part of their role to look at provision that is in place, and support the SENCO in decisions about SEND provision across school. They look at data/reports about the performance of SEND children, and strive for the best education for all children, including those with SEND. Members of the Governing body will, at times, visit school to look more closely at initiatives that are in place to support SEND children, alongside other children.

What support will my child receive during transition?

We understand that transition can be a difficult time for some children with SEND so we take steps to try and ensure it is as smooth as possible.

Moving classes in school: in the summer term, all pupils at Millhouse Primary School have a transition day where they spend time in their new class. We find this allows all children the opportunity to settle into their new classes before the summer holidays relieving the apprehension sometimes felt. Where appropriate, in addition to this, SEN pupils receive a

tailored transition programme involving further visits or opportunities to work with the next class teacher and support assistants.

Transition meetings are held between current and receiving teachers to share all information about individual pupils. The SENCO also works to ensure all teachers are aware of the needs of all their new pupils. The SENCO will offer any support that may be necessary to meet individual needs of a pupil.

When moving to another school: Contact will be made with the other school and their SENCO informed about any special arrangements that need making and putting in place before the child moves. We will make sure that all records and information are passed on quickly. Where possible we will make arrangements for additional transition visits and meetings to take place.

What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>.

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.