



SEND SCHOOL INFORMATION REPORT

Type of school	Primary School (Academy) part of SHARE Multi-Academy Trust
Specialist provision on site	None
Director of Primary Academies	Ms Michelle Lee
Assistant Heads	Rhona Pleasant (Responsible for Foundation Unit and Key Stage One) and Kirsty McConochie (Responsible for Key Stage Two)
SENDCO	Sophie Wall
Head of Inclusion	Stuart Harris
Governor with responsibility for SEND	Sue Bonham
Contact details	01924 668836
School office Email	Millbridge.office@sharemat.co.uk
SENDCo Email	Sophie.wall@sharemat.co.uk
School Office Telephone	01924 668836
SENDCo Telephone	01924 668836
Local offer website link (Kirklees)	https://www.kirklees.gov.uk
Age Range	5 – 11 years
Funding	Academy

Millbridge is supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Needs and or Disability being met in a mainstream setting wherever possible, where families want this to happen.

Admissions

Students with SEND are allocated places in two separate & distinct ways:

- Those pupils with EHCP's (Education, Health & Care Plan) have a separate admissions procedure overseen by Kirklees SEND team.
- Those pupils who have SEND but do not have an EHCP are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at Millbridge, both if your child has an Education and Health Care Plan (EHCP), or special needs but does not have an EHCP, can be found on the following link for places in Reception for the start of the academic year:

<http://www.kirklees.gov.uk/beta/admissions/apply-primary-school-place.aspx>

In year places should be requested directly through the school office at our contact email address – Millbridge.office@sharemat.co.uk

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS & DISABILITIES IN THIS SCHOOL:

School Based Information	Staff	Summary of Responsibilities
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<p>Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs & Disabilities (SEND)?</p>	<p>The SENDCo team Special Educational Needs Coordinator – Sophie Wall Head of Inclusion – Stuart Harris Assistant Heads – Rhona Pleasant (Responsible for Key Stage One) - Kirsty McConochie (Responsible for Key Stage Two)</p> <p>Class teachers</p>	<p>The SENDCo is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs and disability (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. □ Ensuring that you are: • involved in supporting your child's learning • kept informed about the support your child is getting □ involved in reviewing how they are doing • part of the process in planning ahead for them. • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc. • Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs. • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress in school. <p>Class teachers are responsible for:</p> <ul style="list-style-type: none"> • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCo know as necessary.
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	<p>Director of Primary Academies – Michelle Lee</p> <p>Head of School – Lauren McCaffrey</p> <p>Assistant Heads – Rhona Pleasant and Kirsty McConochie</p> <p>SEND Governor – Sue Bonham</p>	<ul style="list-style-type: none"> • Ensuring that all staff working with your child in their classroom base/Unit are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school’s SEND and Teaching and Learning Policy is followed in their classroom, and for all the pupils they teach with any SEND. <p>The Head of School is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEND. • The Head of School will give responsibility and delegate to the SENDCo team and class teachers but is still responsible for ensuring that your child’s needs are met. • The Head of School must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. <p>The SEND Governor is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the necessary support is made for any child who attends the school who has SEND. • Liaise with parents of children with SEND • Strategic overview of SEND
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HOW COULD MY CHILD GET HELP IN SCHOOL? :

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the Specialist Provision Teams
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service and Educational Psychology Service

<p>What are the different types of support available for children with SEND in this school?</p>	<ul style="list-style-type: none"> • Our school provision map shows the range of interventions in place in our school which may be used when we identify a need for additional support. • When the school identifies the need for additional intervention to enable a pupil to make expected progress, the parents/carers will be informed of the planned support and may be invited to a meeting at the school to discuss this further. If the pupil meets the criteria for special educational needs or disabilities (SEND), a plan (Pupil Helpful Learning Guide and/or Individual Behaviour Plan) will detail the exact support the pupil will receive at Wave 1, Wave 2 and Wave 3; a copy of this will be provided to parents. • We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting. • Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a summary from the SENDCo on the progress of pupils with SEND 		
	Wave 1	<input type="checkbox"/> Ensuring that the teacher has the highest possible expectations	All children in school should be getting

	<p>Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.</p>	<p>for your child and all pupils in their class.</p> <ul style="list-style-type: none"> ☐ Ensuring that all teaching is based on building on what your child already knows, can do and can understand. ☐ Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more kinaesthetic learning and personalised teaching and learning approaches. ☐ Putting in place specific strategies (which may be suggested by the SENDCo or outside staff) to support your child to learn. 	<p>this as a part of outstanding classroom practice as appropriate.</p>
	<p>Wave 2</p> <p>Specific group work with in a smaller group of children. This group may be</p> <ul style="list-style-type: none"> ☐ Run in the classroom or in a designated area. 	<ul style="list-style-type: none"> ☐ 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. ☐ A member of staff may run sessions using the teacher's plans either in a small group or within the classroom setting. 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p><i>Code of Practice: Identifying learning needs and effective small group support/interventions Plan/Do/Review</i></p>

	<p>Wave 3 Specialist groups run by or in partnership with outside agencies e.g Speech and Language therapy group, more specialist intervention</p> <p>AND/OR Individual support</p>	<ul style="list-style-type: none"> ☐ Your child will have been identified by the class teacher/SENDCo (or you will have raised your worries) as needing more specialist input instead of or in addition to outstanding class room teaching and intervention groups. You will be asked to come to a meeting 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. ☐ The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> ○ 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 better targets which will include their 	<p>Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.</p> <p><i>Code of Practice:</i></p> <p><i>SEND Support - have been identified by the class teacher/SENDCo as needing some extra specialist support in school from a professional outside the school.</i></p>
		<p>specific expertise for teachers to implement</p> <ul style="list-style-type: none"> ○ A group run by school staff under the guidance of the outside professional e.g a behaviour, speech and language group ○ Group or individual work with an outside professional ☐ The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. Detailed in your child's Pupil Helpful Learning Guide 	

<p>Specified Individual support for your child in school.</p>	<ul style="list-style-type: none"> □ Your child may then need a 'My Support Plan' in place if they are not making progress with a Pupil Helpful Learning Guide. There will need to have been at least 2 reviews of their My Support Plan (with a gap of at least 6 weeks between each review). □ If progress is still not being made then an EHC Assessment application will need to be made to request extra funding/help and thus the child will require an EHCP. The school (or you) can request that the Local Authority carry out a statutory assessment/EHCP (Education, Health and Care Plan) detailing your child's needs. This is a legal process and you can find more detail about this in the Kirklees Local Offer. This is a person centred review and will involve keyworking. □ After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to hold a multi-agency meeting and write a plan outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the SEND Support. □ After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need additional funded support in school to make good progress. If this is the case they will write an Education, Health and Care Plan. If this is not the case, they 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong • Needs additional funded support in school <p><i>This is usually provided via a My Support Plan or an Education, Health and Care Plan (EHCP) This means your child will have been identified by the class teacher/SENDCo as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.</i></p> <p><i>Usually your child may also need</i></p>
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		<p>will ask the school to continue with the SEND Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</p> <ul style="list-style-type: none"> • The Education, Health and Care Plan will outline the support your child will receive as a 'top up' (high needs funding) from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term outcomes for your child. • The additional funding may be used to support your child with whole class learning, run individual programmes or run small groups including your child. 	<p><i>specialist support in school from a professional outside the school.</i></p>
<p>How will the curriculum be matched to my child's/young person's needs?</p>	<ul style="list-style-type: none"> • All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. • Differentiation is planned for groups and individuals according to need: for example, for a child who has Speech, Language and Communication Needs (SLCN), teachers will use personalised communication strategies and/or pictures to support them to understand new vocabulary. • Parents and carers are consulted to discuss where changes or adaptations can be made to the curriculum to support a child's individual needs. 		
<p>How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</p>	<ul style="list-style-type: none"> • Annual reports and Parents' Evenings give all parents and carers regular feedback on their child's up to date academic levels, individual reading, writing and maths targets and any behavioural, emotional or social difficulties. • When appropriate, parents/carers may be contacted mid-term to discuss the support that the school are providing and how they can help their child at home: this may be a phone call or a meeting. Pupils' views will be obtained and when appropriate, they may attend all or part of any meeting. • Individual support plans (Pupil Helpful Learning Guides) are shared and discussed with parents. Parents/carers and pupils are involved in developing their targets and the progress they make towards achieving them. • Pupils with a Helpful Learning Guide will be able to add information, comments and work to highlight progress. 		
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's teacher initially. The concerns may need referring if your child is still not making progress, to the SENDCo Team – Special Educational Needs Coordinator – Sophie Wall, Head of Inclusion – Stuart Harris and Assistant Heads – Rhona Pleasant (Responsible for Foundation and Key Stage One) and Kirsty McConochie (Responsible for Key Stage Two) • If you continue to feel that your child is still not making progress you should speak to the Head of School or 		

	<p>the school SEND Governor.</p>
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> • When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENDCo • At Millbridge School we hold half termly pupil progress meetings at which children who give concern are discussed and appropriate actions agreed and reviewed. Teachers are able to raise any concerns and seek advice from the SENDCo whenever there is a need. • At Millbridge, there are regular meetings within the Key Stage teams to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be. • If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail. <ul style="list-style-type: none"> ○ To listen to any concerns you may have ○ To plan any additional support your child may receive ○ To discuss with you any referrals to outside professionals to support your child's learning
<p>How is extra support allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> • Quality First Inclusive Practice/Teaching (Wave 1) is clearly defined in our setting and we expect all staff to deliver this. • Should additional (Wave 2 or 3) support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENDCo team oversees all additional support and regularly shares updates with the SEND Governor. • The school budget, received from Kirklees council, includes money for supporting children with SEND. • The Head of School decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. • The Head of School and the SENDCo team discuss all the information they have about SEND in the school, including <ul style="list-style-type: none"> ○ the children getting extra support already ○ the children needing extra support ○ the children who have been identified as not making as much progress as would be expected. <p>Decisions are then made in regard to what resources/training and support is needed.</p> <ul style="list-style-type: none"> • All resources/training and support are reviewed regularly and changes made as needed.

Who are the other people providing	A. Directly funded by school	<input type="checkbox"/> Educational Teaching Assistants and Behaviour Support Workers
services to children with SEND in this school?	B. Paid for centrally by the Local Authority	<ul style="list-style-type: none"> • Educational Psychology Service • Specialist Provision
	C. Provided and paid for by the Health Service	<input type="checkbox"/> Health professionals such as Nursing, Physiotherapy, Speech and Language Therapy
How are the teachers in school supported to work with children with SEND and what training do they have?	<p>The job of the SENDCo team is to support the teachers in planning for children with SEND.</p> <ul style="list-style-type: none"> • The school supports continuous professional development as a priority to enable staff to improve the teaching and learning of children including those with SEND. The SENDCo has completed the National College Award for SENDCo's. This includes whole school information & training on SEND issues such as ASD, dyslexia, attachment etc. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class eg. from the Speech and Language Therapy Service • The SENDCo is involved in the local schools Partnership SEND/Additional Needs Partnership which meets half termly to discuss and share advice and guidance for pupils with SEND with the support of the Educational Psychology Service 	
How will the teaching be adapted for my child with learning needs (SEND)?	<ul style="list-style-type: none"> • Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. • Support staff will support with your child's learning in the classroom. • Specific resources and strategies will be used to support your child individually and/or in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. • Quality First Inclusive Practice/Teaching (Wave 1) is clearly defined in our setting and we expect all staff to deliver this. • Should additional (Wave 2 or 3) support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENDCo oversees all additional support and regularly shares updates with the SEND Governor. 	

<p>How will we measure the progress of your child in school?</p>	<ul style="list-style-type: none"> • Your child's progress is continually monitored by their teachers and Assistant Heads. • Their progress is reviewed formally every term and a 'milestone' is given reflecting the National Curriculum/EYFS Profile. • If for example your child is not at 'milestone' 1, your child will be assessed using another scale of levels that assess attainment up to 'milestone' 1. The levels are called 'P levels' and we also use EYFS statements. • At the end of Key Stage 2 the school is required to report on English, Maths and Science (National
	<p>Curriculum) for your child. This is something the government requires all schools to do and the results are published nationally.</p> <ul style="list-style-type: none"> • The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education and the child themselves if appropriate. Review meetings can be held more regularly if there is an identified need. • The SENDCo team will also check that your child is making good progress within any individual work and in any group that they take part in.
<p>What support do we have for you as a parent of child with SEND?</p>	<ul style="list-style-type: none"> • We work in partnership with parents to support each child/young person's well-being, learning needs, progress and aspirations. • We operate an open-door policy to allow parents to contact their child's class teacher with ease in order to make an appointment to discuss these in more detail. • We would like you to talk to your child's teachers, regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. • The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have and will also hold pupil progress meetings for those children identified as needing SEND Support or for those who have an EHC Plan. • All information from outside professionals will be discussed with you directly, or where this is not possible, in a report. The SENDCo team will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • Homework will be adjusted as needed to your child's individual needs.
<p>What support will there be for my child's/young person's overall wellbeing?</p>	<ul style="list-style-type: none"> □ The well-being of all of our pupils is our primary concern at Millbridge School. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) and Social and Emotional Aspects of Learning are integral to our curriculum and are also taught explicitly through 'Jigsaw' activities, the Secrets to Success programme and through targeted behavioural support.

	<ul style="list-style-type: none"> <input type="checkbox"/> Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; a tailored personal plan may be put in place for pupils with the highest need <input type="checkbox"/> Our Behaviour for Learning Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. <input type="checkbox"/> We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence. <input type="checkbox"/> Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a supporting children with medical conditions policy in place. <input type="checkbox"/> Pupils' views are sought through school teams and other forums.
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<p>How have we made Millbridge School accessible to children with SEND? (including after school clubs etc.)</p>	<ul style="list-style-type: none"> • Millbridge School is an inclusive setting that welcomes all children regardless of their abilities. • We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010. • We monitor the languages spoken by families in our settings and make use of translation sites via our website and endeavour to arrange for a translator to attend meetings when necessary. • We ensure that equipment used is accessible to all children regardless of their needs. • We provide a range of after school activity clubs. • We provide before and after school support for children finding the transition points in the school day more difficult. • Key words and literacy resources are used across the school to support learning in a visual way.
<p>How will we support your child when they are leaving this school? OR moving to another Year?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> We have an Induction process in place for welcoming all new learners to our setting, including home visits wherever possible <input type="checkbox"/> We have very good relationships with our feeder settings and the settings that our pupils move onto; we share information to support pupils' learning and well-being at transition <input type="checkbox"/> Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils. <input type="checkbox"/> Information is regularly shared between key stage teams so that children's progress is consistently monitored and evaluated
<p>What training have the staff supporting children and young people with SEND had or are having?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> We regularly invest time and money in training our staff to improve Wave 1 provision for all students, to develop enhanced skills and knowledge to deliver Wave 2 (short term support interventions) and Wave 3 (individualised support and interventions). <input type="checkbox"/> Our Special Educational Needs Co-ordinator (SENDCo) is a qualified, experienced teacher and holds the National Qualification in Special Educational Needs, as well as receiving ongoing SEND training in specific areas.

	<p>☐ All our teachers hold qualified teacher status and all staff members, including TAs and HLTAs, receive regular training to best support our pupils with SEND, for example in dyslexia, Autism, speech and language needs.</p>
<p>How will my child/young person be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> ▪ Our SEND Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom. ▪ Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning.
<p>Who can I contact for further information</p>	<p>☐ In the first instance, parents/carers are encouraged to talk to their child's class teacher or Assistant Head. For students with SEND, further information and support can be obtained from the SENDCo.</p>