

# Millbrook Church of England Primary School

## Our SEN information report

January 2021

### Statement about the inclusive and accessible nature of the school

A warm welcome to Millbrook School where we firmly believe in educating the whole child. Yes, we have a focus on Reading, Writing and Maths, but we place a big emphasis on the living curriculum and developing a child's education in the outdoors. We have an amazing resource in our beautiful school grounds, where we can learn outdoors in forest school and wild tribe. We pride ourselves in our sporting successes, usually getting a few teams though into the Cornwall School Games each year (fingers crossed!) Not only that, but we offer outdoor and adventurous activities, including cycling/ mountain biking, surfing and Junior Ten Tors as part of the timetable. Couple that with some active residential experiences, and we can develop resilience, independence and a sense of adventure in all our children.

Millbrook Church of England Primary School is part of the St Barnabas Multi Academy Trust. As part of a Multi Academy Trust, we are able to work with and learn from colleagues, leading to a supportive environment for all our pupils. At Millbrook, we are committed in providing the very best in education and care for our learners. We recognise that every child deserves the best possible start in life and the support that enables them to fulfil their potential.

Children at Millbrook Church of England School are placed on the Record of Need in line with Special Educational Needs and Disability Code of Practice 0 to 25 years. All the teachers in the school are teachers of children with Special Educational Needs. As such Millbrook adopts a 'whole school approach' to Special Education Needs which involves all staff adhering to a model of good practice. We have many tools and strategies to help us with this including ICT and intervention lessons. Our team of dedicated Teaching Assistants have substantial knowledge and practical experience of working with children with a range of SEND needs. The SENCo, Mrs L Collins has achieved the National Award for Special Educational Needs Co-ordination.

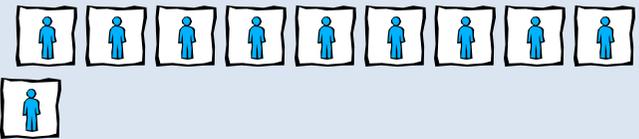
Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website: <http://cornwall.childrensservicedirectory.org.uk>

**Name of the Special Educational Needs/Disabilities Coordinator: Mrs Louise Collins**

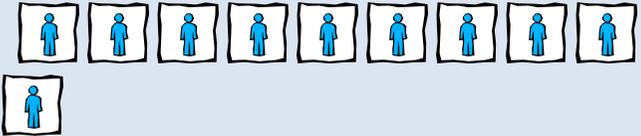
**Contact details: 01752 822471**

## The levels of support and provision offered by our school

### 1. Listening to and responding to children and young people

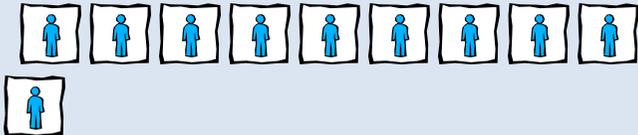
<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The views and opinions of all children are valued.</p> <p>Termly meetings with parents.</p> <p>Children's voice is represented in all aspects of school.</p> <p>Children's voice is heard through:</p> <ul style="list-style-type: none"> <li>- school council</li> <li>- questionnaires</li> </ul> <p>PSHE sessions where children have the opportunity to discuss different sceneries, worries and strategies</p>	<p>Children with SEND are included in all consultation groups.</p> <p>Additional provision is developed in light of children's voice and needs.</p>	<p>Individual support is responsive to the views of the children</p> <p>The child's views are an integral part of TAC meetings and SEN reviews.</p> <p>Children are supported in person centred planning and target and outcome setting for example PEP targets.</p> <p>We have established robust safeguarding and child protection procedures, if concerns are raised by children or families.</p>

## 2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Teaching staff are available daily to speak to parents at the start and end of the school day.</p> <p>Weekly newsletter to keep parents and children informed.</p> <p>School Website is regularly being improved to make communication between parents and the school easier.</p> <p>The parents/carers of all children are invited to attend parent/carer evenings.</p> <p>Summer meetings and home visits for all new EYFS parents.</p> <p>Individual tracking reports are sent home once a year.</p> <p>Parents/carers can contact the school if they have any concerns either by phone or email.</p>	<p>Parents have the facility to book additional slots for parents evening appointments if they need it.</p> <p>Families are invited to attend extracurricular activities.</p> <p>Parents are able to contact school re concerns at any time.</p>	<p>Signposting to external agencies and individuals as needed.</p> <p>TAC (Team Around the Child) and CAF (Common Assessment Framework) and Early Support meeting arranged if they are required.</p> <p>Parent's/carer's views are an integral part of TAC meetings and SEN reviews.</p> <p>All documentation is presented in a format that is accessible to individual parents as required.</p> <p>We have established robust safeguarding and child protection procedures if concerns are raised by children and families.</p>

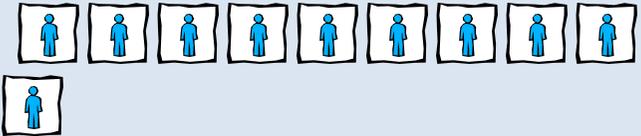
<p>Parents attend celebration assemblies</p> <p>Parents involved in Parent Friends Association and the Governorship of the school.</p> <p>Online opportunities for supporting children with learning e.g. through the use of online platforms such as Fiction Express, Accelerated Reader and Times tables Rockstars.</p>		
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### 3. The curriculum

<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The curriculum is designed to ensure the inclusion of all children and is regularly reviewed for impact and effectiveness.</p> <p>All students regardless of their ability and/or additional needs, have full access to the curriculum.</p> <p>English and Maths targets.</p> <p>A range of activities are used to target different learning styles.</p>	<p>Additional intervention to support pupils are needs led for example: Read Write Inc Fiction Express Talk and Draw</p> <p>The progress of children taking part in intervention groups is measured on a regular basis for example Provision Mapper and OTrack</p>	<p>More specialised and tailored versions of the interventions and programs identified in targeted supported.</p>

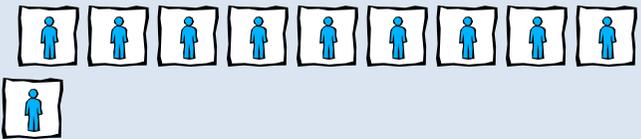
<p>Peer assessment / self assessment where appropriate.</p> <p>Learning journeys to support assessment and to share pupil's achievements in EYFS.</p> <p>Resources to support learning eg working walls, number lines and ICT.</p> <p>Guided learning groups.</p> <p>Talk partners and established routines for sharing and talking in class.</p>	<p>The intervention packages are adapted in light of children's progress.</p> <p>Assessments (including dyslexia testing) are used to identify students who need specific interventions.</p>	
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#### 4. Teaching and learning

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The lessons are carefully planned to include regular progress checks and different learning styles.</p> <p>Continuing professional development to match the needs of the school, the staff and the pupils.</p>	<p>Termly Parents Evenings so that teachers can discuss in more detail with child and their parents their learning and progress (with extended sessions if required)</p>	<p>Personalised and highly differentiated work is provided enabling independent learning as needed.</p> <p>ICT is used to support some pupils with more specific needs.</p>

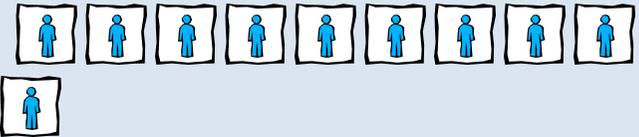
<p>Work with our St Barnabas MAT partners to develop and evolve learning</p> <p>Regular pupil progress meetings to discuss strategies to support pupils.</p> <p>Preferred learning styles are used.</p> <p>Students' work is regularly marked and children are able to reflect and respond to this.</p> <p>English / Maths is a priority for all staff: key vocabulary and key terms are displayed and discussed.</p> <p>Regular moderation meetings within our Multi Academy Trust to ensure accurate assessments.</p> <p>Alternative ways of recording are used where needed.</p>	<p>Class teachers and teaching assistants share information and lesson plans to ensure that students with SEND have targeted support and provision.</p> <p>Support and differentiation in provision as needed</p> <p>Independent student learning is supported by the use of technology, for example:</p> <ul style="list-style-type: none"> <li>- Laptops / Chromebooks</li> <li>- Talking tins</li> </ul>	
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## 5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
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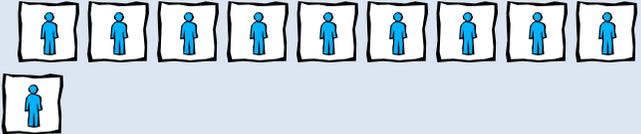
<p>Use of consistent marking system throughout the school means that children can independently identify what they need to do next in their learning.</p> <p>Regular use of peer and self assessment tools such as toolkits in writing are used so that pupils can identify what they are doing well, and what they can do to improve their work.</p> <p>Children use the 4 Bs prompt in lessons - book, brain, buddy before asking the 'boss!'</p> <p>Technology is available to aid Independence. We work hard to encourage our children to become confident in basic ICT, so that ICT can be used to support and further their learning.</p> <p>Children can access a range of equipment and resources in all classrooms to develop their independence such as learning walls, word mats and number squares.</p>	<p>Children have personalised equipment to help them to learn, such as talking tins, overlays, and timers as needed</p> <p>Children have access to visual tools such as : visual timetables and prompt cards</p>	<p>Staff working one-to-one with children encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves, e.g. asked peers, checked books, etc.</p> <p>Personalised task boards and timetables are in place to support independence as needed</p> <p>Individualised behaviour charts if needed</p> <p>Homework diaries</p>
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## 6. Health, wellbeing and emotional support

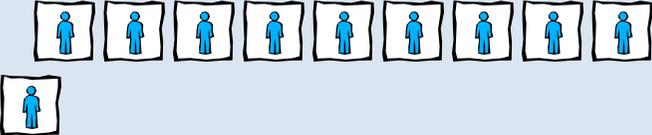
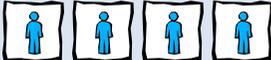
<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Positive relationship between all staff, parents and children.</p> <p>Whole school approach to dinnertime supervision.</p> <p>E- Safety is taught as part of our ICT curriculum.</p> <p>Whole school assemblies to support the exploration of social and emotional topics.</p> <p>PSHE lessons on topics such as anti-bullying for developing strategies for coping in difficult situations.</p> <p>Whole class THRIVE-style/TIS strategies.</p> <p>Use of 'Arena' and other partnerships to promote sport and healthy living e.g. Forest School</p>	<p>Trauma Informed Schools strategies and intervention with assessment to support and monitor in development</p>	<p>TACs, Early Support meetings and reviews are supported by a range of Agencies</p> <p>Additional support for students can be requested from a range of external agencies e.g.</p> <ul style="list-style-type: none"> <li>- CAMHS</li> <li>- Social Care</li> <li>- Family Support</li> </ul> <p>Provision mapper used for learning plans (IEPs) to include social and emotional health as needed</p> <p>We have established and robust procedures in place for safeguarding and child protection, if concerns are raised by children and families.</p>

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## 7. Social Interaction opportunities

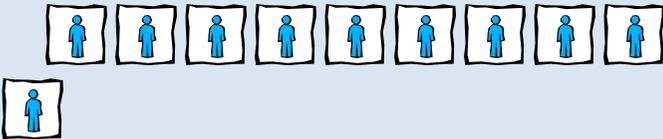
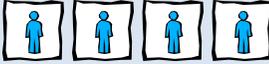
<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>All children have opportunities for social interaction, regardless of need.</p> <p>Talk partners used at every available opportunity.</p> <p>The opportunities for children to participate in a range of trips, including residential trips.</p> <p>After school clubs are open to all children.</p>	<p>Buddies for vulnerable children as needed.</p> <p>Trauma Informed Schools strategies and intervention with assessment to support and monitor the intervention.</p>	<p>Speech and Language support for children that need support in making conversations and listening to others.</p> <p>Ongoing support for those individuals who struggle in their relationships with others.</p>

8. The physical environment (accessibility, safety and positive learning environment).

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Children feel safe and in an environment where bullying is absolutely minimal and dealt with effectively.</p> <p>There is a named Child Protection Officer, 'Designated Safeguarding Lead' and a named 'Child in Care' teacher.</p>		<p>The school has a disabled toilet facility.</p>

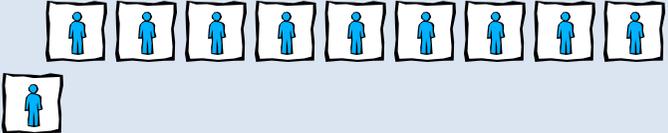
<p>All areas of the school are uplifting, positive and support learning.</p> <p>Children's work is displayed throughout the school in a range of ways.</p> <p>Teachers focus on rewarding good behaviour to promote a positive learning environment with a consistent approach that includes key school rules and dojos.</p> <p>The rewards and sanctions system is robust and displayed around the school</p> <p>We have safe access to ICT with ongoing support from an ICT technician</p>		
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## 9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>There are strong links with our local secondary schools.</p>	<p>School staff (with support from SENCO) identify children who may need extra support at transition from KS2 to KS3 and an enhanced transition is put in place.</p>	<p>Children have a structured and gradual transition package from setting to setting. This ensures that they are very familiar with routines,</p>

<p>Our children visit the local secondary school from Year 5 for specific events.</p> <p>Secondary staff visit, teach and attend review meetings as required.</p> <p>Transition days for all children to meet their new teachers and experience their new classroom.</p> <p>School staff work with children in during and leading up to times of transition.</p>	<p>A transition passport can be written as needed.</p>	<p>key members of staff, running of the school day and environment.</p>
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10. The SEND qualifications of, and SEND training attended by, our staff

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision</p> 
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<p>New staff inductions.</p> <p>Continuing professional development for all staff throughout the Year.</p> <p>Tier 1 and 2 Safeguarding Training</p>	<p>Tier 3 and Train the Trainer Training for Safeguarding Leads.</p> <p>SENCO has achieved the National Award for Special Educational Needs Co-ordination.</p> <p>Trauma Informed Schools practitioner are currently being trained.</p>	

11. Services and organisations that we work with:

<b>Service/organisation</b>	<b>What they do in brief</b>	<b>Contact details</b>
<p><b>Cornwall Early Help Hub</b></p>	<p>Early Help in Cornwall aims to ensure that services to support children, young people and their parents are there when they need them. Early Help is about identifying problems at an early stage and providing purposeful and effective help as soon as possible once they have been identified, working with families to solve those problems before they get worse. The <u>Early Help Hub</u> is the single point of contact for council and community health Early Help services for children in Cornwall. It provides information, advice and guidance, as well as access to Early Help services.</p>	<p><a href="https://www.cornwall.gov.uk/earlyhelp">https://www.cornwall.gov.uk/earlyhelp</a></p>

	The team within the Hub consists of a team of professionals with a variety of skills and backgrounds including education, health and the council.	
<b>Speech and Language Therapists</b>	The Speech and Language Therapy Team works with children, young people and their families in order to help children who have difficulties with communication or with eating, drinking and swallowing.	<a href="https://www.cornwall.gov.uk/earlyhelp">https://www.cornwall.gov.uk/earlyhelp</a>
<b>School Nurse Service</b>	School nurses provide confidential advice and health information. This advice is available to young people, their parents, carers and teachers. School nurses will help ensure children and young people stay fit and healthy.	<a href="https://www.cornwall.gov.uk/earlyhelp">https://www.cornwall.gov.uk/earlyhelp</a>
<b>Multi Agency Referral Unit (MARU)</b>	Here we can seek advice and make referrals in cases of child protection.	<a href="http://www.safechildren-cios.co.uk/">http://www.safechildren-cios.co.uk/</a> MARU 0300 123116 Out of hours 01208 251300
<b>Autistic Spectrum Team</b>	The Autism Spectrum Team is a service supporting young people with autism of school age. The Autism Spectrum Team is an expansion of the previous Autism Services consisting of advisory teachers, specialist and highly specialist speech and language therapists, a specialist nurse practitioner, educational psychologists and Autism Spectrum Team workers.	<a href="https://www.cornwallft.nhs.uk/services/childrens-services/asdat-team/">https://www.cornwallft.nhs.uk/services/childrens-services/asdat-team/</a>
<b>Child and Adolescent Mental Health Team</b>	The service helps children and young people deal with emotional, behavioural or mental health issues. These include: Emotional problems e.g. anxiety, depression, anger, mood swings, low self-esteem Problems with your behaviour e.g. violence, destructiveness, self-harm, hyper-activity,	<a href="https://www.cornwallft.nhs.uk/services/childrens-services/camhs/">https://www.cornwallft.nhs.uk/services/childrens-services/camhs/</a>

	<p>over-sexualisation and obsession  Relationship problems, including difficulties in the family, with friends or colleagues, in school or the community, as well as difficulties associated with attachment and loss</p>	
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12. Pupil progress

**How you assess and review pupils' progress towards outcomes, including how you work with parents and young people**

Each term the children are formally assessed using a range of strategies which can include PIRA and PUMA tests and SATs papers alongside teacher observations. These assessments are recorded and monitored to ensure that the children are making progress. Each term the class teacher has a pupil progress meeting with the Head of School to discuss the progress being made by the children in their class. If a child is not making progress then additional strategies and interventions are discussed.

13. How we know how good our SEN provision is

**How you evaluate the effectiveness of provision for pupils with SEN**

The SEN children make academic progress in line with their potential. As importantly the children with SEN are happy and confident with their social and emotional needs being met by the school. Each year the SENCo performance management is linked to the provision and outcomes of the SEN children.

14. If you wish to complain

**How you handle complaints about SEN provision**

In the first instance please contact Mr Jake Imrie the Executive Head of School. If parents are still unhappy Mr Imrie will contact the principle of the St Barnabas Multi Academy Trust.

## Answers to Frequently asked Questions

Below are examples of questions that parents may ask. Schools are encouraged to create their own questions and answers with parent/carers and young people.

### 1 How do people in school know if a pupil needs extra help?

We use assessment systems to monitor and assess how children are getting on when compared to expected standards. We also work hard to share concerns formally and informally in meetings such as pupil progress meetings. We also listen to parents' concerns and worries and take these into account when putting provision in place. We are proud of the way we give our children a voice, and they are given the opportunity to share themselves if there are things they need help or support with.

### 2. What should I do if I think my child may have special educational needs?

Speak to your child's class teacher. They will be able to offer advice and support. If your child still struggles, the class teacher may seek advice from the SENCo or other key members of staff if appropriate. We will then be able to provide additional support if it is required.

### 2. Who is responsible for the progress and success of my child in school?

It is a joint effort between the child, parents and teachers. Communication is key.

### 3. How is the curriculum matched to my child's needs?

Learning opportunities are differentiated so that they are matched to ability, all in the context of the current National Curriculum.

### 4. How do school staff support me/my child?

We provide additional support in a range of ways e.g. focused small group intervention, but primarily we aim to support children in their classrooms where possible with quality first teaching. We pride ourselves that we take a holistic approach in the way we support our children emotionally and socially in addition to their learning.

### 5. How will I, and my child, know how well they are doing?

Your child will know how well they are doing from the regular and often daily written and verbal feedback provided by the class teacher. Parents have the opportunity to discuss their child's progress formally at the termly parents evenings and informally on a daily basis, as the school has an open door policy at the beginning and end of the school day. At the end of the academic year every child receives a final report with teacher comments.

### 6. How can you help me to support my child's learning?

The school provides advice on how to support your child's learning in its newsletters and information booklets. The class teachers also provide verbal advice at the termly parent's evenings.

### 7. What support is there for my child's overall wellbeing?

We work hard to ensure that our children are happy and confident. We have a range of tools and strategies for handling emotions, as well as tailored programs for those who need it. We have spiritual discussions in assemblies and the ethos is supported throughout the school.

### 8. How do I know that my child is safe in school?

Good communications channels between school and home mean that we share information with parents as needed. The school grounds are secure and are managed when pupils are in the playground by staff. Procedures are in place to report to make sure that absences are reported accurately, and there are established procedures in place for reporting concerns to key members of staff and authorities. All staff have up to date safeguarding and child protection training. The Safeguarding Lead is Mrs Ruth Belton and the deputy is Mr Peter Bell.

### 9. How is my child included in activities outside the classroom including school trips?

All children are encouraged to attend school trips, only a voluntary contribution is asked for if possible. Risk assessments are thorough to ensure that all children will be able to enjoy and take part in the school trip. Extra staff attend if needed, and parents ,who have a DBS check are regularly invited to attend trips.

### 10. How accessible is the school environment?

The school environment is accessible to all pupils and can be adapted if necessary.

### 11. How will school prepare and support me/my child through the transition from key stage to key stage and beyond?

Please see our transitions activities in the offer document above. We do everything we can to support our children as they move between key points in their education.

### 12. How are the school's resources allocated and matched to pupils' special educational needs?

The school budget is allocated as per the revised code of practice in consultation with our MAT central team. Budget that is allocated is used to purchase resources and support interventions for the pupil.

### 13. How is the decision made about what type and how much support each pupil receives?

A 'graduated' approach is put in place, where universal provision is made for ALL children first and foremost, but if additional support is required, targeted and specialised support and provision are put in place for the best outcomes for the child, after discussions with parents and staff and the child, about what will help them most. Formal and informal assessment may be used to support these decisions e.g Dyslexia Screening.

### 14. Who can I contact for further information?

Executive Head of School Mr Jake Imrie or Mrs Louise Collins - SENCo.

