

Mill Lane Primary School

SEN Information Report- School Offer



Mill Lane Primary School is one of the local schools which form the BBEST Partnership of Schools. All schools in the BBEST Partnership have a similar approach to meeting the needs of pupils with special educational needs and/or disabilities (SEND).

We are supported by Kirklees Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools in the Partnership aim to be as inclusive as possible, so that the needs of our pupils with SEND can be met in a mainstream setting, when this is appropriate and where families want this to happen.

Frequently Asked Questions:

These are some of the questions most frequently asked by parents and carers about what the school offers in order to support children with special educational needs and/or disabilities (SEND) such as:

- how we identify children with SEND
- how we support children with SEND
- what to do if you think your child needs extra help.

Please read the following information about the School's special needs offer at Mill Lane.

If you have any other questions or concerns, please contact the SENCo (Special Educational Needs Coordinator) at school. This person is Alison Eddings.

You can do this by phoning the school on 01924 477544 or email the school office on the following address:

office.milllane@kirkleeseducation.uk.

Staff will be happy to speak to you and arrange an appointment to visit school and speak to the SENCo.

What should I do if I think my child has special educational needs and needs extra help?



At Mill Lane Primary School, we want your child to be happy and to achieve their full potential during their time with us, but sometimes children need extra help in order to do this.

If you have any concerns about your child's progress or think that your child may be experiencing difficulties, please discuss this with your child's class teacher. This can be done by making an appointment through the office to meet your child's class teacher in a relaxed atmosphere where you can discuss your concerns.

We will:

- listen to any concerns you may have and discuss these with you
- hold a further meeting to discuss this with you in more detail, if needed
- plan any additional support your child may need
- consider if a referral to an external agency is needed, in order to support your child's learning
- keep you informed at every stage

2. How will you support my child or young person with special educational needs and / or disabilities (SEND)?

Children who are identified as having special educational needs and/or disabilities (SEND) are supported in school through a variety of approaches. These include:

• Quality First Teaching

Our teachers support all children, including those who have special educational needs and / or disabilities, through excellent classroom teaching, known as "quality first teaching".

Quality first teaching is what is on offer for all children – a high-quality, inclusive, broad and balanced curriculum, engaging and effective teaching and personalised learning which includes and supports all children, including children with special educational needs and/or disabilities.



Quality first teaching includes:

- well-resourced and carefully planned provision which provides a rich learning
- clear objectives that are shared with the children environment
- lively, interactive teaching and learning, based on real life, practical experiences
- carefully structured, differentiated learning activities which enable all children to participate fully
- children being supported with their learning, in groups, pairs and sometimes individually
- children being helped to take responsibility for their own learning, when appropriate
- children being encouraged to know their own targets and how to achieve them

If your child continues to experience difficulties despite high quality personalised teaching, they may need additional support. This is now called SEN Support.

- **SEN Support**

Children who have been identified as having special educational needs and/or disabilities can get extra help in school, through SEN Support.

SEN Support is a graduated system which all involves full consultation with parents. Initially a child's additional support would mean they had an 'Additional Needs Plan' (ANP) to help document and monitor progress. If it is decided that a higher level of support is needed your child would have a 'Support Plan' which is a very comprehensive document detailing their specific needs, goals and provision. This is written with you and your child. If, with this higher level of support, your child still struggles to meet their potential it may be that an Educational Health Care Plan (EHC) is needed.

- **Education Health Care Plan (previously called a Statement of Educational Needs)**

Children with ongoing, significant and / or complex needs may be entitled to receive a much higher level of support through an Education, Health and Care Plan (EHC Plan).

An EHC plan is a legal document and is issued by the Local Authority. It would mean that your child has been assessed by the Local Authority as needing an ongoing, high level of support, which may need additional funding. Some of the additional funding would need to be paid by the school. Some children may need extra funding from the Local Authority to help the school pay for additional support.



If your child needs an EHC Plan, you will be guided and supported through the process by the SENCo at school, together with the school's Educational Psychologist.

At Mill lane Primary School we always aim to meet the additional needs of any pupil at the same time as developing their independence and sense of belonging to their class. Over time your child may benefit from:

- Additional adult support in class (1:1 or in a group)
- Additional adult support out of class (1:1 or in a group)
- Additional equipment or apparatus to support learning
- Personalised curriculum or lessons
- Support/advice from specialist external agencies

3. How will the curriculum be matched to my child's needs?

The curriculum is planned in a way that enables the teachers to match learning activities to your child's needs. Teachers will continually assess how much your child understands key ideas, skills and concepts, then they will plan accordingly for the next steps in learning.

Children work in small groups, in pairs and independently, under the guidance and support of their class teacher. Each class will have an additional adult every morning to support learning. In the afternoon staff will provide extra support for those children who need it through targeted interventions.

If your child needs SEN Support, the class teacher will plan learning activities personalised to support their specific needs. They may have additional adult support as well. This support will be recorded in school and shared with you by the class teacher.

If your child receives an EHC Plan, they may be allocated extra adult support for some or all of the school day. This support will be detailed in an ANP, which will be shared with you by the class teacher. The level of support would be decided by Kirklees Local Authority.



4. What support will there be for my child's overall well-being?

At Mill Lane we take a holistic view of our children's needs. Your child will be offered a home visit before entry into nursery by a member of staff who will ask you questions about your child's health, any allergies they may have and whether your child is registered with a GP and dentist. If your child starts later than Nursery they will have opportunity to discuss all the relevant issues as part of their induction into school.

During their reception year and year 6 in school, your child will be screened by the school nurse. This provides a check for height, weight, vision and hearing.

In weekly staff meeting, staff feedback about any child whom they are concerned about. This is monitored and appropriate action taken. The head teacher meets with class teachers every half term to discuss the progress of every child. Any concerns raised by the class teachers are followed up and discussed with parents. This information is reported back to the SENCo who then monitors and checks that all necessary action is taken and appropriately recorded.

An Educational Teaching Manager works in school (Mrs Ottewell) to support attendance, social and emotional well-being and home school relationships. Mrs Ottewell will be supporting children in a variety of ways to develop the social and emotional well-being and confidence.

Mill Lane operates an ethos of restorative justice which means that conflict is resolved through discussion and actions which are agreed in a collaborative way. This enables children to develop a sense of empathy and manage their own behaviour in a more positive manner.

Through the curriculum Mill Lane develops confidence and well-being via embedded and explicit teaching. Explicit teaching addresses life skills such as dealing with bullying, staying safe, developing aspirations and forming positive relationships whilst ongoing principles of fairness and support are embedded in all aspects of school life, leading to more resilient children.



We monitor the following:

- Attendance (including punctuality)
- Health (including dental health, vision, hearing, diet, weight and general health)
- Behaviour
- Progress
- Support of parents (including attendance at parent's consultations)

Medications

At times, children with special educational needs and/or disabilities (SEND) may require specific medications to be administered. Any arrangements regarding medications for children with SEND will need to be discussed with the SENCo.

The SENCo may arrange a meeting with the parent and the school nurse. We may decide that a Health Care Plan is needed. This would give details of any medications as well as when and how they are to be administered.

Keep us informed.

Parents/carers: if you have any concerns about your child's health or well-being, please ensure that you let your child's class teacher know.

5. What specialist services are available to support my child with SEND?

In order to support our children with special educational needs and/or disabilities (SEND), we work closely with a range of professionals including the following external agencies:



- School Nurse Team (Locala)
- Early Help Assessment (EHA) Team
- Kirklees Educational Psychology Service
- Kirklees Sensory Service for children with visual or hearing impairments
- Speech and Language Therapy Services (Locala)
- Kirklees Inclusion Service
- Kirklees Specialist Provisions
- Physiotherapy
- Occupational Therapy
- Attendance and Pupil Support

6. What staff training is in place at Mill Lane to support children with SEND?

At Mill Lane we regularly update our staff training in order to support children with SEND:

- The SENCo attends termly SEN Network meetings in order to keep up to date with all aspects of SEN
- Staff receive regular training in order to support children with medical needs such as asthma and allergies
- Additional training is arranged to support children with SEND, as required
- A number of support staff are trained in paediatric first aid. This training is regularly updated

7. How will my child be included in activities outside the classroom, including school trips?

The curriculum at Mill Lane is planned to include learning opportunities both inside and outside. Our school grounds and the local community provide opportunity for children to extend learning in a rich outdoor environment, which is accessible to all learners. In addition, our children have the opportunity to experience a wide range

of exciting educational visits. We ensure that all children, including those with special educational needs and/or disabilities (SEND) are included in all of these experiences.



All visits out of school and activities where necessary are risk assessed. Children with particular needs may require an additional risk assessment. We will discuss arrangements for your child with you at the time of the visit, to ensure that appropriate arrangements are in place.

8. How accessible is Mill Lane Primary School?

At Mill Lane we have tried to ensure that the school environment is as accessible as possible. We provide:

- Wheelchair access into school
- A lift to the downstairs dining room
- Bilingual translation when needed, for pupils, parents and carers
- A school environment ethos which supports children with a range of additional needs

9. How can parents get involved at Mill Lane Primary School?

At Mill Lane School we encourage parents/ carers to be as involved as possible during the time that your child attends our school. We encourage parental involvement in a number of ways:

- Opportunity to speak to staff by making an appointment at the office or via email/telephone
- Bilingual staff - staff are available every morning and end of the school day, should you require translation
- Parents' Forum – each half term we hold a parents' forum for parents. These are held in the school and dates and times will be advertised locally. The forums are attended by the educational teaching manager. This is an ideal opportunity for you to find out about the opportunities available for you and your child
- Parent workshops – we hold workshops for parents to help to inform you about the curriculum and are developing more social workshops.
- Parent's Consultations – Parents' evenings are held once each term

10. What support do we have for you as a parent of a child with SEND?



- 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 a consistent approach can be developed.
- The SENCo is available by appointment to meet with you to discuss your child's progress or any concerns/worries you may have, please go to the school office to request an appointment.
- Regular meetings are held for the parents of children with SEND, to keep you informed of progress and discuss next steps. The SENCo will arrange these when needed. Any input from outside professionals will be discussed with you at these meetings.
- Homework will be matched to your child's individual needs, as appropriate.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

11. Looked After Children

Any child who is looked after by the local authority will have their individual needs (academic, personal and social) met fully via the above process.

Alison Eddings is the person in school who has responsibility for looked after children and can be contacted.

12. What do I do if I'm not happy?

If, at any stage, you are not happy with the provision being offered by school you should contact your child's class teacher and/or Alison Eddings. At all times we hope to work with parents to offer their child the very best. However, we recognise that sometimes things cannot be resolved readily in which case the school's complaints procedure should be followed.

13. Who can I contact for further information

If you require any further information or if you are worried about your child, please come into school and speak to a member of staff. We can talk to you about your concerns and offer support and advice.



- Your child's class teacher may be the best person to speak to in the first instance, if you are concerned about your child.
- The school SENCo (Special Educational Needs Coordinator) is also available to answer your questions.
- If you are concerned about the support your child is receiving at school and feel you need advice about what to do, you may find it useful to contact one of the following organisations, which offer parents support and advice:

Kirklees Independent Advice and support -

<http://kirkleesindependentadviceandsupportservice.co.uk/>

(SENDIAS - SEN and Disability Information Advice and Support)

Kirklees PCAN - <http://www.pcankirklees.org/>

(Parents of Children with Additional Needs)

14. Children's Views

A group of children with identified SEN from year 2 to 6 were consulted on SEN provision. **All** children said they enjoyed school, wanted to come, found some work hard but were confident to try. All except one could talk about their own needs and challenges and all had some ideas of how they were helped e.g. additional apparatus, clear explanations and instructions, visual timetables.

The group felt extra-curricular activities were a positive and that their teachers enabled them to be safe and learn new things.

In summary the children presented as happy and confident to work even though they have additional needs.

15. Parent's Views

A group of parents of children with SEN was consulted. All felt that their child's needs were identified quickly, that provision was appropriate and monitored and that they had been involved and supported throughout.

Parents valued meetings with staff to discuss their child's progress but one parent felt they could have been involved, as their child got older. Parents did not want any changes to the current process and were, overall, happy

