



Milldene Primary School

Special Educational Needs Information Report

Consortium statement

“As part of Tiptree and Stanway Consortium of 23 schools we have a similar approach to meeting the needs of pupils with SEND and are supported by the local authority to ensure that all pupils regardless of their specific needs make the best possible progress in school. We make a school offer based on our collective resources, as well as the individual ethos specific to our individual schools”

	Information About Our Provision
School ethos for SEND	Almost all children experience difficulty at some time in their school career, albeit at different levels. The difficulties may be learning, behavioural, emotional/social, speech and language, medical or physical. Children may have already experienced difficulties prior to starting school although it may manifest itself at any time. A child is considered to have Special Educational Needs where their learning or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age. All children need different levels of support at different times and as a whole school we work together to identify the individual needs of each pupil and decide on the best course of action at any given time.
1.The arrangements for consulting parents of pupils with special educational need	At Milldene Primary School we see parents and carers as partners in the process of the education and development of their child. We want to work closely with you to ensure that your child grows and develops into an independent and resilient young person able to cope with their life. Children experiencing difficulties in their learning will be initially supported by differentiation in their work and support by the class teacher. If children need additional support, the class teacher will liaise with the school’s SENCo (Special Educational Needs Co-ordinator). The SENCo or class teacher will meet with the parent to discuss the next steps which could include:

	<ul style="list-style-type: none"> • Referral to the Speech and Language Therapist Service • Advise parents to take their child to see their GP • CAMHS referral (Child and Adolescent Mental Health Services) • Referral to the Educational Psychologist service • Referral to the Specialist Teachers team When a child is placed on the schools Special Educational Needs register, we will continue the consultation and review process with parents through: • Termly parent’s evenings to review progress • Individual meetings held at least twice a year to discuss specific targets that have been set for your child and their progress towards these • Where applicable there will also be yearly One Plan/ EHC (Education, Health and Care) Plan/Annual Review Meetings
<p>2.The arrangements for consulting young people with special educational needs about, and involving them in their education</p>	<p>At Milldene Primary School we ensure children’s involvement at every stage of their education. We will have age appropriate conversations with children about targets, progress and views and will record these accordingly. We will involve children in setting next step targets, strategies to achieve those targets and time scales for review, including (where applicable) the One Plan/EHC Plan/ Annual Review meeting.</p>
<p>3. The name and contact details of the SEN Co-ordinator</p>	<p>The school Special Needs Co-ordinator (SENCo) is Mrs Robyn McGrane. The SENCo is also a qualified teacher and has worked at the school in this role for 9 months and has been teaching at the school for three years. Mrs McGrane works in school every day and has a dedicated SENCo day on a Wednesday. She can be contacted via the school office or through email at mrs.mcgrane@milldene.essex.sch.uk. Mrs Jo Munson works alongside Mrs McGrane as Well-Being Mentor.</p>
<p>4.Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school</p>	<p>We want to know when things aren’t right with your child’s learning. Should you have any concerns, we would recommend the following steps:</p> <ul style="list-style-type: none"> • Your first approach is to contact the class teacher or SENCO either through a letter, phone call or in person. We aim to resolve any issues swiftly, coming to mutual understanding and agreement. • The next step should be to contact the Headteacher, again either through a letter, phone call or in person. We cannot resolve any problems that we are unaware of, so please share your concerns early so that they do not become a problem. • The schools Governors are the next stage in trying to resolve a complaint. Contact information is available through the school office

	<ul style="list-style-type: none"> • Should none of these stages resolve your complaint then you can go to the Local Authority who retain responsibility for your child's education and the education part of the EHC plan. You can find the schools Complaints Policy on our website or request a copy from the school office. If your concerns are about Health or Social Care and the support that these partner colleagues and organisations provide to you or the school, we can help you to find the right contacts to try to resolve the issues. The school cannot make other services act. Both health and social care have complaints procedures you can follow. Talking about concerns early and understanding who can help to resolve them is important to getting a prompt response.
5. Information on where the local authority's local offer is published	http://www.essexlocaloffer.org.uk
6. Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC plans, including how the school evaluates the effectiveness of its provision for such pupils. This should also include what additional learning support is available, activities and emotional support which is additional to those available for all pupils	<p>At Milldene Primary School identification and provision follows a graduated approach.</p> <ul style="list-style-type: none"> • Concerns are first raised and addressed through normal classroom practice. • Transition arrangements for children joining Reception are robust and the SENCO and class teacher are closely involved where additional needs are made apparent. • We regularly monitor and assess children's learning and progress and discuss this at least termly with parents. A range of assessments and interventions are scrutinised to measure impact and progress. • We have a range of additional interventions to support children's learning and development. • Targets are developed in collaboration with staff, specialists, other professionals, your child (where possible) and parents. • A comprehensive transition programme supports children throughout the school. • Families are expected to liaise with the school and form a strong partnership to meet the needs of their child. • All pupils with SEN and/or disability take part in all aspects of school life.
7. Information on the kinds of special educational provision made in the school	<p>We use a wide range of approaches to support the development and learning of pupils with SEN. This may include:</p> <ul style="list-style-type: none"> • Individual work with an adult on targets set on the child's plan. • Working with an adult in a small group of pupils with similar levels of achievement on targets set on a child's plan. • Targeted interventions to ensure learning, physical and emotional challenges are addressed as well as any health issues a pupil might have. • Use of health and social care colleagues eg speech and language therapist, EP (Educational Psychologist), paediatricians and occupational health, parent support workers, CAHMS. • Use of the Specialist Teacher Team. • Use of quality resources to support learning eg visualizers, finger and gym trail, Numicon, reading and writing

	resources, games, ICT and other specialist equipment eg wobble cushions.
8. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured	SEN is an integral part of the overall School Development Plan, which is reviewed termly by governors. The SENCo makes contact with any additional services required. Staff and support staff are trained to support SEN through whole school training or focused individual training needs eg Specialist Teacher INSET Training, CPD (Curriculum Personal Development) one day courses and courses provided by the voluntary sector eg Autism Trust.
9. Information about the school's policies for making provision for pupils with SEN including evaluation of effectiveness, assessment and reviewing progress, adaptations to curriculum, additional support and wider support	The School's SEN policy is available on our school's website. The Teaching and Learning policy, including assessment, which states how we track children's progress is also available on the school's website. The SENCo attends progress meetings with year group teachers, looking at individual children's targets and monitoring progress towards those; identifying next steps and support/interventions. Any reports from outside professionals eg Specialist teachers, Speech and Language Therapists and Health will inform additional support.
10. Information about how equipment and facilities to support children and young people with special educational needs will be secured	At Milldene Primary School we provide a good level of access and equipment for all pupils within the school. Some individual learners will need specialist equipment or resources. Parents are invited to visit the school and meet with the SENCo or Head teacher to discuss the range of resources available. Our Governors plan and budget for SEN to ensure that all pupils with SEN or disability take part in all aspects of school life including our out of school activities. We ensure all children participate in the full range of opportunities and events arranged by the school, including educational visits.
11. How the Governing body involves health and social care bodies, local authority support services and other bodies in meeting the needs of pupils with SEN	Our Governing Body is committed to meeting the aims of the school. Their mission statement is explicit and they manage the school's budget to ensure best value and an effective use of resources. The Governing Body demonstrate good financial management, thus the building and resources are fit for purpose and fully inclusive. The school's SENCO can signpost, recommend and instigate links to services to meet identified needs. The SENCo and Headteacher complete an Annual SEN School Development Plan which identifies focus and needs. The SEN governor meets regularly with the SENCO and reports back to the Governing Body. The SENCo or Headteacher reports to the Governing Body termly.
12. The contact details of support services for the parents of pupils with special educational needs,	Parents who need advice on any other services or information regarding support for their child can arrange an appointment with the class teacher or SENCo. Contact details of support agencies will be available through the local authority's local offer. Alternatively, parents can ask for advice through the school SENCo. We currently have access to:

<p>including those for arrangements made in accordance with clause 32</p>	<ul style="list-style-type: none"> • Educational Psychologist visits from the Local Authority and through the Local Delivery Group (LDG) • Speech and Language Service, both NHS and through the LDG • Specialist Teacher Team • Social Care • School nurse
<p>13. School arrangements for supporting pupils transferring between stages of education and preparing for independent living</p>	<p>Children with SEN transferring to the next stage of education will be well prepared to meet the challenge. SENCos and teachers involved will meet and discuss the child's needs. Parents will be invited to discuss the development and wellbeing of their child and all relevant paperwork will be passed on. A transition and induction process will be discussed to make the step to the next stage easier. This might involve visits from staff to the different settings and/or the pupil making visits to the next school.</p>