



Mill Hill Community Primary School SEND information report

Code of Practice 6.79

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school's SEN policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

Mill Hill Community Primary School SEND information report

Date September 2020

[Link to SEND Policy available on the school website](#)

Introduction

Our SEN information report outlines details for parents/carers of children who have Special Educational Needs or a disability (SEND) and all those who support children with additional needs.

This information outlines the support and provision you can expect to receive, if you choose Mill Hill Community Primary School for your children.

This is what we provide in our school

This is North Yorkshire LA's minimum expectations of good practice

1 What kinds of SEN are provided for in your school?

We welcome children with a broad range of needs to our school.

- Special Educational Needs and provision falls under four broad areas:
 - ❖ Communication and interaction
 - ❖ Cognition and learning
 - ❖ Social, mental and emotional health
 - ❖ Sensory and/or physical

Behavioural difficulties do not necessarily mean that a child or young person has SEN

Children and young people (CYP) with a wide range of SEN are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs.

2 What policies do you have for identifying children and young people with SEN?

How do you assess their needs?

What is the SENCo/Inclusion Manager's name and how can I contact them?

Please read our policy for special educational needs and disabilities (SEND) alongside this document (available on the School Policies section of our website). We use the "Assess, Plan, Do and Review" process for identifying children's needs.

If you think your child may have SEN, we will observe closely, assess what may be causing the difficulties and share with you what we will do as a school to support you and your child. We talk to parents and children regularly and liaise with other members of school staff.

We have a range of assessments which can be used within school to help identify the specific difficulties your child may be experiencing. For example:

The name and contact number of the Inclusion Manager/SENCo should be readily available for parents. Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map (IPM).

This should include:-

- details of any strategies being used to support your child in class;
- details of any extra support or interventions for your child
- your child's learning targets and their long term desired outcomes
- the next date when your child's progress will be reviewed.

- The Diagnostic Reading Analysis can help identify a difficulty with reading fluency, decoding or comprehension.
 - The Visual Assessment can help assess whether your child would benefit from the use of a coloured overlay to improve their reading
- There are also assessments which we can ask you to support with to help identify the difficulties your child may be experiencing.

These include:

- The Dyslexia Checklist
- The Social Communication Checklist

With these documents, you complete your version, the pupil (where appropriate) completes a version and school (usually the class teacher) completes a version. The results are then pulled together and discussed with you.

Inclusion Manager – Mrs Lynsey Button
 Telephone – 01609 772382
 Email – lbutton@millhill.n-yorks.sch.uk

SEN governor – Mrs Jill Jaques
 Telephone 01609 772382

Most pupils will benefit from SEN support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan, this will be done through the EHCAR process (20 weeks).

3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child’s education?

At Mill Hill we take parental concerns seriously and we strive to build good relationships with all parents. We ask that in the first instance you make contact with the class teacher to discuss any concerns you may have surrounding either progress, or any other aspect of your child’s development. Mrs Button (Inclusion Manager) works closely with all class teachers.

Communication with you about your child’s education includes the following as standard:

- Newsletters
- Termly curriculum newsletters outlining the topic and providing details about the planned learning
- Conversations/letters to inform you if your child has been selected to take part in an intervention – this will explain why your child has been selected and offer you an opportunity to discuss further if required
- Twice yearly parent consultation evenings
 - SEN meetings at least termly

Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. They listen to what parents have to say and respond to it. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child’s needs is essential to support the school in making the best provision for them. This should also take account of your and your child’s hopes, personal goals and interests.

This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.

On-going communication with school may include:

- regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes
- more regular meetings to update you on your child’s progress and whether the support is working
- clear information about the impact of any interventions

<ul style="list-style-type: none"> • Annual school report • Ongoing opportunities to speak to your child's class teacher, Inclusion Manager or Headteacher as needed either by appointment or informally, for example on the playground before school • Parent workshops to support your understanding of the curriculum and expectations. <p>We recognise that as a parent of a child with SEN you may require additional communication between home and school to support your child's learning and progress. This includes:</p> <ul style="list-style-type: none"> • Regular phone contact • Home school communication books • Texts home <p>Parents are invited to attend relevant training opportunities provided by school or externally. Parents are also signposted to relevant support networks e.g SENDIASS, POSCH, Fun with Autism and NYPACT.</p>	<ul style="list-style-type: none"> • guidance for you to support your child's learning at home.
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4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?

<p>The ethos within our school appreciates everyone's uniqueness – that we all have our own strengths and weaknesses. Work carried out within classes, assemblies and when issues arise reinforce this ethos. The views of all children are listened to.</p> <p>Visitors to the school frequently speak about how articulate our children are when they speak about what it is like to be a pupil at our school. This extends to children with SEN as well. Children, including those with SEN, are given the opportunity to join in and lead lunchtime games and activities.</p> <p>We run an active School council who are involved in school improvement. Work with older children in particular includes a focus on aspirations and targeted pieces of work are carried out.</p> <p>Children with SEN may require additional support in articulating their views and aspirations. Targeted work may be undertaken with the class teacher or TA. Some children might find it difficult to express their views verbally; if this</p>	<p>School will obtain the views of all children (pupil voice) to shape provision in school. Your child's school may have a school council. In addition, it is vital that the views and aspirations of children and young people with SEN are listened to and they are supported to achieve their aspirations as far as possible. Your school will be able to describe how this is undertaken and the frequency with which the child is consulted.</p>
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is the case then alternative methods are sought, for example by using visual prompts.

Children with SEN are involved in setting and reviewing their own learning targets, as outlined on their individual provision maps. These documents are also shared and reviewed with you on a termly basis or more frequently if required. Pupil views are sought for annual reviews using the first page of the EHCP document; these are maintained in order to track progress in the level of response as a child gets older. In addition, pupil views are sought via sentence starters, this provides a more subtle approach to finding out how pupils are feeling and about their opinions and aspirations.

5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review

We use Target Tracker to assess and track all pupil progress. For children not yet accessing the National Curriculum, we use CAPPs/Pre Key Stage frameworks. We meet termly with parents of children with SEN to hold Learning Conversations and more often, informally, as required. This may be a quick chat on the playground, or a message via text, telephone or email. We aim to make the Learning Conversations (also known as review meetings) as pleasant as possible, recognising that this can be a time that you can find difficult and stressful. We offer refreshments and ensure you are introduced to everyone who is present at the meeting. We try to ensure that we stick to time and ensure you have the chance to ask questions. We offer you the opportunity to complete parent views in advance of the meeting to enable you to feel prepared before the meeting and ensure that the minutes of the meeting are completed in a timely fashion, with a chance for you to make any corrections if anything has been inadvertently missed. Your child also has the chance to complete pupil views before the meeting, as outlined above. SEND passports are used to highlight strategies which have worked (and their impact) and strategies which have not worked (and why they don't work) for each child. This is typically updated termly or more often as required. It forms a very useful document for new teachers to quickly get up to speed with the particular needs of children with SEN so learning time is not lost when a child moves into a new class. Individual provision maps are updated and shared with you and children termly, as outlined above.

All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets, and overall progress on the National Curriculum. Our IPMs have recently been reviewed and they are now a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.

6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society

Transition between classes within school is carefully planned. Additional visits to see the new class and teacher are planned where needed. A transition book is provided for the summer holidays including photographs and information about the new class and topic when needed. Transition to a new school is equally well planned. A member of staff from the relevant secondary school is always invited to Year 6 SEN reviews, and earlier if appropriate. We have a good relationship with our main feeder secondary school Northallerton School and Sixth Form College and work closely with them to ensure that transition for all pupils, and especially those with SEN, is smooth and handled correctly in order to reduce anxiety for yourself and your child. We tailor transition packages dependent on the needs and concerns of you and your child and it will always involve a discussion with you to decide together on the best approach. Transition packages usually take the form of additional visits, but their format may be different dependent upon the pupil. For example, some children are introduced to a key member of staff and spend some time completing art activities in a series of sessions before moving up to secondary school. Other children are tasked with creating a poster or photo book about the new school to share with their current class. Other children require visits to simply familiarise themselves with the site. Resources are provided to help support transition, for instance examples of what the timetable or school planner might look like. Targeted time is allocated with our SEMH trained TA to support children who may be feeling anxious about transition. As outlined above work is carried out surrounding employment and higher education (section 4).

Your Inclusion Manager should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits should be arranged for the pupil or student, often accompanied by a well-known member of staff. The pupil should receive as much transition work as they feel necessary.

7. What is you School's approach to teaching children and young people with SEN?

Mill Hill is an inclusive school and we make every opportunity to include all children. We work closely with you and your child to aim to meet their needs in the best way possible. If your child requires an intervention to help them address a specific difficulty, we will always inform you of this and give you the opportunity to discuss with the class teacher. Additional support can be provided during lessons to help children with SEN. This might take the form of additional or different resources, breaking a task down into smaller chunks, providing writing frames, visual supports and continued work using manipulatives. It might take the form of additional support from an adult within school

High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons

(teacher or TA). Peer support may take place within a lesson, and/or between older and younger pupils. We aim to always include children with SEN on all educational visits including residential visits. For the children with more complex needs, a more personalised package of support may be required. For example, children may require sensory breaks in a quiet area, may need more access to the outdoor space or may need a more structured lunchtime. If a child with more complex needs requires more specialist support, we may seek to involve external agencies from a range of services available to us, including Enhanced Mainstream School staff, Educational Psychologists or Speech and Language Therapists. We would always discuss this with you and seek your written consent before involving such agencies. Should a child be still making limited progress, and the gap between him/her and their peers is continuing to widen, we would discuss with you the possibility of submitting an Education Health and Care Assessment Request (EHCAR). We would involve you fully in this process and you could also be supported in this process by Jane Clark, from the Special Educational Needs Information and Advice Support Services (SENDIASS), or by the Independent Supporters team.

Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:

- what interventions your child is receiving and what are the intended learning outcomes;
- when during the week any interventions will be delivered and for how many weeks;
- who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom)
- how the interventions will relate to and support learning in the classroom;
- how they will be monitored closely to make sure they are helping your child to make accelerated progress.

8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?

Adaptations are made wherever needed within the classroom, for example:

- changing the colours of interactive whiteboards
- providing a visual timetable in each class which is updated daily
- paired work or small group teaching
- providing coloured overlays/paper
- social stories
- different styles of reading books, including high interest and low level books
- adaptations to homework
- use of ICT to record ideas
- quiet areas within the classroom
- “chunking” learning into smaller sections
- writing scaffolds/frames/sentence starters
- use of practical resources / writing slope / wobble cushion / ear defenders etc.
- access to our outside area including the sensory garden and orchard

Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.

Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child’s needs within lessons. They may also be able to share with you the school’s overall plan of support (provision map), which outlines many of these strategies. Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.

9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?

The Inclusion Manager has completed the National Award for the Co-ordination of Special Needs. The Inclusion Manager also accesses the termly NYCC SEND Network meetings. Our HLTA is Emotional First Aid trained so is well placed to support children with social and emotional difficulties.

TAs have received training in other intervention packages as follows (used for both pupils with SEN and others)

- Precision teaching
- 5 minute boosts
- Pre-reading
- Daily reading
- Targeted phonics
- Talk Boost
- Racing to English
- Active Literacy Kit
- Talking Maths
- Paired reading
- Personalised reading & writing programmes
- Co-ordination Difficulties programme (including Happy Hands)
- Compass Buzz levels 1, 2 & 3

In addition several of our staff members have received training either via the termly NYCC TA network meetings or directly from the former Enhanced Mainstream School (now Locality SEND Hubs) staff within school on a range of interventions and programmes including:

- Spelling Stars
- "Speed Up"
- Lego therapy
- Sensory processing difficulties
- Behaviour management

A programme of staff training (for both teachers and TAs) is carried out on a rolling basis and has included:

- attachment
- speech and language

All staff should receive regular training to enable them to meet a range of SEN. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary. Schools must make good use of their SEN funding to meet a range of need. However, if a pupil has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly.

- autism
- Numicon
- writing individual provision maps
- changes to the Code of Practice
- Reading
- Precision Teaching
- Quality First Teaching
- Lego Therapy
- Handwriting and Co-ordination – Lois Addy

Specific training is provided as needed for staff members as and when the need arises. Should we require additional support or expertise to meet a child's needs, and once it has been proven that we are unable to meet this within school, a request for involvement would be made to the Inclusive Education Service. Where personalised packages are required, both class teachers and TAs are fully involved with the specialist expertise from NYCC Locality SEND Hubs in supporting the child. Parents and children are also involved in the process at all stages.

10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?

As outlined in other sections, we carefully monitor and track progress of children using Target Tracker, where necessary, P-scales/Pre Key Stage Frameworks. We also use individual provision maps which are reviewed after a term with parents and pupils, leading to new targets being set. We record details of interventions in intervention books. Observations (in class, in small groups and during 1:1 sessions), work scrutiny and pupil conferencing all form part of evaluating the effectiveness of provision, as well as feedback from you as parents. We recognise that work scrutiny provides a valuable measure of progress over time.

Specific intervention programmes use a tight measure of progress. These are carried out as per the recommendations accompanying each package. Assessments help the teacher, pupil and parent to be aware of any specific areas of difficulty and they provide a baseline against which to measure progress. Where packages have an integral parent feedback system, the certificates/postcards are used to celebrate sometimes the smallest of steps. These are celebrated in assemblies and are provided for parents to demonstrate this progress and some "things to remember".

The progress and attainment of all children is carefully monitored and reported to parents. Your school will be able to explain how they track pupil progress in their school. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time – known as a ratio gain or the before and after impact on self-confidence, behaviour etc. During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Many schools use Individual Provision Maps (IPMs) to capture this information, which is written during your meeting. This meeting with you and your child is often described as a 'learning conversation'.

The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness. Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior

	Leadership Team. Your school will be able to describe how this is undertaken.
11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?	
We provide a huge range of opportunities for all of our children, irrespective of gender, ethnicity, SEN or disability, to engage in activities. This is further outlined in Section 4.	The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.
12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.	
Being a "buddy" is something our school uses which allocates a friend from the child's class to be a named buddy for a new/younger pupil. This alleviates concern and anxiety the younger/new children may feel about starting school and helps to foster positive peer relationships with the oldest children right from the beginning. This is supported by the inclusive, open ethos of our school. In addition, PSHE lessons target this area and targeted work is carried out by class teachers, TAs and HLTA as required.	Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker. Talk time, Lego Therapy, etc.
13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?	
We work closely with a range of external agencies to help meet your child's needs. This includes the Prevention Service (which has a team of Family Outreach Workers who can support you at home), the SEND Hub (which includes, educational psychologists and Speech and Language therapy services, Specialist teachers / therapists / professionals and practitioners around cognition and learning, communication and interaction (including Autism) and social emotional and mental health needs) and the Healthy Child Practitioner team. If we feel that we require some additional support to meet your child's needs, we will always speak to you first and seek your written consent.	The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local Locality SEND Hubs, to help schools to deliver appropriate support and interventions, Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.
14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.	
Complaints about SEN follow the general complaints procedure. Please see your child's class teacher in the first instance, to see if your concerns can be immediately addressed. Should there be no improvement, please make	There must be a designated governor for SEN in the school and complaints about SEN should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher first, to

<p>an appointment to see either Mrs Button (Inclusion Manager) or Mrs Bainbridge (Headteacher). If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to: Mrs Sutton (chair of governors) and SEN Governor Mrs Jill Jaques Telephone 01609 772382 (Complaint policy / form available on the website)</p>	<p>see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.</p>
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