

Millfield Primary School

SEND Information Report 2026-2027



Who should I contact if I think my child has special educational needs?

The first person that you should speak to is always your child's teacher. Your child's teacher knows your child really well and will be able to talk through your concerns with you. He or she will know your child's strengths and weaknesses, how they are progressing in school and whether this is in line with your child's classmates. You will find that if there are any concerns in school your child's teacher will usually approach you before you approach them.

You can also contact the school's Special Educational Needs and Disabilities Co-ordinators (SENDCo), Mrs Blunt and Mrs Cusick. They oversee the provision for children with special educational needs or disabilities in school and will speak to your child's teacher if you have any concerns. Please contact them through the office to make an appointment: **01353 861612 or office@millfieldprimary.org**

How will the school know if my child has special educational needs?

To make sure that each child in our school reaches their full potential, teachers are constantly assessing children and planning for their needs. There are regular reviews with the Head Teacher and the SENDCo to identify children who may need extra help. During the reviews they will look for children who:-

- are making slower progress than other children who started at the same point
- have changed their rate of progress, i.e. if their progress suddenly slows down
- do not catch up with their classmates
- are falling further and further behind their classmates.

As a first response, we will address any weaknesses through High Quality Teaching from the class teacher. For some children targeting these areas will see their learning improve. If your child continues to make less than the expected progress, we will gather further information and hold a meeting with you, your child's teacher and SENDCo to discuss if your child has particular additional needs. Of course, we like to make sure your child is involved and so will gather their views before the meeting. If it is decided that your child has special educational needs, then how your child will receive SEND Support will be discussed and provision adjusted accordingly.

SEND Support in School

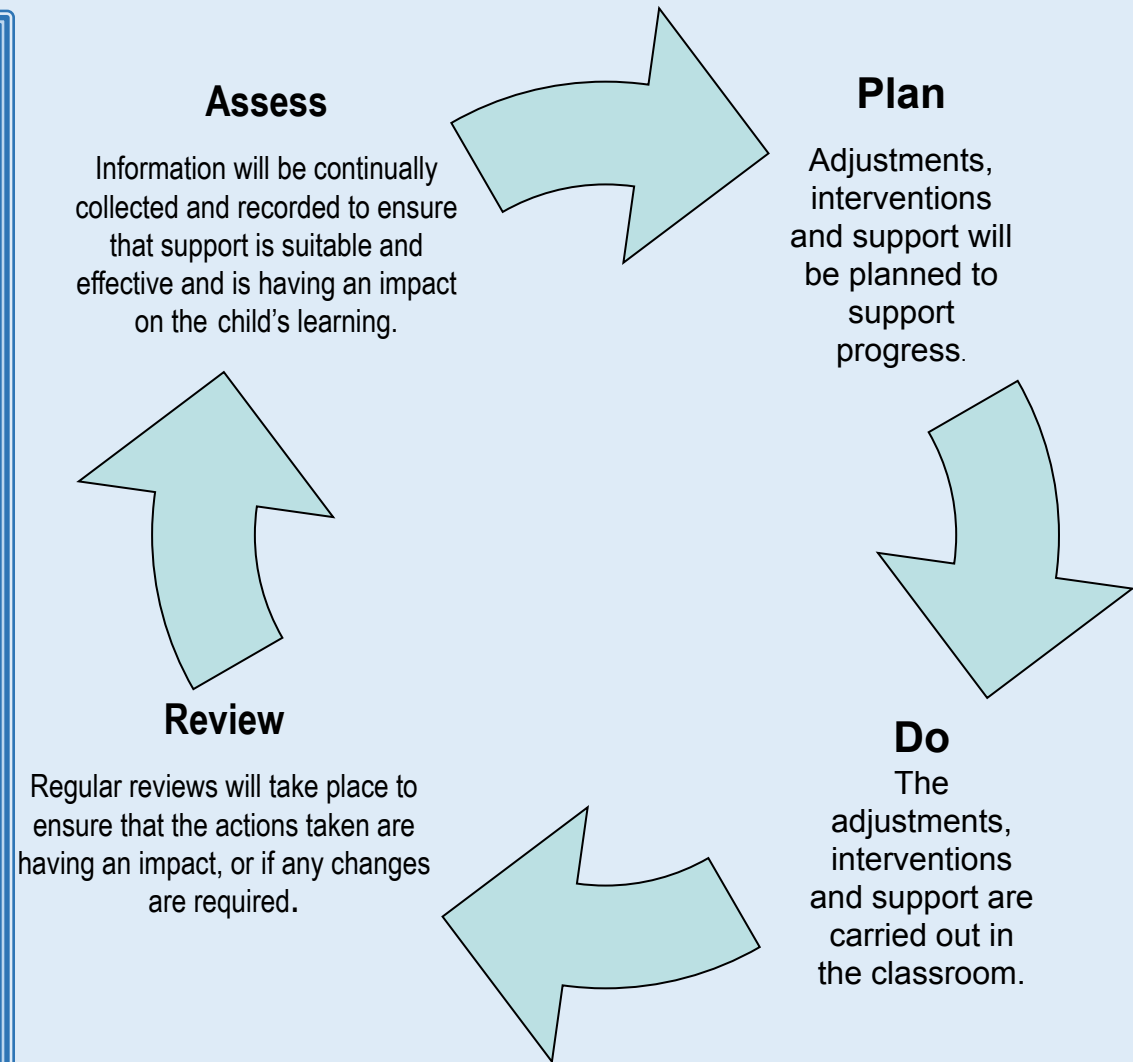
Like all teaching, SEND Support takes the form of a cycle.

In the first instance, your child will have a Pupil Passport which will outline strategies and interventions in place to support them. If they require further, more focused support they will then be placed on to an APDR (Assess, plan, do, review).

The diagram opposite shows the steps involved in providing SEND Support in school.

Your child's Assess, Plan, Do, Review cycle will be shared with you so that you always know how well the support is going and the targets they are working on. This is done electronically through Provision Map and an access code will be shared with you.

We will also gather your child's views if this is appropriate.



What kinds of Special Educational Needs can the school help my child with?

There are four main areas of support that the school provides for. These are in line with the guidance set out in the new SEND Code of Practice published in 2014.

Communication
and Interaction

Cognition
and
Learning

Social, Emotional
and
Mental Health

Sensory
or
Physical

Support for Communication and Interaction

Q. What do we mean by communication and interaction?

A. This area covers anything to do with language and how we communicate with others. It could be that your child has difficulty in pronouncing sounds or words. It might be that your child finds it difficult to say what they want to, or to understand what others are saying to them.

Children who are on the autistic spectrum may face particular problems in understanding the subtleties of language and may need focused teaching in order to avoid misunderstandings when dealing with others.

If we assess your child as needing support in this area, the first thing we would ask you to do is to get their hearing checked. Once we know that their hearing is fine, we will do further assessments to find out what particular area of communication your child needs help with.

A large part of daily life in school revolves around communication so all of the time your child is in school their language skills are being improved. For those children who need a little bit of extra help, small group work may help your child overcome their difficulty or for those with particular difficulties this can be provided on an individual basis.

We work closely with the Speech and Language Therapist Services in Cambridgeshire. We also have a therapist who regularly works with school and we may arrange for an assessment of their needs if we feel this is appropriate.

We are now using the **Wellcomm** toolkit in school to assess children's expressive and receptive language skills. This enables us to use specific, targeted support to help with language development.

Have you had your child's hearing tested lately? This can have a really big impact on their communication skills.

Support for Cognition and Learning

Q. What do we mean by cognition and learning?

A. Cognition is the term we use for the mental processes of acquiring knowledge. These include thinking, knowing, remembering and problem solving. Some children may have difficulties with all of the processes whilst others may only struggle with one. Some children may have milder difficulties whilst others have more severe difficulties. Difficulties in this area can affect reading, writing, spelling, maths or any subject in school.

Your child may progress at a slower rate than their classmates due to difficulties in one of the above processes and it will also take a lot more effort on their part to progress.

Children may struggle in different areas of the curriculum if they have cognition and learning difficulties.

Reading

Writing

Maths

Across the
Curriculum

It may be necessary to refer your child to a Health Care Professional, such as the Community Paediatrician, to see if there are any underlying reasons which might account for your child's special educational needs.

Support for Reading

Reading has an impact across the curriculum and at Millfield Primary School we see it as a priority to help every child in school to read to the best of their capabilities.

In school we introduce children to reading through phonics based reading, which sees the children moving through stages as they master phonic skills (phonics are the sounds that letters or combinations of letters make). At the same time, children start to build their comprehension skills by talking about simple story books with adults at school and at home. For some children even this intensive phonic programme does not see them progress at the rate expected and they need extra support for their special educational needs. Here are some of the ways that we support these children.

Focused reading activities in a small group.

Extra reading sessions with an adult or a buddy.

Precision teaching of the most common words your child will read to help with the fluency and understanding in their reading.

Accelerated Reader

A programme used from Year 2 where the child reads and understands a book at their level, before completing a quiz about it on the computer.

Extra phonic sessions with a teaching assistant or teacher.

Specialist Teaching Team involvement to request further assessment or an individual programme for your child.

A range of reading intervention programmes with a teaching assistant or teacher, including Project X Code, ERT and Direct Phonics.

Support for Writing

Writing involves learning many skills before it can be mastered:-

- Developing pencil control
- Spelling
- Understanding of what a sentence is and the order the words go in
- Understanding the structure of different pieces of writing (e.g. letter, story, report)
- Organising all of the above to produce a fluent piece of writing.

Our English Curriculum helps to support all of our children's development acquiring the writing skills mentioned above, as well as developing a rich and varied vocabulary to give their writing the 'wow' factor.

Mastering all of these and then producing a piece of writing takes time and an awful lot of practise and for some children it takes longer than others. For these children we can provide support in some of these ways:

Personalised word banks

Writing frames to help your child structure their writing.

Extra phonic sessions with a teaching assistant to support spelling

Specialist Teaching Team involvement to request further assessment or an individual programme for your child.

Educational Psychologist involvement to request further assessment or an individual programme for your child.

Specialist equipment:
Ergonomic pens
Ergonomic Pencils
Writing Slopes

Extra fine motor and handwriting sessions to develop a fluent hand movement.

Use of IT:
- Speech to Text software
- Chromebooks for typing
- reading pens

Precision teaching of the most common words your child will write to help with the fluency of their writing.

Focused sentence building activities in a small group.

Spelling interventions to support with whole word spelling.

Intervention sessions with a teaching assistant or teacher, working specifically on your child's areas of need.

The use of pictorial Widgeit symbols to provide support with writing.

Support for Maths

Our maths curriculum is designed to build children's knowledge and understanding whilst ensuring that they develop fluency, reasoning and problem solving skills. Children are encouraged to learn number facts, such as their number bonds to 10, doubling and halving, to support their development of mental arithmetic skills.

Reasoning is built into our weekly maths curriculum to help children apply what they know and develop their investigative skills.

Some children find maths more difficult than others and we can offer support in these ways:

Precision teaching of the reading of numbers and number facts with an adult.

Extra support in learning number facts either in a small group or individually

Maths language based activities.

Computer based, rapid recall programmes including Times Table Rockstars

Specialist Teaching Team involvement to request further assessment or an individual programme for your child.

Small group targeted programmes:
First Class @ Number
5 minute box
Success @ arithmetic

Support across the curriculum

Reading, writing and maths are important in all areas of learning so if a child is facing difficulties in any of these areas it can impact across other curriculum areas like history, geography or science.

At Millfield Primary School, we make sure that your child will receive support with their difficulties whatever lesson they are doing.

On this page you will find just a few of the ways that we support your child.

Partner work.

Your child may be partnered with another child in some lessons .
This works both ways as it can play to both children's strengths. Some may be good at thinking of information, while others may be better at recording.

Writing Frames

Writing frames can be provided for children across the curriculum. This helps them to record their understanding of the project in a manageable way.

Personalised word banks, forced order word banks and cloze procedures.

Activities broken into small manageable steps

Computer Programmes

Either to reinforce learning or help with the recording of knowledge.

Strategies from Outside Agencies

If your child is receiving support from the Educational Psychologist, the Specialist Teaching Team or other professional, we make sure that their advice is followed in all lessons so that your child can have full access to the curriculum and maximise their learning.

Support for Social, Emotional and Mental Health

Q. What do we mean by Social, Emotional and Mental Health difficulties?

A. Children may experience a wide range of social and emotional difficulties which will show themselves in many ways. For some children listening, following rules or instructions, sitting still, understanding their own feelings or taking responsibility for what they do can all be challenging.

Some of these behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other children may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder or Attachment Disorder.

In school, we have a whole school culture of providing a secure base for all of our children and we do this through a nurturing approach where every child is listened to.

There are many ways that school can support your child to overcome some of these difficulties:

Social skills group can be used to develop your child's understanding of acceptable social behaviour.

Provide clear structure, rules and boundaries throughout the school day.

Play Therapy and Draw and talk with the school's Mental Health and family support lead.

Offer quiet places or special work tables for children who need a separate space.

One to one or small group work by trained TAs or the school's Family Support Adviser Mrs Sampson.

Targeted small groups or 1-1 interventions for anxiety, understanding emotions, anger, team-building.

Use of visual timetables so children know what to expect each day.

We can also make referrals to the community paediatrician or CAMHS (Children and Adolescent Mental Health Service) and the Mental Health Support Team where this is appropriate

We can ask for advice from the Specialist Teaching team.

Access to the Acorn Room play based provision to support emotional regulation and social skills.

Support for Sensory or Physical Needs

Q. What do we mean by Sensory or Physical Needs?

- A.** Physical needs are those that include coordination and movement difficulties as well as problems with hearing and vision. If a child has reduced hearing or vision then support is needed to help them overcome these barriers to their learning.
- B.** The second area is sensory processing difficulties which are when the brain struggles to process all of the sensory information it is receiving and turn it into appropriate actions or behaviours. This can affect any child with varying degrees of severity. For example, children with autism may struggle with noise, lights, smells or textures of food, whilst children with dyspraxia may struggle with some physical tasks.

There are many things we can do to help your child. Here are some examples:

Support from Hearing and Vision Impairment specialists.

- Ensure your child is in a space in class where they can hear and see well.
- Provide resources that will be easily accessible for them, eg large print books
- Use special hearing devices provided by the Hearing Support Team

Support for children with Sensory Processing difficulties

- provide children with items to hold
- regular breaks for physical activity
- small physical exercises throughout the day
- fine motor activities / specific equipment to overcome barriers e.g. specifically designed pencils
- provide wobble cushions/pencil grips
- referral to Occupational Therapist for an individual plan

Sensory Circuits is run every day. Children who have identified sensory, concentration or coordination difficulties are invited to attend. They complete a specifically designed routine of exercises aimed to alleviate some of the sensory, coordination issues and are designed to calm the child, so they enter the classroom, ready to learn.

How will the school keep me informed of my child's needs and the help they are getting?

Steps of Parental Involvement

Partnership with parents plays a key role in enabling children with SEND to achieve their potential. We recognise that parents hold key information, knowledge and experience to contribute to the shared view of a child's needs. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their child's education.

Children with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like to enable them reach their full potential. They will be encouraged to participate in the decision-making processes and contribute to the assessment of their needs, the review and transition process.

For some children it may be necessary to arrange for specialised assessments and support from an outside agency.
This will always be discussed with you and your permission sought before we contact any agencies.

Your child's teacher will discuss their progress with you regularly. If you or the school have concerns about your child, we will arrange to meet with you.

The class teacher and the SENDCo will discuss your child's needs and agree how to provide support.

Together with you, targets will be set to support your child's needs.

The cycle continues with targets and reviews.

At the review meetings we will assess how well your child has done against their targets and what their next steps are in their learning journey.

The targets will be reviewed a minimum of three times a year or more if your child achieves them between reviews.

Who might be involved with helping my child?

Depending on the needs of your child, a range of people may be involved in their support. These could include:

Class Teacher

Your child's teacher is responsible for your child's progress in school and will always play a key role .

Teaching Assistant

Your child may work with a teaching assistant for small group work or individually. A volunteer helper may offer your child additional support too.

SENDCOs

Mrs Blunt and Mrs Cusick

Coordinate the provision for children with SEND across the school. Support teachers and TAs with provision and interventions.

Mental Health and Family Support Lead

Mrs Sampson is trained in running interventions that can be used to support children's SEMH and Social Communication needs.

Early Help and Targeted Support

Referrals can be made by school to Early Help via an Early Help Assessment. This may involve Family Workers, the school nursing team or further referral to the Early Support Pathway (EYFS).

Specialist Teaching Team

The Specialist Teaching Team may work with the teacher and SENDCo to provide strategies to use with your child. They can carry out assessments to help identify the difficulties your child is facing. All members of the team come from a teaching background.

Educational Psychologist

The Educational Psychologist may work with the teacher and SENDCo to provide strategies or assess your child. Educational Psychologists have both a teaching and psychological background.

Sensory Services

Sensory services may be involved with your child if they have a hearing or visual impairment. This will involve regular visits to school to ensure that any barriers to school life are kept at a minimum. They can also work on a one to one basis with your child.

Occupational Therapist

School may refer your child to an Occupational Therapist if there are concerns about your child's sensory needs, fine motor skills or visual perception. They may carry out an assessment and provide strategies to use with your child.

Community Paediatrician

Some children may have a diagnosable condition which is affecting their learning, i.e. autism spectrum disorder ADHD. The Community Paediatrician may be able to diagnose these conditions.

Speech & Language Therapist

The Speech & Language Therapist may support your child's language development. This can be through direct work in school or they may provide a programme for the school to deliver in order to support your child.

Parents

You can make a big difference by supporting your child. Regular reading and practising of number bonds and spellings at home can have a big impact on a child's progress.

What happens when my child moves between classes or moves school?

Moving from Class to Class

As your child progresses from class to class, they will continue to receive SEND support in school. Teachers make sure that SEND records are passed from class to class. All children have opportunities to visit their new classroom and meet the new staff who will be working with them, and if your child needs additional time for this process, this will be arranged. Some children benefit from a transition photo-book that they can refer to during the summer holidays.

Moving schools

If your child is leaving our school, we ensure that all records are transferred to the new school. For children moving on to secondary school, additional visits may be offered and we will liaise as closely as we can with the SENDCo at the new school.

If your child joins us part way through their school journey, the information received from their previous school will be used by the teacher to:-

- provide starting points for the development of their learning
- identify and focus attention on how to support your child within their class
- form the basis for planning the next steps of your child's learning
- involve you and your child in implementing a joint learning approach at home

Your child will continue to receive SEND Support in school and be part of the Assess, Plan, Do, Review process.

If your child already has an EHCP, it will transfer with your child and the additional provision needed will be put on place, along with continued cycle of reviews.

What happens if my child has a disability or needs medical help in school?

Disabilities

Some children who have SEND may also have a physical disability. Under the Equality Act 2010, a disability is

‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEND definition.

Our school is easily accessible for wheelchair users and has a disabled toilet.

If your child is diagnosed with a disability, we will work with a range of medical professionals to support your child in school. If your child needs physiotherapy or needs to follow a plan devised by an occupational therapist, then we can help.

If your child does not have an Education, Health and Care Plan, remember to speak to your child's teacher about their needs.

Medical Conditions

Governing bodies of maintained schools have a duty to make arrangements to support children at their school with medical conditions under the Children and Families Act 2014.

At Millfield Primary School we endeavour to support your child so that they have full access to education, including school trips and physical education. Arrangements will be put into place depending on your child's needs whether their illness is long term or short term. We will consult with you and any health and social care professionals to ensure that the needs of your child are met.

The guidance states that it is good practice to support and encourage children to take responsibility for managing their own medicines, if they are able to do so. In particular, older children with a long-term illness should, whenever possible, “assume complete responsibility under the supervision of their parents”. We will, of course, work with you in supporting your child with this. We will need to complete a care plan with you if your child needs to regularly take medicines in school. Medicine is always kept in the office and administered when a member of staff is present.

It is always best to speak to a member of staff if your child is diagnosed with a medical condition or is undergoing investigation so that we can help and support you and your child. Speak to your class teacher in the first instance or to the SENDCo.

How does the school evaluate how effective the support is for my child and the effectiveness of provision across the school?

How do we evaluate how effective the support is for your child?

As part of the SEND support cycle, your child's teacher and the SENDCo will regularly review your child's progress. We will look closely at how your child is progressing towards any targets that have been set to make sure that the provision is appropriate and effective.

If an outside professional such as a specialist teacher is involved with your child you will also be asked to attend reviews with him or her and have any information related to this shared with you. At these reviews we again look at how your child is progressing against their targets, and what the next steps will be to support further progress.

If your child has an Education, Health and Care Plan (EHCP), an annual review is held to assess the your child's progress and the effectiveness of the provision.

How do we evaluate the effectiveness of the provision we provide?

The way that children are supported will be reviewed annually to ensure that we are meeting the needs of the children in school. This review is prepared by the SENDCo and discussed by the governing body. Factors which will be considered during the review process will include:-

- staff awareness of procedures for assessment, identification and provision for children with SEND
- early identification of children with SEND
- partnership work with parents and children
- academic progress of children identified with SEND
- how staff are deployed to meet the needs of children with SEND
- the involvement of children in reviewing their SEND needs
- the relationships with outside professionals and the effectiveness of their involvement.

What happens if I am not happy with the support my child receives?

The school seeks to work in partnership with parents to ensure a collaborative approach to meeting your child's needs. Any issues regarding SEND provision should initially be discussed with your child's Class Teacher or raised with the SENDco.

If you feel you would like to discuss this further, you can contact the Headteacher, Mrs Lee.

If a satisfactory outcome cannot be agreed, you should follow the steps outlined in the school's Complaint Procedures and Policy document which is available in the school office and on the website.

Where can I get extra help and advice?

There are many organisations that will provide support for families with children who have special educational needs or a disability. You might find some of the links below help.

Parents easy read guide to the new SEND Code of Practice 0-25.

The document can be found at
<https://www.gov.uk/government/publications/send-support-easy-read-guide-for-parents>

Cambridgeshire County Council's Local Offer which details services available in the Cambridgeshire Area

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



SENDIASS – SEND Information, Advice and Support Service

Offer impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs or a disability.

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass/>

Family Worker

Offer help with challenging behaviour, establishing routines, raising self-esteem, increasing confidence and improving family relationships. We have our own Family worker in school –Mrs Sampson. If you would like to contact either please ask at the school office.

Pinpoint

A registered Cambridgeshire charity that provides help and support for parents with children who have special needs. It is run by parent for parents and gives straightforward guidance on services children are entitled to and how to access them.

<https://www.pinpoint-cambs.org.uk/>

Parenting Advice and Courses.

You can access some advice and courses to help with all stages of your child's life and their developing needs – these can be accessed through the following website:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/parenting-and-family-support/parenting-courses/>