



Milton Road Primary School Special Educational Needs and Disability (SEND) Information Report 2023-4

“We want our children to be happy and healthy today, fulfilled in the future and able to make their world an even better place.”

Introduction

The aim of this report is to provide information for parents and the community about the approach and support offered at Milton Road Primary School for children with Special Educational Needs and Disability (SEND) Information.

Our approach to our SEND provision is guided by these key principles, which are the foundations of the Department for Education SEND code of practice 2015:

- The views, wishes and feelings of the child and the child’s parents.
- The importance of the child and the child’s parents participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.
- The need to support the child and the child’s parents, in order to support the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

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Section 1: General information

What are Special Educational Needs?

The term Special Educational Needs and Disability (SEND) has a legal definition. Children with SEND all have difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children.

The SEND Code of Practice 2015 provides the following definitions:

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

How accessible is the school environment?

At Milton Road Primary School we work hard to promote the inclusion of all (both children and adults) with SEND. Our school is all on one level, with accessible facilities for wheelchair users.

We have disabled toilet facilities, including a shower area and areas for intimate care.
We have two disabled parking bays in the school car park.

Who do Parents/carers contact if they think their child may have SEND?

If parents/carers have concerns about their child, they should, in the first instance, speak to their class teacher.

In line with our Communications policy, as a school, we welcome contact with parents/carers, however, due to teaching commitments, staff will typically be unavailable between 8.50 am and 3.25 pm each day. Class teachers can be contacted outside of these hours. Parents are free to approach teachers at the beginning or end of the day, or can arrange a meeting with teachers via the school office:

Tel: 01223 712333

Email: office@miltonroad.cambs.sch.uk

Following meetings with the class teacher, if parents/carers continue to be concerned they can contact the Inclusion Manager, Mrs Alison Hall (Monday; Tuesday, Wednesday and Friday). If parents would like a meeting with Mrs Hall, this can be arranged through contacting the school office:

Tel: 01223 712333

Email: office@miltonroad.cambs.sch.uk

Or contacting Mrs Hall via her email:

Email: ahall@miltonroad.cambs.sch.uk

The Local Authority has published a “Local Offer” to outline services available to children and their families and to explain what they can expect from a range of local agencies. More information can be found at:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/>

Who do Parents/Carers contact if they have a concern or a complaint?

When an issue arises parents/carers should, in the first instance, make an appointment to speak to their child's class teacher and seek to resolve any concerns.

We believe that most issues or concerns can be resolved very quickly, so we do encourage parents/carers to speak to us as soon as possible. If the parent/carer believes that their concern has not been resolved to their satisfaction or it is of a more serious or sensitive nature, an appointment should be made with the Head teacher (Mrs Rae Snape). Appointments can be arranged by contacting the school office:

Tel: 01223 712333

Email: office@miltonroad.cambs.sch.uk

If an issue is still not satisfactorily resolved, parents/carers should then take up the matter with the Chair of Governors making use of the school's complaint policy. A copy of the school's complaints procedure is available on request from the school, and is also available on the school's website.

Section 2: How do we identify and support children with SEND at Milton Road Primary School

Support for Children with SEND Flowchart Movement from one step to another occurs if a child needs further support and is not making sufficient progress. A child may move back a step if good progress is made.

Step Seven EHCP: EHCP is in place, it is reviewed at least once a (school) year and everyone that supports the child (including the child and their parents/carers) will be involved in the review to make sure that the Plan is working well. The child continues to have more detailed support via termly reviews and APDRs.	
Step Six EHCP: School will apply for an EHCP (Education and Health Care Plan) from the Local Authority. All previous evidence must be submitted so that child's needs and support that has been offered so far can be assessed. If successful extra resources will be provided to help school to support learning and development. This process takes around 20 weeks from start to finish.	
Step Five Specialist Support: SENCO seeks permission from parents to discuss the child at SEND Services link meeting. The child's needs are discussed in detail and recommendations are made by the Specialist Teacher/Educational Psychologist. Recommendations are put in place and monitored carefully over at least 2 APDR cycles. Regular meetings will take place between parents, SENCO and class teachers.	
Step Four Targeted Support: An Assess, Plan, do Review plan (APDR) is put in place by the class teacher and Inclusion Manager to outline individual support via OAP and monitor progress. This is shared by the class teacher with the child and parents. Progress continues to be carefully monitored and recorded on the APDR using a graduated approach to meeting children's needs. These are reviewed and discussed termly during SEND meetings with the teacher and inclusion manager. If there is no progress following 2 cycles of APDR and levels/progress are at least 2 years behind age related expectations, move to Step 5.	
Step Three: Discussion of impact of initial strategies (OAP) is held with teacher, parents/carers and possibly Inclusion Manager, the child is placed on SEND list to enable close monitoring. Further additional strategies are put in place and the child accesses in school interventions. Progress is monitored very carefully and evidence of impact of support is gathered. If no progress, move to Step 4.	
Step Two: Class teacher identifies strategies (from strategies list) to adapt teaching or the environment to help the child make better progress. This is Ordinary Available Provision (OAP) and is discussed with parent/carers and the Inclusion manager. Progress is carefully monitored to assess the impact of the interventions. If no progress is made a more targeted support may be needed.	
Step One: Concerns are raised by parent/carers or teacher about a child's progression in class. These would be discussed between parent/carers and teachers at an appropriate meeting time.	

How does the school decide if a child has SEND?

We place great importance on identifying SEND early so that we can help children as soon as possible. Teachers are continually observing the children in their classes and if they have any concerns they can discuss these with the Inclusion Manager at any time. Pupil Progress and SEND meetings are held with the Inclusion Manager each term using tracking to identify those not making expected progress. We do not assume just because a child is making slower progress than expected that the child has SEND, but if there are any concerns they will be discussed with the child's parents as soon as possible.

Sometimes the needs do not focus around academic achievement, but more about attention and concentration skills, emotional needs, communication skills or social interaction skills.

We monitor all children for any of the areas of need identified in the Code of Practice – Communication and interaction; Cognition and learning; Social emotional and mental health; and Sensory and/or physical.

If a pupil has specific needs relating to one of the four areas stated above, then the process outlined on the Support for Children with SEND Flowchart will begin.

Having identified that a child is raising concern or making less than expected progress in one or more of these areas, the first course of action is for the class teacher, in discussion with the Inclusion Manager, to put in place additional support that is targeted where a child may need extra input. This support is known via Ordinary Available Provision which could be within the class and/or an intervention programme may be identified to help them 'catch up', which may be delivered out of class, either individually or as part of a small group.

How does the school decide what support a child with SEND requires?

If concerns are raised around the progress of a child the process is put in place as outlined on the chart above. A four-part cycle then begins for the child. This cycle enables the provision to be refined and revised as the understanding of the child's needs grows.

The four parts of the cycle are: Assess; Plan; Do; Review.

The four parts can be summarised as follows:

Assess: In order to assess the child's needs, we take into consideration all the information from discussions with parents/carers, the child and the adults working with the child, as well as information from observations and assessments.

Plan: This stage involves identifying the outcomes/next steps and deciding what adaption to ordinarily available provision is needed in order for the child to achieve these. If a professional from an external agency has been involved with the child and their advice is still relevant, this will be taken into account. The additional support that is identified may be provided in class and/or out of class.

The support that parents/carers can provide at home will also be identified.

Do: The agreed support is put in place. The class teacher remains responsible for working with the child on a daily basis. A Teaching Assistant (TA) may be involved in delivering some of the support and the Inclusion Manager will be involved in monitoring the support they provide.

Review: The impact of the agreed support is reviewed to plan the next steps and the support the child needs to meet these. In some cases the child will have made the required amount of progress and will no longer need additional support, in other cases the support will continue or in some cases be amended to better respond to need.

The reviews of this are held termly at arranged Pupil Progress and SEND meetings between the class teacher and Inclusion Manager. However, concerns can be discussed at any point between these should they arise.

If, after several 'Assess, Plan, Do, Review' cycles there is still inadequate progress, advice may be sought from outside agencies.

What support is available for children with SEND?

The type and amount of support put in place will, of course, depend on the child's needs.

The Inclusion Manager, Mrs Alison Hall, co-ordinates the specific provision that is put in place, in liaison with the class teachers and, together with all adults involved, monitor a pupil's progress and well-being. Mrs Hall also liaises with a range of external agencies such as speech therapists, **educational psychologist, school link SEND Specialist teacher** and family workers who can give us more specialised advice and support.

The SEND Code of Practice describes how help for children with SEND should be made by a step-by-step or graduated approach to provide support within the school setting as Ordinary Available Provision. Ordinarily Available provision (OAP) is defined as the provision made for children whose special educational needs can be met from the resources generally available to the school or setting.

Teachers will decide the most appropriate way to help each child learn by creating an inclusive teaching environment, adapting the teaching and learning or environment.

Support can also be offered in the form of group work or interventions with either a teacher or teaching assistant. Parents/cares will be made fully aware and engaged in the planning of support and interventions and, where appropriate, be asked to contribute or reinforce progress at home.

The additional provision which may be organised by the class teacher will consist of many things and could include, amongst other things, the following:

- Individual or small group work with the Class Teacher or Teaching Assistant in order to access the current class task or to target gaps that have been identified in their understanding.
- Use of practical resources, e.g. Numicon and other maths equipment.
- Use of writing supports, e.g. writing frames, word cards, sentence starters, sound cards, prompts etc.
- Use of task planners to break tasks down into smaller, more manageable units.
- Use of electrical equipment, e.g. laptop, iPad, spell checkers etc.
- Use of visual timetables.
- Individual Work stations to avoid distractions.
- Adult prompts to keep the child focused.
- Use of sensory breaks to support a child to focus.
- Provision of additional quieter spaces
- Use of physical support such as pencil grips, wobble cushions, additional specialist seating

As well as in class support, specific **intervention programmes** may be used to support individual children, including:

- Little Wandle catch up and Keep up
- Sensory circuits (Motor skills)
- Attention Autism (supporting attention and focus)
- Counselling (emotional well-being)
- Pastoral Emotional Literacy TA (ELSA) support (emotional well-being)

For children who do not make expected progress after school based interventions, the school will liaise with parents and **outside agencies** to involve the support of other professionals, such as Speech Therapists and Specialist teachers. Sometimes this will involve the setting up of an Early Help Assessment (EHA) form, which is a document to bring together all experts working with a child in both school and from outside agencies.

Where, despite the school having taken action to meet the needs of the child, progress is still not achieved, the school and parents can consider requesting an Education Health and Care Needs assessment. At this stage, a child is likely to be assessed by an Educational Psychologist. If considered appropriate, the pupil will have an Education Health Care Plan, which may result in very individual support being made available to help progress.

What is an Education Health Care Plan (EHC plan) and when might a child require one?

Sometimes a child needs a more intensive level of specialist help that cannot be met just from the resources available to us in school (OAP). Where a child with SEND is failing to make progress, despite high quality teaching (quality first teaching) and the support being provided through SEND Support, an application to the Local Authority for an Education, Health and Care (EHC) Needs Assessment may be considered.

A child must have SEND to be eligible for an EHC plan. In most cases an application for an EHC plan will only be considered if a significant amount of support has been put in place by the school, external agencies are involved and everyone working with the child agrees that this level of support is necessary to meet the child's needs.

How can parents/carers be involved in discussions about/planning support for their child's education?

Where a child has been identified as requiring additional support we will regularly inform parents around targets set and review progress towards them. Should parents need any advice or strategies on how best to do this the class teacher or Inclusion Manager will provide this.

Parents' Evenings are held in the Autumn and Spring Term and these provide opportunities for parents to meet with class teachers.

If professionals from external agencies are involved with a child, where possible, parents/carers will get the opportunity to meet with them to share their views. Any reports produced will be shared with the child's parents/carers.

If an Early Help Assessment (EHA) form needs to be created to access any external services, parents/carers will be required to contribute their views and to meetings in order to agree targets and review progress.

If a child has an EHC plan, an Annual Review will be held, in addition to the termly updates, which parents/carers will be invited to attend.

How are children's views sought?

Class Teachers will spend time talking to all children identified as having SEND and any information is shared at SEND support meetings, with children's thoughts noted on the Support Plan.

If children are involved in an intervention programme, their views will be informally sought before they start the intervention, during the intervention and when the intervention has been completed.

Children with an EHC plan are given the opportunity to share their views in their Annual Review meetings, in person, if they wish to.

How does the school know that children are making progress?

Progress is continually monitored by the class teacher, through assessments and observations. More formal termly assessments and Pupil progress and SEND meetings are held with class teacher and the Inclusion Manager to discuss progress, although if progress is a concern, informal meetings can be held at any time.

To support a child with SEND, teachers may work with the Inclusion Manager to produce a support plan which will consist of individual targets for the child to work on in school. This is known as an Assess, Plan, do, Review (APDR) document. The child will be working towards these targets and these will be reviewed termly.

How are children with SEND included in activities outside of the classroom, including educational visits?

At Milton Road Primary School, we seek to do all we can to ensure that all children with SEND are able to participate fully in school, both in their learning and in the wider provision and life of the school.

We believe all children are entitled to the same access to extra-curricular activities and are committed to making reasonable adjustments to ensure participation for all, wherever possible.

If your child has any special requirements please contact us and we will do all we can to ensure they can take part, where this is possible and in the best interest of the child.

Section 3 External Agencies

What support and services are available to the school from external services?

For children who do not make expected progress after school based interventions, the school will liaise with parents and can request the support of **outside agencies** provided by the Local Authority, these include services such as:

- SEND Specialist Services
- Sensory Services for children with visual or hearing impairments
- NHS Mental Health Support team
- Speech and Language Therapy (SLT)
- Occupational Therapy (OT)
- Physiotherapy
- Community Paediatrics

How can the school access external services?

In most instances, contacting external agencies will only be considered if a significant amount of support has been put in at a school level and a child has still not made expected progress, many external agencies have a high threshold and a child can only be referred to them if they meet this threshold.

In most cases, the school will complete a referral form in order to access support from the agencies. Often, this referral form is an Early Help Assessment (EHA) form. Parents/carers will be asked to give their permission for the school to refer their child to an external agency and if an EHA form needs to be completed, parents/carers will be involved in the process.

What services are available to parents/families?

The Parent Partnership service is available to give impartial advice and support for parents/carers. Details can be found using the following link:

Website: www.cambridgeshire.gov.uk/pps

Tel: 01223 699214

Information about the Local Offer, which relates to the services which the Local Authority (LA) make available for children and young people with SEND is available using the following link:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/>

Section 4: Supporting children with SEND with transition

How are children supported when they start at Milton Road Primary School?

There are a range of transition arrangements in place for all children and additional ones can be implemented depending on individual need.

When starting in Reception (EYFS), home and pre-school placement visits will be arranged. If appropriate, additional visits can be made and resources such as photobooks or holiday packs provided.

All children entering Reception (EYFS) have the opportunity to visit the school and classroom with their parents/carers before they start. If necessary, additional visits can be offered.

If a child is offered a place at our school and they have SEND, the parents/carers should contact the school office to arrange to meet with the Inclusion Manager, Mrs Alison Hall

Email: office@miltonroad.cambs.sch.uk

Tel: 01223 712333

How are children supported when they move to a new Year group or Key Stage in the school?

When transferring across year groups children will meet their new teacher and teaching assistant (if applicable). Transition work could include “All About me” booklets and pupil passports.

At the end of each year, each teacher meets with next class teacher to share information about the children in their class.

Each class teacher has a SEND/Inclusion file which is passed on to the next class teacher at the end of the academic year.

How are children supported when they move to secondary school?

When joining our school, the Inclusion Manager and Early Years team will meet with the SENCOs of various Nursery and Pre-school settings to share information and meet with parents/ carers.

These children are also offered additional visits to the Early Years setting.

When transferring to secondary school, our Inclusion manager will meet with SENCOs to share information and arrange meetings with the parents of children with SEND.

All children will visit their new school, where necessary additional visits can be arranged.

An extra support programme around transition is run to support targeted individuals in the summer term of year 6.

For children with an EHC plan, the secondary school SENCO will be invited to attend the annual review and to contribute to the outcomes for the year ahead.

It is our belief that the information in this report accurately records the school's current situation. This report will be reviewed annually. Any changes to provision will be updated in this report as soon as possible.

Updated: June 2024