

## Millhouse Primary School - SEN OFFER

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At Millhouse Primary School we are committed to ensuring that every child gets the best support we can offer in order to help them enjoy their learning, feel confident and be happy amongst their friends.

We are an inclusive school and we believe that all members of the school should be treated with respect and have individual needs recognised. We believe everyone should be given the opportunity and appropriate support to confidently reach their full potential, regardless of age, ability, religion, gender, culture and special educational needs and disabilities.

The school works with due regard to the SEND code of Practice (2014) and the Equality Act (2010).

Our Special Educational Needs and Disability Co-ordinator is Mrs Musgrove, who coordinates a team of people to provide additional support to our more vulnerable pupils.

For Barnsley councils local SEN offer please click here:

[Barnsley Council Local SEN offer](#)

*The following pages offer further information about what we at Millhouse Primary School offer children with additional needs in order to help them get the education they deserve.*

## What is SEND?

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SEND means 'Special Educational Need and Disability'.

Children learn at different rates. Many pupils, at some time during their academy career, will experience difficulties which may impact upon their rate of learning; these may be long or short term.

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:

- have a significantly greater difficulty in learning than the majority of others of the same age;
- 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

Children with SEND have needs that fall into a range of categories. The categories of SEND that provision is made for in our academy are:

- Moderate Learning difficulties (MLD)
- Specific Learning difficulties (SLD)
- Autistic Spectrum Disorder (ASD)
- Behavioural, emotional and social difficulties (BESD)
- Visual impairment (VI)
- Hearing impairment (HI)
- Physical Difficulties (PD)
- Speech, Language and Communication Need (SLCN)
- Multi-sensory impairment (MSI)

## 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 should I do if I think my child has special needs or a disability?**

If you feel that your child may have SEND then you should ask to speak to your child's class teacher. Your child's class teacher may also feel that it would be helpful to have the SENDCo attend the meeting.

Millhouse Primary School closely monitors all children. If the attainment of your child is below the range expected we will put in place some additional support to help remove barriers to learning. Your child will be placed on the SEN register. This will enable us to monitor your child and their progress more quickly.

## **How is extra support allocated to children with additional needs?**

For many children, simple changes to the way that the curriculum is delivered can make a significant impact on removing the barriers to their learning. These changes accelerate learning and help children to catch up with their peers and make expected levels of progress. This is called '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. For some children this may not be enough to help them make adequate 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. 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, such as booster groups and intervention tasks. The small group work will be carefully targeted to address your child's needs and his/her progress will be closely monitored and evaluated.

Millhouse Primary will provide some suggestions as to how you can best support your child's learning at home. You will be kept informed of their progress through regular termly meetings. At the meeting Mrs Musgrove will share with you how we as a school plan to personalise learning for your child and address specific targets.

## **What interventions does the academy deliver, and how could they support my child's progress?**

Some children may require interventions of a one to one nature or within a small group for short periods of time. These are overseen by the class teacher and progress is carefully monitored.

The SENDCo and Headteacher are responsible for the allocation of one to one and group interventions and timetabling this into the school day. This information should be highlighted on the schools Provision Map. The Provision Map shows the various levels of support for children with additional needs throughout the school.

## **What is a CAF?**

A CAF is a Common Assessment Framework, it begins with a gathering of information all about the child, often from different agencies. Once established, the CAF will help the school to organise a Team Around the Child Meeting (TAC). A TAC meeting involves everyone considering the best way in which your child can be supported. For the majority of children, actions taken using this graduated approach often means that the child begins to make adequate or expected levels of progress. If this is the case, the school may decide that your child no longer needs additional support because they are making the appropriate progress.

## **What is a statutory assessment?**

A small percentage of children require support of an additional nature beyond this. If this is the case, then the SENDCo 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 all your child's information and evidence of all the carefully evaluated additional strategies and interventions that have been put place and with your permission send it off to the Local Authority for them to consider the information at a panel meeting. There they will make a decision whether or not to carry out a statutory assessment of your child's needs. Whilst this is taking place the school will continue to meet your child's needs with the support that is already in place. Once the Local Authority receives a request to consider whether to make a statutory assessment or not, a legal timescale begins. The process of statutory assessment is carefully bound by the legislation and guidance within the SEN Code of Practice.

## **How will my child's learning needs be assessed and their progress monitored?**

Millhouse School has a rigorous program for the monitoring and assessment of children's learning. On-going assessments take place on a daily basis to ensure that the learning opportunities presented to children are appropriate to meet need and aid their learning and development. Some assessment takes place at the end of specific pieces of work to inform teacher's planning of the children's next steps in learning.

The school sets aspirational targets for all children including those with special educational needs. Individual targets are shared with children so that they are aware of what they need to learn next. Children with special educational needs have an individual education plan (IEP), which sets out targets that are specific to your child's needs. Plans are shared with

parents at open evenings and termly I.E.P meetings. Once a new I.E.P. has been written the school will carefully monitor the progress being made.

## **How is Millhouse Primary accessible to children with SEND?**

There are a wide range of ways in which the school makes adjustments for children and adults with additional needs or impairments e.g.

- Visual cues are clearly displayed in classroom and communal areas in order to facilitate easier access for our children who require a communication friendly environment. Visual timetables are clearly displayed in classrooms.
- The school promotes a dyslexia friendly environment and a wide range of dyslexia friendly strategies are evident in all classrooms.
- The school will always endeavour to make reasonable adjustments to internal and external teaching and learning environments to best accommodate the additional needs to pupils.

## **How will the school work with children with SEN or medical conditions?**

- The Headteacher and SENCo will liaise with professional and ensure relevant staff and staff numbers are trained. They will liaise and take guidance from professionals.
- The Headteacher and SENCo will ensure all relevant staff will be made aware of any child's condition.
- The school will work with parents to allow the child to have access to the same activities outside the school timetable.
- Although staff cannot be required to administer medication, the school will work with parents to ensure all medication is administered.
- Supply teachers will be made aware of any children with medical needs within their class.
- Individual Health Care Plans will be monitored.

## **How will we support your child when they are leaving this school? OR moving on to another class?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All IEP's will be shared with the new teacher.
- If your child would be helped by a book to support them understand moving on then it will be made for them.

In Year 6:

- The SENDCo will meet with the relevant receiving secondary teachers to discuss the specific needs of your child, records will be transferred prior to your child starting.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- If required and possible your child will make additional visits to their new school to help familiarise them with the setting and the staff.

## **How will I be kept informed of my child's progress?**

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report.
- IEP's will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school daily contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.