



Our Commitment:

At The Mill Primary Academy everything we do is underpinned by our core vision and values. Our focus is on learning and the key life skills that are necessary to make all pupils successful learners, both academically, personally, today and throughout their lives.

Name	Position	Key Responsibilities
Mrs Welham	Head teacher	Responsible for the provision of pupils with SEN
Mrs Harper	SENCO	Responsible for coordinating provision for children with SEND and developing the school's SEND policy. Liaison with outside agencies to obtain specialist advice.
Mrs Morgan	Teacher	Responsible for running Speech and Language intervention across the school.
Mrs King	SEN Governor	Supporting the school to evaluate and develop the quality and impact of provision for pupils with SEND across the school.

1	How does the school know if children need extra help?
	<p>Every child is an individual and they all develop and learn at different rates. This means that different teaching styles will be used in the classroom to support individual children with their learning. Most children will benefit from these different approaches and will make appropriate progress, whilst other children may require more support for additional needs (including learning difficulties, medical conditions and/or disabilities). Appropriate arrangements will be made to help with medical conditions and/or disabilities that are affecting your child's schooling.</p> <p>On-going monitoring takes place by class teachers to identify pupils who are not making progress. After discussion with staff and parents, additional support may be put into place through resources/ targeted small group and / or individual support to help overcome any difficulties. Children will have an IEP -</p>

	<p>individual education plan) which will have their targets recorded, for the next half term. Their individual targets will be reviewed each half term. These will be shared with you by the class teacher. Actions agreed take into account each pupil's strengths as well as their difficulties. In some cases additional teaching assistant support may be allocated. This support is deployed to ensure pupils can engage in lessons and wider school activities and to facilitate independent learning.</p>
2	<p>What should I do if I think my child may have special educational needs?</p>
	<p>Talk to one of these people:</p> <p><u>Your child's class teacher</u> He/She is responsible for:</p> <ul style="list-style-type: none"> • Adapting and refining the curriculum to respond to the strengths and needs of all pupils. • Checking on the progress of your child and identifying, planning and delivery of any additional support. • Devising IEPs(individual education plans), to prioritise and focus on the next steps required for your child to improve in their learning. • Applying the school's SEN policy. <p>If you have concerns about your child you should speak to your child's class teacher first. You may then be directed to the SENCO.</p> <p><u>SENCO (Mrs Harper)</u> She is responsible for</p> <ul style="list-style-type: none"> • Coordinating provision for children with SEND and developing the school's SEND policy • Ensuring that parents are: <ul style="list-style-type: none"> ✓ Involved in supporting their child's learning and access ✓ Kept informed about the range and level of support offered to their child ✓ Included in reviewing how their child is doing ✓ Consulted about planning successful transition to a new class or school ✓ Liaising with a range of agencies, who can offer advice and support, to help pupils overcome difficulties ✓ Facilitating training for staff so that they are able to meet a range of additional needs successfully <p><u>Headteacher (Mrs Welham)</u> She is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, including the provision made for pupils with SEND
3	<p>How will the school support my child?</p>
	<p>Teachers will adapt their teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access to the curriculum and ensure that all pupils can experience success and challenge in their learning.</p> <p>Grouping arrangements are flexible; with opportunities for both ability and mixed ability groups. This will maximise learning opportunities for all children.</p> <p>If your child has particular learning needs he/she may be given an IEP (individual education plan).This will have details of the extra steps being taken to support your child.</p>

4	How will the curriculum be matched to my child's needs?
	<p>Work will be taught at the appropriate level for your child.</p> <p>This can be done in a range of ways to support access to the curriculum and ensure that all pupils can experience success and challenge in their learning.</p> <p>If your child has particular learning needs he/she may be given an IEP (individual education plan). This will have details of the extra steps being taken to support your child.</p>
5	How will both you and I know how my child is doing?
	<p>Your child's progress will be monitored at least half termly. Their individual targets (on their IEP- individual education plan) will be reviewed and new ones written, as needed. These will be shared with you by the class teacher.</p> <p>The impact of the support they are getting will be checked and arrangements changed if necessary. If not involved already, this might include referral to external agencies.</p> <p>Children who have an EHC plan will have a review meeting each year, where outside agencies who are involved will be invited to review progress and set new targets.</p>
6	How will you help me to support my child's/young person's learning?
	<p>Your child's individual targets will be shared with you by their class teacher. They will also share with you how you can support your child in working towards these targets.</p> <p>When outside agencies are involved, regular liaison and communication takes place with parents and professionals. This may include parent meetings, multi-agency meetings and the sharing of reports.</p>
7	What support will there be for my child/young person's overall well-being?
	<p>Currently, staff are undergoing training from external agencies in supporting children with speech and language needs. Our speech and language therapist gives them a range of strategies to support children in class, on a day to day basis, who may be anxious, angry, or have other emotional needs. Teachers also use circle time to address issues as they arise in class.</p> <p>We have a school counsellor, who works regularly in school and referrals can be made to her or other outside agencies if needed e.g. family link workers.</p> <p>We have a clear behaviour policy and expectations for behaviour are high at all times. This ensures that children are clear about what behaviour is expected in school and are supported in achieving this and making good choices about their behaviour as the need arises. In addition to this, individual behaviour support plans may also be used to address additional behaviour needs.</p>
8	What specialist services and expertise are available at or accessed by the school?
	<p>The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These may include:</p> <ul style="list-style-type: none"> • Educational Psychology Service (EP) • Learning Inclusion Advisory Teachers • Social Communication Team Advisory Teachers • Speech and Language Therapy • Occupational therapy • Physiotherapy • School Nurse • Moving and handling advisor • Paediatric Services • CAMHS (Child and Adolescent Mental Health Service) • Child Development Clinic • Family Link Worker • Parent Partnership Service

	<ul style="list-style-type: none"> • Play therapist / Counsellor <p>Individual healthcare plans are written for those children with specific medical needs.</p>
9	<p>What training have the staff supporting children and young people with SEND, had or will be having?</p>
	<p>School staff undertake training both in school and from external agencies including:</p> <ul style="list-style-type: none"> • Access to advice/ support from school nurse (including individual protocols for children with significant medical needs and allergies). • Support and advice from the speech and language therapist. (TAs and HLTAs deliver planned Speech and language programmes, devised by a Speech and Language Therapist). • Support staff trained in speech and language interventions such as Narrative therapy. • Training in interventions such as Jump Ahead to develop motor skills (Support and advice available from Occupational Therapist). • Delivery of planned Occupational Therapy from TA. • Delivery of planned Physiotherapy programme from TA. • Training from play therapist / school counsellor. • Any additional training as identified on an individual basis. <p>Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills.</p>
10	<p>How accessible is the school environment?</p>
	<p>The school building currently operates over two floors. The main ground floor corridors are fully accessible and all fire exits on the ground floor are fully accessible. Class bases can be adapted based on the needs of the children or adults in the school.</p> <ul style="list-style-type: none"> • Wheelchair access / ramps throughout the ground floor • Two disabled bays in the school car park and access to the car park for disabled badge holders • Two disabled toilets (unisex) • Specialist equipment such as sloping boards/wedge cushions may be used if recommended
11	<p>How will my child be included in activities outside the classroom including school trips?</p>
	<p>Every effort is made to ensure all pupils receive the broad, balanced and individually differentiated curriculum to which they are entitled: including activities outside the classroom and school trips.</p> <p>Additional support or adaptations may be made for individual children as necessary.</p>
12	<p>How will the school prepare and support my child to join the school and transfer to a new school?</p>
	<p>The school liaises carefully with pre-school settings and secondary schools to ensure smooth transitions.</p> <p>There may be extra visits and meetings for some year 6 and EYFS pupils and their families to help with transition to and from school. If appropriate, we will work with any outside agencies involved with children to plan and implement transition plans for children with additional needs.</p> <p>In addition, we run a transition group, supervised by our Higher Level Teaching Assistant towards the end of year six.</p>

13	How are parents involved in the school? How can I be involved?
	<p>Parents are involved as soon as there is any concern about a child's learning and are seen as partners in meeting their child's educational needs. Parental involvement in a child's education is highly valued at The Mill Primary Academy.</p> <p>Parent's views are sought whenever possible and parents can make a contribution by:</p> <ul style="list-style-type: none"> a) Ensuring regular school attendance. b) Informing the school of any problems or concerns and helping school to understand their child's needs through sharing their unique knowledge of their own child. c) Involving themselves in school activities and generally supporting the school. d) Helping children cope with school life e.g. bringing necessary equipment and supporting children with homework. e) Attending all meetings concerning their children. <p>Parent's evenings are held each term and if your child has an IEP (individual education plan) then that will be reviewed with parents at these meetings.</p> <p>We also welcome parents in to help with art activities, hearing children read, trips and so on.</p>
14	Who can I contact for further information?
	<p>If you have concerns about your child you should speak to your child's class teacher, or contact Mrs Harper, the SENCO (Special Educational Needs Coordinator).</p>