Millfield Primary School SEN Information Report 2017-2018

This report details how our school applies policies and practices to support pupils with Special Educational Needs or with a Disability (SEND). This forms part of the Cambridgeshire Local Offer found at: www.cambridgeshire.gov.uk/send
This information refers to our school policy for SEND which can be found at: http://millfieldprimaryschool.co.uk/parents.php

The school SENCO, responsible for co-ordinating the Interventions Team and supporting teachers to work with children with SEND, is Mrs Lauren Read. Mrs Read has completed the National SENCO Award.

Identification of Need Data

All data is true as of June 2017

Whole School

	Millfield Primary		National of all children	Cambridgeshire of all children
	of SEND 47	of roll 273		
Statement	0%	0%	2.9%	3.0%
EHCP	2/47 4%	2/273 0.7%		
SEN Support	45/47 96%	45/273 16%	11.7%	10.7%
TOTAL SEND	47/47 100%	47/273 17%	14.6%	13.7%

By Year Group

	EYFS 84		Year 1 39		Year 2 33		Year 3 34		Year 4 47		Year 5 40		Year 6 26	
EHCP	1%	1%	0	2%	3%	2.2%	0	2.6%	0	2.8%	0	2.9%	0	3.2%
SEN Support	8%	7%	10%	11%	24%	12.8 %	15%	14%	15%	14.5 %	15%	14.2 %	31%	14.6 %
TOTAL SEND	9%	8.5%	10%	12.9 %	27%	15.1 %	15%	16.5 %	15%	17.3 %	15%	17.2 %	31%	17.7 %

National School

Category of Need

	EYFS 8	Year 1 4	Year 2 9	Year 3 5	Year 4 7	Year 5 6	Year 6 8	Total 47
Communication and Interaction	**87.5%**	**25%**	**22%**	**0%**	**14%**	**17%**	**12.5%**	**25%**
	-	-	-	-	-	-	-	**31.4%**
	-	-	-	-	-	-	-	**29.1%**
Cognition and Learning	**12.5%**	**50%**	**56%**	**60%**	**86%**	**66%**	**87.5%**	**45%**
	-	-	-	-	-	-	-	**38.0%**
	-	-	-	-	-	-	-	**37.7%**
Social, Emotional and Mental Health Difficulties	**0%**	**25%**	**11%**	**40%**	**0%**	**17%**	**0%**	**11%**
	-	-	-	-	-	-	-	**16.6%**
	-	-	-	-	-	-	-	**15.9%**
Sensory and Physical	**0%**	**0%**	**11%**	**0%**	**0%**	**0%**	**0%**	**2%**
	-	-	-	-	-	-	-	**6.1%**
	-	-	-	-	-	-	-	**5.9%**

*National & Cambridgeshire do not total 100% - unspecified need from census data
School National Cambridgeshire

Pupil Premium
Currently 28% of pupils on the SEND list receive funding from the Pupil Premium. 24% of pupils eligible for pupil premium funding are on the SEND list.

SEND and Interventions:
On average 36% of spaces available for published interventions are allocated to pupils with SEN.

Outcomes

EYFS

	School	National (2017)
Children meeting GLD	**70%**	**71%**

Year 2

	School	National (2017)
Children meeting age-related-expectation	**Reading: 85%** **Writing: 71%** **Maths: 79%**	**76%** **68%** **75%**

Year 6

	School	National
Children meeting age-related-expectation	**65%**	**64%**

Progress

Good progress for all children in a year group would be 6 steps.

Progress of SEN children	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	3.75	7.12	4.2	4.83	7.0	6.89
Writing	3.92	4.78	4.2	4.5	6.83	7.0
Maths	4.5	5.88	3.2	4.5	6.0	6.33

Interventions & Progress:

Pupils receiving support through our interventions make accelerated progress:

Intervention	Average Progress Made at Millfield	Average Progress Made Nationally
Precision Teaching	10.8 word gain in 12 weeks	No available data
First Class @ Number	12.8 months progress in 12 weeks	10 months progress in maths age
Success@Arithmetic	10.66 months progress in 12 weeks	9.5 months progress in 12 weeks
5 minute box	23 word gain in 12 weeks	No available data
Project X Code	3 months progress in 12 weeks	12 months progress in 5 months

How will my child be supported in school?

Types of support	What does this mean for your child?	Who receives the support?
Class Teacher – high quality teaching	Teachers have high expectations of children's learning. All learning is based on what your child already knows, can do and can understand as well as the national age related expectations. Tasks are differentiated: teachers use different ways of teaching so that your child is fully involved in learning in class. This may involve practical learning or providing different resources adapted for your child. Sometimes specific strategies (which may be suggested by the SENCO or outside staff) are used to support your child's learning. This may include resources based on the 'Dyslexia Friendly Classroom' – all teachers and TAs were trained in these strategies in January 2017.	All children in school.
Specific small group work which may be: • run inside or outside the classroom • run by a teacher or a teaching assistant In school these are called 'Intervention Groups'	Together, your child's class teacher, the Progress Leader for their year group and the SENCO will monitor very closely the progress your child makes in his/her learning. Where necessary, they will plan specific group work to help close the gap between your child's achievement and that of his or her peers. Teaching Assistants or Class Teachers will work with a group on targets set by the class teacher and SENCO or they will use a recommended programme (see leaflet detailing intervention programmes used in school). Each child's progress is evaluated regularly, before and at the end of the programme.	Any child who has specific gaps in his or her understanding of a subject or area of learning. Some children may be identified on the SEND list and will have a Personal Profile, some will not.
Individual Support This could be provided by a teacher or a teaching assistant	Where we feel your child would progress more quickly working individually with an adult, this will be provided. This may follow targets set by the class teacher and SENCO or even an outside specialist. It may be part of a recommended intervention programme.	

	Each child's progress is evaluated regularly, before and at the end of the programme.	
External Individual Support This will be provided by an outside specialist.	Sometimes your child may need specialist support from a professional from an outside agency. This may be delivered inside or outside of school. Most children requiring this level of support will have undergone an assessment called the Early Help Assessment (EHA). Examples of professionals we work with frequently: • Speech and Language Therapists • Physiotherapists • Occupational Therapists • Specialist Teachers • Educational Psychologists • Children and Adolescent Mental Health Services • Family Worker • Paediatrician • Counsellors	Children whose learning needs require specialist support and advice in addition to the support already received in school.
Education, Health and Care Plans (EHC Plans)	The school, or you, can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find out more detail about it in the Local Offer on the Cambridgeshire County Council website: www.cambridgeshire.gov.uk/send After the school has sent in the request to the Local Authority, it will be decided whether your child's needs require Statutory Assessment. If this is case they will ask you, and all professionals involved with your child, to write a report outlining your child's needs. If they do not think that your child needs meet their criteria for assessment, they will ask the school to continue support, seeking additional support and advice as required. After the reports have all been sent in, the Local Authority will decide if your child's needs are complex and require additional support in school to make good progress. If this is the case they will write an EHC Plan.	

	The EHC Plan will outline the support your child will receive from the Local Authority and how the support should be used including which strategies should be put into place. It will have some long and short term goals for your child. An EHC Plan will allocate an amount of funding to support your child to make progress. This could be used to: • Buy resources • Provide adult support individually or in groups • Provide time for adults to prepare resources or planning to be used by your child	

Other ways we will support your child's learning:

How are the adults in school helped to work with children with SEND and what training do they have?	The SENCO is a fully qualified teacher who has completed the National SENCO Award. The SENCO has responsibility for assisting teachers and teaching assistants to plan and support children with SEND. Individual teachers and teaching assistants attend training, provided by other agencies as well as training led by school that is relevant to the needs of the children in the school and in the classes with whom they work. The SENCO carries out an audit of staff knowledge and confidence in the autumn term annually to assess which staff may require some additional support or training.
How do we measure the progress of your child in school?	Class teachers use on-going assessment to inform all children's next steps in learning. The SENCO and senior leadership team including the Headteacher track children's progress formally through pupil progress meetings termly. The SENCO meets with teachers each half-term to discuss children's learning and progress and to suggest strategies to support them. From September 2015, all children will be assessed against end of year expectations set out nationally by the primary national curriculum. If your child is making much slower than average progress, they will be assessed using PIVATS – a system which breaks progress down into very small steps. It may also be necessary for the school to undertake some additional assessments to try to diagnose what is causing the slower progress. If your child is taking part in an intervention programme in school, they will be assessed at the beginning and at the end of the programme to track the progress made throughout. In Year 1 all children will be assessed as part of the 'Phonics Screening' system, a formal national test carried out in all primary schools. Some children, who do not meet the national standard in Year 1, will be required to take this test again in Year 2. At the end of Year 2 and Year 6 all children are formally assessed using the Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. If a child has an EHC Plan progress will be discussed with parents and other professionals involved at the annual review meeting. Progress made by pupils is reported to the governing body termly. This includes the progress of pupils with SEND and those receiving additional support in the form of interventions.

What support do we have for you as a parent of a child with SEND?	We would like you to keep in touch with your child's class teacher to let us know how things are going at home and so that we can let you know how things are at school. It is also possible to talk to Mrs Morris, our Social Inclusion Co-ordinator, and/or Mrs O'Loghlen, our Family Support Advisor, about your child and how to support them at home. Contact the office to make an appointment or see them on the playground at the beginning or end of each day in school. Other contact we encourage: • Make an appointment to meet with the SENCO to discuss concerns you have or to discuss your child's progress. • Have support to meet with a professional from an outside agency or to talk through a report from an agency. • Meet with your child's class teacher to help review and set new targets and strategies to support your child through the Personal Profile termly • Review your child's EHC Plan annually at the annual review
How is the school physically accessible?	The school is a single-storey building with a designated disabled parking bay in the car park. All access doors are on a level with the outside surface. All classrooms have their own fire doors which exit onto either concrete or bricked paving. There is a path that circles the whole building. A slope leads down from the main entrance gates to the school building. There are two disabled toilet facilities within the building.
How will we support your child when they are leaving this school or moving to another class?	We understand that moving on can be very difficult for some children and therefore we take significant steps to try to make this easier. If your child is moving to another school: • On request the SENCO will assist parents of children with SEND to visit and meet with secondary school SENCOs to pass over information and to support parents in their decision making for which school their child will attend. • All records will be handed over to the new school as soon as possible • The SENCO will discuss your child's needs with the SENCO of your child's new school. When moving classes: • All children have two opportunities to work alongside their new class teacher: move up morning and move up afternoon. • Information and relevant records will be passed on to the new class teacher and a handover meeting will be held. • The SENCO will meet with all class teachers in September to ensure they are aware of all pupils with SEND and to identify any other children who may need further support. • Where necessary, pupils will work alongside a teaching assistant in the summer term to create a move-up book with photos of their new classmates, new class teacher, new teaching assistant and their new classroom. • Some pupils require additional support e.g. a visit on the training day to see how the classroom looks before coming into school the following day.

	In Year 5 if your child has an EHC Plan, there will be an annual review in the spring term which outlines their parents' preferences for secondary school. In Year 6 if your child has an EHC Plan, the SENCO from the secondary school will be invited to attend the annual review meeting held in the autumn term. They will be involved in a number of meetings to assist transition.
How will we support your child if they start part way through a year?	If your child is planning on moving to our school we will: • Invite you to come to visit the school during the school day • Meet the class teacher and some children from the class • If other professionals are involved, a meeting for all professionals will be held to discuss your child's needs and to share strategies to use. On entry to our school we may choose to assess using our own assessments to ensure we understand your child's needs adequately.
What should you do if you feel that your child is being bullied?	First speak with your child's class teacher. If this isn't possible, or you'd like additional advice, arrange to speak with Mrs Morris or Mrs O'Loghlen. A full explanation of the school's bullying policy can be found at http://millfieldprimaryschool.co.uk/governors/Anti-bullying%20policy%20June%202012.pdf

How is extra support allocated to children?

- Extra in-class support may be allocated by the class teacher or by the SENCO. Intervention programmes will be allocated by the SENCO, which may be on the advice of outside professionals, depending on a child's level of need. The SENCO will allocate places based on the level of need and the appropriateness of the intervention for the child.

- Extra support from outside professionals can be requested by the school.

- Progress of all interventions and support is reviewed regularly to evaluate progress and to see whether changes can or should be made.

- The school SEND budget, received from Cambridgeshire County Council, is allocated to support children with SEND.

- The Headteacher and SENCO discuss all information they have about SEND in the school including:
    - the children getting support already
    - the children needing extra support
    - the children who have been identified as not making as much progress as would be expected and decide what resources or training is needed.

What should I do if I am concerned about my child's progress in school?

If you have concerns about your child's learning or progress you should speak with your child's class teacher. Following this discussion you may also wish to speak with the school's SENCO.

If you have concerns about how your child's SEN are managed, you may wish to contact the Headteacher.

How will the school let me know if they have any concerns about my child's learning in school?

Where there are concerns about a child's learning, the class teacher will discuss this with you at a Parent's Evening or at a pre-arranged meeting.

Class teachers meet with the SENCO every half term to discuss their learning and progress. Where necessary, the SENCO and teacher will work together to develop a package of support for children who require additional support. If the teacher and SENCO feel that a child requires an Personal Profile, the class teacher will arrange a meeting with you to talk about appropriate targets and strategies to support your child.

The SENCO will work directly with you where you have concerns that may require referrals to outside agencies or where the school feel this may be necessary.