

At the Mill Primary Academy we:

- ✦ Recognise that different children have different needs and interests and that these may change over time.
- ✦ Adapt what we do to meet the learning, physical, social and emotional needs of all children.
- ✦ Adapt the environment to meet the learning, physical and emotional needs of all children.
- ✦ Celebrate difference and encourage positive interactions amongst all members of our school community.

Who to talk to?

Your child's class teacher is the first person to talk to. They know your child best.

If you are still concerned, or feel that your concerns haven't been heard then please talk to Chris Clarke, Stina Dale or another member of the senior management team.

You are always welcome to escalate your concerns. You can talk to Mrs Kim Harper (SENCO) or Mr Matt Lecuyer (Headteacher).

All appointments can be made through the office, come and talk to Shelley, Zoe or Alison who can help arrange a mutually convenient time.

Support

Wave 1

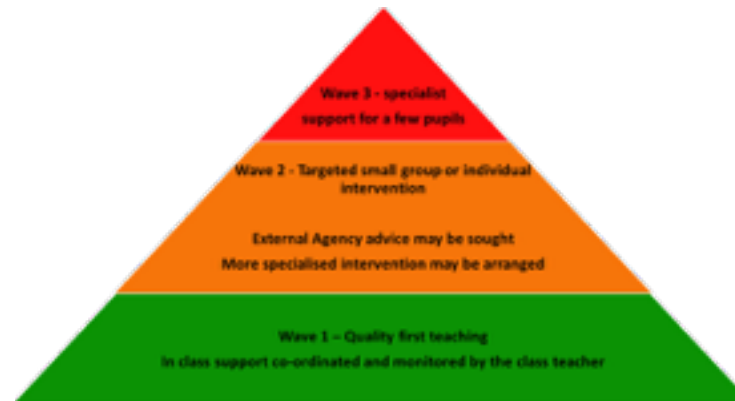
Teachers assess all children's learning every half term. They use this information to plan additional support in class. Support may include adaptations to the learning environment, different learning activities and additional adult support.

Wave 2

Some children do require more than this and we plan interventions to help them to catch up with the rest of the class, for example, extra phonics sessions.

Wave 3

Some children have difficulties that require and individual plan. Mrs Kim Harper will oversee this plan and discuss this with parents, children and teachers and teaching assistants.



Information for parents

How we support the needs of all children in school



Special educational needs and disability

What we provide and how we organise ourselves

What do we do and when?

Step 1 - Assess

We assess children all the time. We formally assess every half term. We carry out reading age and spelling age tests and use this to make sure the work is 'pitched' at the right level for your child. We discuss every child who is 'stuck' at meetings as a senior leadership team on a regular basis. Every child is set a target and this feeds in to the teacher and teaching assistant performance management process.

Step 2 Plan

We use all the expertise in school and outside where necessary, to plan for your child. We monitor that planning on a regular basis for impact on your child's learning.

Step 3 Do

We use all our resources to make sure the plan can work and that your child receives the support they need. This may be anything from Wave 1 through Wave 2 to Wave 3.

Step 4 Review

Sometimes this is a formal review, often it involves parents and children on an informal basis. It always involves looking at progress and judging the impact on the child's learning.

How to contact us?

Call us on 01293 571893

Email us on:

office@themill-tkat.org

Speak to us - look for a blue high vis jacket before school - that will be one of the senior leadership team.

More support and further information is on our website

www.themill-tkat.org

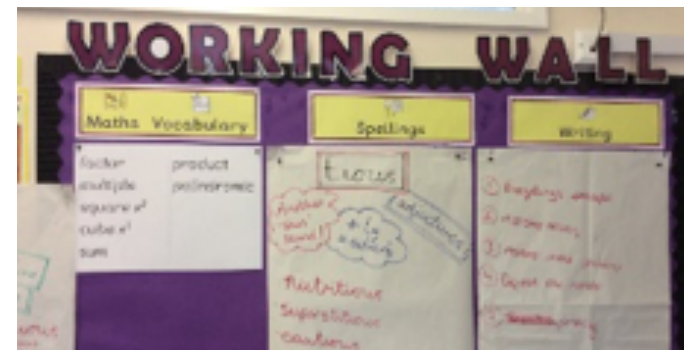
There are links on our website to parent support information and SEND Policy. Some information is in our cafe.



Visual cues in class

Sometimes everyone finds change and 'not knowing' difficult. This can often be worse if you are someone with a special educational need or disability.

Much the same as parents often have a timetable on their fridge or by the front door to remind children what day homework is in, or what days they are at their mum's or dad's house, we have timetables in class. Every class has a clear visual picture and writing to tell the children what happens next. Some children have their own timetable on their desks.



Support in class

Children have key vocabulary and clear signs to remember the learning that has already taken place and to signpost to how they may learn to support themselves. We have a strong philosophy that doing everything for a child does not help and we encourage all children to us the Working Wall (above) and resources (below). Every class has clearly labelled resources using pictures and words so that children can learn to get the equipment and support they need when they want it.

