



SEND Information Report

Grow → **Learn** → **Believe** → **Achieve**

Milford School respects the unique contribution which every individual can make to the community and seeks to place this contribution within a clear structure which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude, and level of skills.

At Milford School every teacher is a teacher of every pupil, including those with SEND.

The Special Educational Needs and Disability (SEND) Code of Practice states that:

“A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to children of the same age.”

Our Information Report provides you with details on how Milford School manages provision for children with special educational needs and disabilities. The report meets with expectations of the Local Authority and the Department of Education in terms of SEN and disabilities. It is updated and approved by the Governing Body at least annually.

Contact details for the school SENCO:

Mrs Emma Ward 01483 422087 senco@milford.surrey.sch.uk

Useful documents:

- Milford Quality First Teaching Document (school website)
- Surrey Profile of Needs (Surrey website)
<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>
- Admissions process for children with an EHCP <https://www.surreycc.gov.uk/schools-and-learning/schools/admissions/child-with-a-ehcp>

The kinds of special educational needs we provide for:

Milford School is an inclusive mainstream infant school. We will identify the needs of each pupil by considering the needs of the whole child and making reasonable adjustments for them to overcome any barriers to learning. Our school currently provides additional and / or different provision for a range of needs, including:

- Communication and interaction, for example speech and language difficulties
- Cognition and learning, for example, dyslexia, specific learning difficulties
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, autism (ASD)

Admission arrangements of children with an Education, Health & Care Plan (EHCP) or a disability:

Most children with an Education Health and Care Plan (EHCP) can be appropriately supported in mainstream school. The school will usually admit children who have an EHCP where Milford school is named. Admission arrangements are carefully assessed to ensure they will not disadvantage unfairly, either directly or indirectly, a child with a special educational need or disability.

We assess any reasonable adjustments that can be made for children with EHC Plans in order to avoid any potential incompatibility. This might mean making minor adaptations to the school building, recruiting additional staff or securing training for staff in a particular type of SEN. This is in accordance with section 33 of the Children and Families Act 2014, Equality Act 2010, and the associated SEND Code of Practice.

How we identify and assess the needs of children with SEN:

At Milford School we have a whole school approach to identifying and meeting the needs of children with SEN.

To support identifying children with SEN we assess children's current skills on entry and through information gathered from previous settings. Class teachers regularly assess children's ongoing learning throughout the year. Their attainment and progress is measured and tracked regularly and analysed by the Senior Leadership Team.

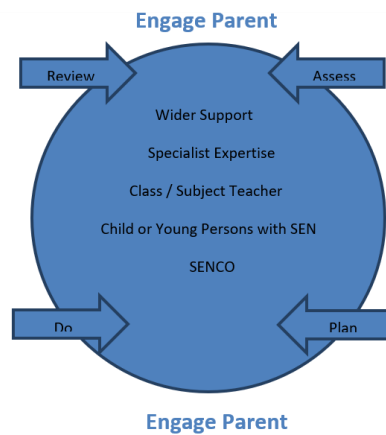
These ongoing teacher assessments and tracking identify:

- Children where progress is significantly slower than peers
- Children where progress has reduced
- Those who are not closing the attainment gap with their peers
- Children where the attainment gap is widening

This may include progress in areas other than attainment, for example, social needs.

The class teacher and SENCO look at all the information gathered based on the child's age and starting points and against national expectations. Surrey SEND Profile of Needs will also be used to support identifying children's needs. Slow progress and low attainment will not automatically mean a child is recorded as having SEN (special educational needs).

If a class teacher or senior leader is concerned about the progress or attainment of a child, additional support is put in place, for example an intervention group or additional class support. If, with this additional support, the child continues to make insufficient progress then they may be identified as having SEN and placed on the school SEN register. We will consider what different or additional support is required. A Children's learning plan will be put in place in consultation with parents outlining the desired outcomes we are aiming for. Where a child has higher levels of need, we work in partnership with other specialist professionals and agencies to assess this need, for example, Specialist Teachers for Inclusion Practice. We use the Surrey Profile of Needs categories of School SEND Support and Specialist SEND Support.



How we involve children and parents:

We believe that building strong relationships with parents is vital in understanding children's strengths and needs.

At Milford parents are the Lead Professionals for their child.

Children and their parents and carers are involved in their provision from the outset. Where initial concerns are raised parents/carers will be invited for a meeting with the class teacher. Once the Plan-Do-Review cycle is underway, parents/carers will be invited in on a termly basis (or sooner if necessary) to discuss progress against outcomes and contribute to the next steps. These conversations will ensure that:

- Everyone develops a good understanding of the child's strengths and difficulties
- Parent views are considered
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on the next steps

Parents of children with an EHCP (Education Health Care Plan) will have an additional annual meeting to discuss progress and to agree ongoing targets and support for the year ahead. If the child is under 5 years of age, the review will be held after 6 months. Where appropriate the child is involved in their annual review meeting.

We have an open-door policy where parents can arrange a meeting with the class teacher or SENCO during the year.

What SEN provision looks like:

SEN support can take many forms. This could include:

- A special learning programme for your child
- Extra help from a teacher or a learning support assistant
- Making or changing materials and equipment
- Working with your child in a small group
- Observing your child in class or at break and keeping records
- Helping your child to take part in the class activities
- Making sure that your child has understood things by encouraging them to ask questions and to try something they find difficult
- Helping other children to work with your child, or play with them at break time
- Supporting your child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

How the needs of children on the SEND register are met:

At Milford the SENCO is a class teacher and member of the Senior Leadership team. The SENCO manages and maintains the SEN register. It is reviewed on a termly basis in line with provision maps and pupil outcome review meetings during the 'Plan-do-review' process however it can be altered at other times should changes occur. The level of provision for a child is needs led. We consider what support the child needs in order to achieve the desired outcomes. Provision is therefore flexible and tailored to meet the needs of those children.

The class teacher holds responsibility for all the children in their class and monitors and reviews progress for that child, even if they are receiving additional support from a different teacher. Learning Support Assistants work under the direction of Class Teacher and/or SENCO. Specialist staff come into the school and work directly with children or observe staff and offer training opportunities.

Targeted interventions are time bonded and have the impact evaluated.

There are a range of evidence-based interventions available within school. These include:

- 5-minute box
- SNAP Maths
- Early Literacy Support
- ELSA
- Nurture Group
- Jump Ahead
- Circle of Friends
- Socially Speaking
- Language for Thinking

Children at Milford School are taught all together in their class by their class teacher so that they can learn alongside their peers. Tasks are personalised and differentiated within the classroom. Class Teachers and Learning Support Assistants may work with smaller focus groups within the classroom environment. Children are not withdrawn from learning alongside their peers unless it is deemed necessary. Children receiving provision that is in addition to or different from that of their peers will have smart targets and interventions will be carefully selected to support those targets.

Where a child is not making progress against their desired outcomes despite a robust Plan-Do-Review cycle it is deemed necessary to escalate the level of support. A holistic assessment will be carried out through a SEND Support Arrangements Review meeting.

How we monitor and evaluate the quality of provision:

At Milford School we regularly monitor and evaluate the quality of provision we offer all pupils, and this informs future developments and improvements. This is done in several different ways:

- Our SENCO meets regularly with the SEN Governor to monitor the development and progress of the Inclusion Development Plan.
- There are also regular reviews with Head Teacher and Business Manager to review allocation of resources and quality of impact on the children's development and learning. These discussions relate closely to the evaluation of provision maps and monitoring of the impact of provision.
- We are developing a SEN Parent Forum group
- Through reviewing the impact and progress in the School Development Plan
- Questionnaires and surveys involving all stakeholders
- We participate in external audits by Surrey e.g. SEN Monitoring visits, OFSTED inspections

Training and Development of Staff:

At Milford we recognise the importance of regular training for our staff. Training needs are identified through appraisal, monitoring, observation and when recognising the needs of the pupils within a class. We aim to ensure that all staff working with SEN learners understand their difficulties and have a knowledge of adjustments and strategies in order to support them access the curriculum.

Our SENCO attends local network meets, is undertaking the NASECO programme and also is part of the SAfe development for SENCO group.

Training for staff is accessed in a variety of ways:

- In house training at staff meetings, twilight and INSET days by SENCO and Subject Leads
- External training courses through Specialist Teaching Teams and Surrey
- Specialist Teachers and other professionals delivering personalised training sessions in house

How we secure equipment and facilities:

There may be resources and equipment needed for children, for example laptops, sensory equipment, fidget resources, quiet areas, OT equipment, intervention materials. The SENCO organises acquiring these resources using the SEN school budget. Occasionally equipment is available from the government or local authority.

How we evaluate the effectiveness of the provision made for children with SEN:

We receive an allocated budget for all children in school including those with Special Educational Needs and Disabilities. This funding is used to provide additional staffing, training and resources. We review the ongoing needs of our children and endeavour to provide support to enable them to progress. The Local Authority provide additional funding if a child has an EHCP. The SENCO, senior leadership and SEND Governor monitor resources and intervention provisions available. The SENCO monitors the delivery of SEN provisions including one to one support and interventions. LSA meetings are an opportunity to discuss good practice and deliver further training or updates. Decisions are made as to whether specific interventions are proving to be effective. Children's learning plans are reviewed termly, monitoring individual progress and effectiveness of support. Our school data tracking system shows the overall attainment and progress of each child. These are reviewed regularly. Each year we review the needs of the school to see if there are new trends which require a change in the overall provision.

What support we provide for improving emotional and social development:

We are very lucky to have two trained Emotional Literacy Support Assistants (ELSA) Mrs Taylor and Mrs Harper. They may work with children identified by the class teacher, SENCO or parent as having an additional social and/ or emotional needs, such as difficulties playing socially with other children, difficulties managing emotions or a recent bereavement. They will assess individual needs and decide support to best meet these needs. This might be

developing social skills through group activities or individual sessions to help children with emotional difficulties. Where it may be beneficial, a meeting with the child's parent will be arranged to discuss best ways to support the child and family together.

Support is also provided through our Personal, Social, Health and Economic education (PSHE) program, we develop relationships, confidence, and self-awareness, preparing our children for life now and in the future. Children can talk to their class teacher about their worries through PSHE sessions or one to one during quiet moments in the school day. Classes have worry boxes where children can show that they need adult time.

We have a zero-tolerance approach to bullying in our school.

How we involve other agencies, including health and social care, local authority support services and voluntary sector organisations, in meeting children's SEN and supporting their families:

We hold a yearly multi-professional meeting with our link Surrey Specialist Teachers, Speech therapist and Educational Psychologist. Throughout the year we have regular contact with these agencies through visits, meetings and helplines. Other agencies listed below are contacted for advice and referrals. Where we would like agencies involved to support with a child we will seek parent permission, except in exceptional circumstances with Children's Services. Parents can meet with professionals involved with their child.

We usually work with these services:

- Surrey Specialist Teachers for Inclusive Practice (STIPS) for training, academic and social, emotional difficulties
- Surrey Inclusion Officer (IO) for attendance
- NHS Occupational Therapy (OT) for self-care and independence
- Speech and Language Therapy (SLT) – NHS Early Years Service (YR term 1) and Surrey School Service for speech articulation and understanding and use of language (YR term 2 -Y2)
- NHS Child and Adolescent Mental Health Service (CAMHS) for ASD, ADHD assessment, emotional and mental health difficulties
- Surrey Educational Psychologist (EP) for advice, training, academic and mental health needs
- Physical and Sensory Support Service for physical, vision and hearing needs
- NHS School nurse for self-care, sleep, eating and toileting needs
- Surrey Children's Services for Assessment of child protection, family support worker, social worker
- NHS Paediatrician for medical assessments
- Surrey REMA (Race, equality and minority achievement team) for assessments and training

How we support pupils at school with medical conditions:

The following section has been put together in accordance with the DfE Supporting Pupils at School with Medical Conditions Statutory Guidance September 2014.

Milford school recognises that pupils with medical conditions should be properly supported so that they may have full access to education including school trips and physical education (see separate Supporting Children with Medical Needs Policy).

Pupils who have an identified medical need will have an Individual Health and Care Plan which is put together with school staff and parents/carers. The plan will include:

- An overview of the condition, its triggers, signs, symptoms and treatments
- The resulting needs, including medication (dose, side effects and storage) and other treatments, time, facilities, equipment, testing, access to food and drink where this is used to manage their condition, dietary requirements and environmental issues e.g. crowded corridors, travel time between lessons etc.
- Specific support for the pupil's educational, social and emotional needs
- Level of support needed and appropriate monitoring arrangements
- Who will provide this support along with any training needs and cover arrangements when they are unavailable

- Details of any special consideration and arrangements that should be in place during the school day, taking part in special activities or out on school trips and any risk assessments that should be in place
- Contact details including emergency contact details
- Emergency plan

Where children also have special educational needs (SEN) and may have a Education, Health and Care (EHC) plan, the Education, Health and Care Plan will bring together health and social needs, as well as their special educational provision.

Comments, complements and complaints:

At Milford we do our best to ensure that every child receives the provision that they need and that positive relationships with parents/carers and other stakeholders are developed and nurtured. We believe the joint working and good communication is key to successful provision.

Should anyone wish to make a complaint; in the first instance concerns should be shared with the class teacher. Where concerns are not able to be rectified with the class teacher, the SENCO should be contacted. Further concerns should be directed to the Head Teacher 01483 422087 or office@milford.surrey.sch.uk It may be relevant to contact our Co -Chair of Governors who can also be contacted via the school office. For further information, please see our ‘Complaints Policy’.

Contact details of support services for parents of pupils with SEN

Surrey County Council has a Local Offer website containing information about services relating to special educational needs and disabilities, <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page> . This service provides comprehensive information including guidance and toolkits. Surrey L-Spa is The Learners’ Single Point of Access (L-SPA) which offers help and support if parents have a concern about the development and/or learning needs of their child. This can also be accessed through the Surrey Local Offer link above.

Every local authority has arrangements for an information advice and support service who provide impartial, confidential and free support to empower parents. Therefore, where a resolution between the parent and school cannot be reached parents can seek external advice through Send Advice Surrey, <https://sendadvice.surrey.org.uk/> 01737 737300.

Filename:	SEND Information Report.doc		
Created:	September 2021	Version No:	3.0
Last revised by:	E.Ward	Last revised:	24.4.22
Review freq.	Yearly	Next review:	09/22
Other notes:	Shared with GLP and Governors April 2022		

