



Millbrook Junior School - SEND Report 2022/23

Dream, Believe, Aspire, Achieve

At Millbrook Junior School we endeavour to achieve maximum inclusion of all children whilst meeting their individual needs. All children have access to a broad, balanced, relevant and differentiated curriculum, through which all children are encouraged to have the highest expectations. School work is differentiated to match each child, helping them achieve their full potential. The school has a duty to meet the individual needs of all children, including those with SEND (Special Educational Needs and Disabilities.) We are able to provide support for pupils across the 4 areas of need as identified in the Code of Practice (2014):

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical needs

Below are some frequently asked questions about SEND at the school:

1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At Millbrook Junior School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below 'age expected' levels or equivalent (e.g. percentile rankings)
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of tools for standardised assessment such as: Salford Reading Test, Neale Analysis, Vernon Spelling, dyslexia and working memory screening tests
- Children with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.



2. HOW DO I RAISE CONCERNS IF I NEED TO?

Talk to us - contact your child's class teacher about your concerns initially. If you feel that you require more specialist advice then ask to arrange an appointment with the SENDCO (Special Educational Needs and Disabilities Co-ordinator: Mrs Nicola Farnworth). Please phone the school office to make an appointment.

HOW WILL THE SCHOOL SUPPORT MY CHILD? 3a WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area. Our SENDCO will oversee the progress of any child identified as having SEND. There may be a TA (Teaching Assistant) working with your child either individually or as part of a group. The content of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning and is reviewed and shared during termly parents' evenings.

3b WHO WILL EXPLAIN THIS TO ME?

The class teacher will meet with you formally on at least a termly basis (usually as part of parents' evenings or separately if required), in order to discuss your child's progress and the support that they are receiving. Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this. PATH appointments (Parent/Carer and Teacher Hours) are available with class teachers after school from 3:30pm-5:30pm on Mondays. You can make an appointment with the class teacher directly or by phoning/emailing the school office. An appointment can be made with the SENDCO to discuss support in more detail if required. SEN learning plans will be written in consultation with children, teachers, teaching assistants and parents. These will form part of the written record of the support provided and copies will be provided to parents.

4 WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING? 4a WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

We are an inclusive school that holds a child's social and emotional development as a priority. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. The school also has a Family Support Worker (Mrs Ros Fombanu) and Wellbeing Assistant (Mrs Lorraine Walker) who organise wellbeing interventions and support across the school. Any additional staff working with vulnerable children requiring support during the school day,



will work under the direction of the SENDCO and the class teachers.

4b HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

The school has a policy regarding the administration and managing of medicines, which is available on the school website. Parents can request a 'hard copy' of this policy from the school office. Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office. On a day-to-day basis, the administrative staff generally oversee the administration of any medicines. Another member of staff will always witness any administration, with the exception of inhalers. As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations. Staff who hold first aid qualifications have these updated regularly.

4c WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

The school aims to work in a supportive role with children and families to understand the cause of difficulties and to take steps to address this. If a child has significant behaviour difficulties, an Individual Behaviour Support Plan is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour. The school has an attendance policy. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Head teacher. Should additional support be required in relation to attendance we can support in making a request for Early Help, where this is considered appropriate. Various incentive schemes are used to promote positive attendance throughout the school including the presentation of certificates.

4d HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

Children who have SEN learning plans or Behaviour Support Plans discuss their progress and targets when these are reviewed. They also have a pupil passport which is a way of recording their voice and this is updated regularly with children. If your child has a Statement or EHCP, their views will be sought before any review meetings (as is age appropriate). Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their



daily learning journey. All children are provided with the opportunity to be voted onto the School Council Team, as well as hold other positions of responsibility, by their class or teachers.

4e HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

Our school has an accessibility policy which can be accessed via the school's website. All areas of the school are accessible by wheelchair. Ramps are provided near stepped areas and disabled parking bays are available in the overspill staff car park. Accessible toilet facilities are available both in The Hub, Year 4 and Year 5 areas. If you have specific access queries or concerns please speak with us.

5 HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. The class teacher, alongside the SENDCO will discuss a child's needs and what support will be appropriate. Children with SEND will have access to the appropriate resources needed in order to help them to make progress. A range of resources are available in all classrooms e.g. coloured overlays, ear defenders, wobble cushions, fiddle toys etc. The governors agree priorities for spending within the SEN budget, including pupil premium funding, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

6 HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?

- By regular monitoring by the Senior leadership team, SENDCo and class teachers to ensure that the child is making progress academically against national/ age expected levels (or equivalents) and other assessment data, and that the gap is narrowing between them and their peers.
- By reviewing children's targets in SEN learning plans and ensuring that they are being met.
- Through verbal feedback from the child, the parent and teacher to build a wider picture.
- Through children moving off the SEN Register when they have made sufficient and sustained progress - parents will always be informed if this has taken place.



7. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING? WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

You are welcome to make an appointment to meet with either the class teacher or SENDCO at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home. Every child has a planner where parents and school can communicate in 'informal' written form. These books are checked by school staff as often as possible. Your child may have a SEN learning plan that will have individual/group targets. This is discussed with you on at least a termly basis and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home. All parents are offered a termly opportunity to participate in a learning conversation. When the child's SEN learning plan is reviewed, comments are made against each target to show what progress the child has made. If your child has complex SEND they may have a Statement of SEN or EHCP. In such instances a formal meeting will take place to discuss your child's progress and a report will be written at least annually.

8. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

As a school we track and analyse the childrens' progress in learning against national expectations and age related expectations on termly basis. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year 3 through to Year 6, using a variety of different methods. Please ask the school if you require any further details. Pupil Achievement Meetings are held each term between each class teacher and the Head teacher or Deputy Head teacher. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed where specific needs are apparent. The school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth, for example the Salford Reading Test, Neale Analysis, Vernon Spelling Test, dyslexia and working memory screening and receptive language assessment. The Head teacher and SENCO report regularly to the Governing Body to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times. We have a governor who is responsible for SEND, who reports back to the Governing Body.



9. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips including residential trips in Years 4 and 6 if parents wish. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs. A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible. A variety of extra-curricular clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Our Midday Supervisory Assistants (MSA) and Teaching Assistants (TA) support the children during lunchtimes and any further support is considered on an individual basis, dependent on the specific needs of the child.

10. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

We encourage all new children to visit the school prior to starting. We can create transition booklets with/for the children if transition is likely to prove challenging. For children starting in Year 3, a series of visits for children are planned throughout the second half of the summer term in order to help children, parents and staff get to know each other. We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs, a Statement or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools. Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher. At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.



11. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND. The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc. as required. As a school we work closely with any external agencies that we feel are relevant to supporting individual children's needs within our school including: Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help locality teams, social workers; educational psychologists and specialist advisory teachers.

12. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way. Our SENDCo and another class teacher have post-graduate qualifications in SEND including the NASENCo qualification, supporting children with speech language and communication needs and supporting children with autism diplomas. Many of our TAs have studied for the Level 3 Advanced Apprenticeship in Supporting Teaching and Learning in Schools. Others have also taken additional certificates in supporting children with autism and in supporting children's wellbeing. Professional development opportunities for developing knowledge of teaching children with SEN are also provided through termly SEN-based INSETs and/or during staff meetings. Recent training has been provided by outside agencies including the ADHD team and our Education Psychology service. The school also operates an internal continuing professional development (CPD) programme for both teachers and support staff, based upon the needs of both children and staff.



13. WHO CAN I CONTACT FOR FURTHER INFORMATION?

Please speak to the class teacher in the first instance. General information relating to SEND can be found on the school website, including within the [Inclusion policy](#) and [accessibility plan](#).

The accessibility plan outlines how the school aims to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils
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The school has also has a complaints policy, which is available on the school website. You might also wish to visit the following websites: Northamptonshire County Council's Local Offer, outlining services available for children and young people who have SEND, which can be found at:

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>

Further information is also available from the SENDCO (Mrs Nicola Farnworth), email:

sendco@millbrookjuniors.co.uk

14. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

Please contact the school office for further information about the school and to arrange a visit.

Tel: 01536 517049 or email through our contact page on the website.