



SEND Information Report

Special Educational Needs and Disability (SEND) Provision
(Last Updated September 2023)

Millfields CE Primary School

Headteacher: Ms Michelle Holford



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| School name and address | Millfields CE Primary School Willington Avenue, Eastham, Wirral, Merseyside, CH62 9EB |
| Telephone | 0151 327 1722 |
| Website | https://www.millfieldsceprimary.co.uk/ |
| Age range within the school | 3 – 11 |
| Person responsible for updating local offer | Mrs Sonia Powell SENCO 0151 327 1722 |
| Overview | <p>Millfields CE Primary School is an inclusive school. We ensure that pupils are included in all aspects of learning and school life throughout our school.</p> <p>Our Information Report describes the range of provision and support available to support identified children as and when appropriate. Our provision is subject to change depending on budgetary constraints and policy review.</p> <p>Children who require support in terms of their acquisition of English are not considered SEND pupils but as they may require additional support their needs are reflected in our local offer.</p> <p>The report takes regard of the Children and Families Act 2014 and consideration is also taken of the Single Equality Act 2010 and of the SEN Code of Practice 2014.</p> |
| 1. How does Millfields CE Primary know if children need extra help and what should I do if I think that my children should have Special Educational Needs? | <p>As well as building strong relationships with children and their families, children's progress is monitored closely through assessment and data analysis.</p> <p>The class teacher is the first point of contact for parents who think their child has developed additional needs. Following this the class teacher will liaise with the Special Needs Coordinator (SENCO) for further advice and guidance.</p> <p>Regular pupil progress meetings are held between class teachers and senior leaders. Specific SEND progress meetings are held with the SENCO and teaching staff. However more frequently the class teacher will identify children with additional needs based on ongoing assessments and observations in class. In data analysis, pupil groups are analysed, including children with SEND and the results of this</p> |

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| | <p>analysis informs practice. If concerns remain, the school will consult or involve external agencies. A meeting may be arranged with parents/carers if it is felt supplementary assessments or investigations are required.</p> |
| <p>2. How will Millfields CE Primary staff support my child?</p> | <p>At Millfields CE Primary we offer many different forms of additional provision. This can include additional in class support; additional out of class support; 1:1 support; flexible grouping (including small group work); access to specific resources and mentoring; and access to a range of outside agencies. Additional provision is overseen by the school Senco and is designed and implemented by an excellent team of teachers, ably supported by a fantastic group of highly skilled teaching assistants and a learning mentor. Like with individual targets, the most important is this: additional provision depends on the need of a child.</p> <p>For many children desired outcomes will be connected to learning and will often be specifically to do with English and maths skills. For other children they may have to do with social interaction, communicating with children and adults, emotional and behavioural difficulties, mental health difficulties, overcoming physical issues (e.g. problems with fine motor control)... the list is endless. The most important point is this: desired outcomes depend on the needs of the child.</p> <p>Quality First Teaching</p> <p>Class teacher input via targeted classroom teaching also known as Inclusive Quality First Teaching. For your child this would mean:</p> <ul style="list-style-type: none"> • That the teacher has the highest possible expectations for your child and all pupils in their class. • That all teaching is based on building on what your child already knows, can do and can understand. • Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning or using technology, i.e. iPads. • Specific strategies (which may be suggested by the SENCO or specialist agencies) are in place to support your child to learn. • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. • Differentiation may be in the form of the level of support a child receives, additional resources and the amount of scaffolding provided. <p>All children in school should be getting this as a part of excellent classroom practice when needed.</p> <p>SEN support</p> <p>SEN support is additional support to Quality First Teaching. This may include intervention groups which may be run in the classroom or outside. They may be led by a teacher or most often a Teaching assistant who has had training to lead these groups.</p> <p>This provision is offered when it is felt that a child is not making expected progress and therefore; is falling behind their peers, or they need an</p> |

additional boost as it is felt they may exceed expectations. It may also be used to help fill gaps in learning caused by poor attendance, absence due to ill health or when other barriers to learning have been identified. Children who receive this level of support may already have been identified as having SEND, but they may not.

For your child this would mean:

- He/she will engage in-group sessions with specific targets to help him/her to make more progress in a specific area.
- A Teaching Assistant/teacher or outside professional (like a Speech and Language Therapist) may run these small group sessions using the children's targets.
- Sessions may take place out of the classroom or the children may be given additional support within the main classroom .

Wave 3 support

For your child this would mean:

- Your child will have been identified by the classteacher/ SENCO/ parent or carer as needing more specialist/targeted input, instead of, or in addition to quality first teaching and intervention groups.
- Your child's name will have been added to the School's SEND Register.
- You will be invited to attend meetings to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school and at home.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class, e.g. some individual support or changing some aspects of teaching to support them better.
 - Support to set targets which will include their specific expertise.
 - A group run by school staff under the guidance of the outside professional, e.g. a social skills group.
 - A group or individual work planned by and or run by the outside professional. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

We follow the graduated approach of Assess, Plan, Do and Review. Teaching staff meet with the SENCO each term to discuss the progress of children identified with SEND and those being monitored. The shared discussions will highlight what further support or intervention may be needed to increase progress and bring the child back on track to meet end of year expectations.

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| | <p>If a child is identified as having significant SEND school will apply for additional funding and or support such as PFA (Pupil Funding Agreement) or EHCP (Education Health Care Plan)</p> <p>Senior Leadership closely monitors pupil progress and teacher effectiveness, and Governors have a responsibility to develop effective policies and review these regularly.</p> <p>The school's SEND governor is Mrs Sue Asquith</p> |
| 3. How will the curriculum be matched to my child's needs? | <p>All pupils benefit from a range of teaching and learning styles; a differentiated curriculum; a range of differentiated learning materials (both for reinforcement and extension); assessment procedures that emphasise pupils' strengths and achievements; access to ICT; differentiated booster classes.</p> <p>We believe that it is important for children to develop relationships with a number of adults across the school and ensure that all relevant staff understand the child's SEN. Our curriculum is based on the National Curriculum and includes all the mainstream subject areas but has been adapted by staff to enable all pupils to access all subjects in a meaningful and purposeful way. Phonics is taught across EYFS and KS1 and is embedded across the curriculum. Additional phonics intervention is provided for those KS2 children who may still need this consolidation. Access to the curriculum is important to ensure that we get it right for children with numeracy and literacy difficulties. The school uses a wide variety of resources to facilitate access to the curriculum, including Numicon, iPad apps and coloured overlays. It may be that your child needs specialist equipment e.g. writing slopes, pencil grips, posture support cushions and chairs.</p> <p>Our children are encouraged to work independently and collaboratively within their learning. They make progress in many ways not only through academic achievement. We teach using approaches to develop confidence, resilience and independence and offer opportunities for these skills to be transferred across the school setting.</p> <p>The school's SEND policy is available on the school website.</p> |
| 4. How will I know how my child is doing and how will you help me support my child's learning? | <p>The class teachers and teaching assistants observe and assess your child throughout each lesson, this information along with the information gained during the planned assessment weeks throughout the year help the class teacher to make judgments about your child's strengths and areas for development. This also allows them to assess your child's progress towards the National Curriculum expectations.</p> <p>The school monitors very carefully the progress and attainment in Reading, Writing, Maths and Science as these underpin access to all areas of the curriculum and to further education and work. The class teacher discusses the attainment and progress of each child in their class with the Senior Leaders at Pupil Progress Meetings each term. It is during these meetings that teachers will begin to highlight concerns about a child's progress and attainment and will begin to identify barriers to learning. It may be suggested that the class teacher organise specific</p> |

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| | <p>interventions to support them to catch up. This would be reviewed at the next Pupil Progress Meeting (PPM). At the next PPM, if the child has not made the expected progress following the implementation of the interventions or strategies, then the class teacher would speak with the SENCO for further advice and support. A plan to support would be put together in discussion with the parent/carer and the child or young person. This may involve further intervention or strategies, referrals to specialist agencies or the adding of the child's name to the SEND register and creating individual targeted strategies and interventions.</p> |
| <p>5. What support will there be for my child's well-being?</p> | <p>Your child's well-being and emotional health is as important as their academic progress. The school offers a wide variety of pastoral support for pupils who encounter emotional difficulties, including :</p> <ul style="list-style-type: none"> • Teachers and Teaching Assistants readily available to discuss issues and concerns. • A dedicated ELSA trained Learning Mentor whose work focuses on the social, emotional and mental health of children in order for them to be able to access the curriculum. • One Page Profiles are written for all SEND children and children and parents are invited to contribute. • Clubs and extra adult supervision from Teaching Assistants and Senior Leaders at lunchtime to support children who find this time in school challenging. • If a pupil has a medical need then a detailed Health Care Plan is compiled with support from the school nurse and the Local Authority in consultation with parents/carers. • All staff are trained in Emergency First Aid and a number of staff are qualified first aiders (including paediatric) • Most staff are trained in how to use a defibrillator and the school has two on the premises. • Most staff have been trained in Team Teach de-escalation strategies and receive refresher training when needed. Positive handling is used as a last resort to support a child's behaviour and only when the child is putting themselves or others at risk. <p>We pride ourselves on how we promote children's well-being and their social and emotional health at Millfields CE Primary School.</p> |
| <p>6. What specialist services and expertise are available at or accessed by the school?</p> | <p>Senior leaders, teachers and teaching assistants are highly skilled in meeting individual learning, behavioural and social needs of our children. The school accesses a range of specialist services including:</p> <ul style="list-style-type: none"> • ELSA learning mentor – Our learning mentor supports the emotional wellbeing of our children. • Speech and Language Therapist – school employs a therapist to work in school one morning each week. • Occupational Therapist • Educational Psychologists • Educational Welfare Officer • Vision and Hearing Support |

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| | <ul style="list-style-type: none"> • Outreach support from specialist schools, e.g. Gilbrook, Orrett's Meadow • Special support from ASC team (Autism Social Communication Team) • Social Services • Early Help • Family Support Workers • School Nurse • Paediatricians- accessed via School Nurse and/or GPs • Wired- Parent Partnership • CAMHS- Child and Adolescent Mental Health Care Services • MEAS- Minority Ethnic Achievement Service • SENAAT- Special Education Needs Assessment Advice Team |
| 7. What training have the staff supporting children and young people with SEND had or are having? | <p>Different members of staff have received training related to SEND including sessions on (this is not an exhaustive list):</p> <ul style="list-style-type: none"> • Attachment • Emotional literacy support assistant (ELSA) • Autism and ADHD • Social Communication Difficulties and Early Communication Skills • Speech and Language • PDA • Occupational Therapy and strategies to use within the classroom • Social Emotional Behavioural Needs • First Aid • Team Teach • Person Centered Planning- One page Profiles <p>Professional Development is ongoing and our staff receive regular training to support our pupils. Staff can access extra help and receive training if necessary. E.g. Educational Psychologist, Speech and Language service, Paediatrician, Occupational Therapy.</p> |
| 8. How will my child be included in activities outside of the classroom including school trips? | <p>It is worth pointing out that we do not offer targeted extra-curricular activities for children with Special Educational Needs, but instead, actively try to ensure that all extra-curricular activities are adapted for children's specific needs. We are delighted with the number of pupils with SEN who participate fully in school trips, residential and extra-curricular clubs. As a fully inclusive school all children participate in the whole school curriculum and off site activities. The extent to which each child participates and the levels of support received will vary between children, but we differentiate the activities and expectations to enable all children to take part.</p> |
| 9. How accessible is the school environment? | <p>Millfields CE Primary is a single storey building and is fully accessible for all children, we have a shower room with a changing bed. The building is light, classrooms have plenty of access, doors are wide and the site is both safe and secure.</p> <p>We ensure that equipment used is accessible to all children regardless of their needs.</p> |

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| | After school provision is accessible to all children including those with SEND. Extra-curricular activities are accessible for children with SEND. |
| 11. How are your resources allocated or matched to children's educational need? | <p>Most of the resources used to meet your child's educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs, staff training, specialist support/outside agencies and time allocated to the SENCO to manage and monitor the support.</p> <p>Pupil Premium funding is used to keep class sizes small, a learning mentor for children with Social Emotional and Behavioural difficulties, additional Speech Therapy time, a Teaching Assistant to run nurture groups for children with additional Social and Communication difficulties and subsidy of school trips including residential visits.</p> |
| 12. How is the decision made about how much support my child will receive? | On a daily basis the class teacher determines the level of support for individual children within the class. When children who have SEND or health requirements indicate that additional support may be required, discussions are held between the class teacher and senior leaders to determine what this may be. Typically this support continues to be provided from within the class, but maybe targeted at specific times. If evidence suggests that even higher levels of support or funding may be beneficial this is agreed by senior leaders as the resources are often provided from within the school or by outside agencies. |
| How will the school prepare and support my child when joining Millfields CE Primary School or transferring to a new school? | <p>When children move school during their primary school career, every effort is made to ensure that there is effective communication and a smooth transition to the new school.</p> <p>Parents and children are welcome to look around Millfields CE Primary School at any time to see what provision we offer and whether you feel we can meet the needs of your child.</p> <p>If your child is particularly worried or anxious, they can be offered some transition visits and an opportunity to meet their new class teacher and classmates. Often we find a short transition is most successful.</p> <p>Transition to secondary school can be a worrying time for both parents and the child, therefore, at Millfields CE Primary School, we can offer Enhanced Transition visits and talk at length to Secondary teachers about the children's special educational needs. We ensure all paperwork is passed on to them and they are made aware of any special requirements, both educationally and pastorally.</p> <p>Some children can find transition to a new class, within school a stressful experience and for these children we offer Internal Transition support, suited to the needs of the child.</p> |
| 13. How will I be involved in discussion about and planning for my child's education? | <p>All parents are encouraged to contribute to their child's education. This may be through:</p> <ul style="list-style-type: none"> • Discussions with class teacher and /or SENCO • During parents evening • During discussions with other professionals • Statutory annual reviews |

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| | <ul style="list-style-type: none"> • Informal SEN reviews |
| 14. Who can I contact for further information or if I have any issues or concerns? | <p>The first point of contact for anything related to your child's education is the class teacher. We encourage parents not to wait for the next formal opportunity but to contact us on an on- going basis. Homeschool books can be used for communication or staff are available to talk outside of teaching hours or an appointment can be made for a mutually convenient time. Please telephone the school office to make an appointment, 0151 327 1722.</p> <p>For matters not directly related to your child's progress, parents are invited to contact the school office and the SENCO, Deputy Head or Head teacher will be available to talk to you at a mutually convenient time.</p> |
| 15. Other support services for parents | <p>For further advice, contact <u>Wirral Local Authority</u>. Contact details are available through their website. The Local Authority Local Offer is located on their website. http://localofferwirral.org/</p> <p><u>Wirral SEND Partnership</u> is an impartial and confidential service which gives free information, advice and support about matters relating to Special Educational Needs or Disabilities (SEND) and is for parents or carers of children aged 0-25 SEND</p> <p>http://www.wired.me.uk/Contact-Us.asp</p> <p>Tel: 0151 522 7990 Fax: 0151 670 1600</p> <p>Email: contact@wired.me.uk By post: Unit 7, Wirral Business Park, Arrowe Brooke Road, Upton, Wirral, CH49 1SX</p> |
| 16. Complaints | <p>If you feel your matter still has not been dealt with you can follow the procedures outlined in our school complaints policy, which is on our school website.</p> <p>https://www.millfieldsceprimary.co.uk/complaints-procedure/</p> <p>.</p> |
| 17. An invite for feedback | <p>Finally if you would like to know what our current parents feel about Millfields CE Primary School, please look at the Information tab – questionnaire responses on our school website.</p> <p>This offer is intended to provide clear, accurate and accessible information. If you would like to comment on the content of the offer, or make suggestions to improve the information, please email:</p> <p>schooloffice@millfields.wirral.sch.uk</p> |
| 18. Review | <p>This information has been prepared by the school SENCO and is accurate on 14th September 2023 and shall be reviewed in September 2024.</p> |

