



# The Milford Academy

## SEN INFORMATION REPORT

*(Special Educational Needs and Disability (SEND) Information Report)*

At The Milford Academy we constantly strive to improve outcomes, with high aspirations and expectations for all children. The Milford Academy is a mainstream school fully committed to providing inclusive experiences for all pupils who can take part in a broad and balanced curriculum so that all can achieve and succeed. This will enable all to achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

What kinds of special needs are provided for in this school?

At The Milford Academy, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum.

We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential.

This encompasses the four main areas of SEND.

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

How will my child be welcomed into the school?

How will my child be supported to be part of the school?

Where can I find out about what is available locally for me, my family or my child?

We believe that every child is an individual and should be valued. We believe that all children should have their needs met and should be given an equal access to the curriculum. Our aim is to provide the necessary provision for those children with Special Education Needs and or Disability, so that they can reach their full potential. We feel that their contribution to school life should be valued and we seek to build their self-esteem.

Please view details of admission procedure into our school.

[The Milford Academy - Admissions](#)

Nottingham City Council has published its own Local Offer which can be accessed by the link below.

<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>

We cooperate with the local authority reviewing the provision and in developing the Local Offer.

### **SENCO - Mrs Wallace and Achievement Lead - Mrs Butler**

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (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
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist, 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 detailed records of your child's progress and needs.
- Providing specialist support and training for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Monitoring the impact of policies and the effectiveness of provision in the school.
- Liaising with the Special Educational Needs governor.
- Working with the Local Authority and External Consultants to implement and monitor our provision.

Who is involved?

### **Class Teacher**

Responsible for:

- 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 informing the SENCo as necessary.
- Writing children's SEN Support Plan and keeping them up to date.
- Ensuring that all staff working with your child in school is helped to deliver the planned work / intervention 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 Policy is followed in their classroom and for all the pupils they teach with any SEND.

### **Head Teacher - Mr Perkins, Deputy Head Teacher- Mr Turner and Assistant Head Teacher- Mrs Walker-Jones**

Responsible for:

- The day to day management of all aspects of the school, which includes the support for children with SEND.
- The Headteacher will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

### **SEN Governor**

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of SEND provision in the school.

### **Teaching assistant (TA)**

A Teaching Assistant may be allocated to a class to support the class teacher. Their role may involve running and evaluating interventions, working 1:1, small groups or with the class.

A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities. As a school we welcome daily dialogue between parent/carers and teachers and TAs on how a child's day has been and we do actively encourage this regular feedback.

We currently have 10 dedicated SEND Teaching Assistants who support with our Pupils with High-Level Needs across school.

What additional support is there for my child?

#### Pastoral care

**Mrs Butler** is our Achievement Lead. She is available for the children to speak to if they need support. Her role also involves monitoring attendance and behaviour across school and working with vulnerable pupils to ensure they achieve their potential.

#### School Counsellor

Heidi is an in house, play therapist. The therapy is a non-directive play based approach. Heidi works with children 1:1 or in small groups.

#### Sports Coaches

Our sports coaches support some of our vulnerable children, working with them on issues such as self-esteem and confidence.

All children receive class teacher input via good and outstanding classroom teaching:

- The teacher will have the highest possible expectations for your child and all pupils in their class.
- 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 practical learning or providing different resources adapted for your child.
- All lessons are differentiated to meet the needs of your child and the class.
- Grouping of ability, mixed and independent work is used to support all pupils.
- Putting in place specific strategies (which may be suggested by the SENCo or staff from outside agencies) to enable your child to access the learning task.

How will teaching be adapted to meet the needs of my child?

- We make sure activities outside the classroom and school trips are available to all.
- Risk assessments are carried out for each trip and suitable numbers of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents and carers are invited to accompany their child on a school trip if this ensures access.
- After school clubs are available to all pupils. Vulnerable pupils are given priority and adjustments will be made to support their participation.
- Health and safety audits will be conducted as and when appropriate.

What extra-curricular activities can my child participate in?

How will my child be involved in their own learning?

Children are involved every day in their own learning.

They are involved in the marking of their own and their classmates work.

The children are encouraged to talk about their learning in pairs and small groups. Children's targets are discussed with them and they take ownership of them. They take part in reviewing their own targets prior to SEN Support Plan Reviews.

All SEND children will have their test needs met by determining which access arrangements best suit the needs of your child.

This may include:

- Different test room
- Additional time
- Having a scribe

How will my child manage tests?

How accessible is your school?

- The school is housed in two buildings which are mostly on one level however there are a few steps on certain corridors. There are wheelchair accessible routes to all areas in school including the dinner hall, sports halls, computer suite and library. There is careful consideration when arranging year group locations ensuring disabled pupils are in accessible classrooms.
- There are disabled changing facilities in the Infant block with a hoist.
- Teachers in school adapt the classroom layouts to cater for children with special needs and/or disabilities.
- Coloured paper is available for pupils and staff with dyslexia.
- For children who benefit from the use of electronic equipment to aid their learning, such equipment as lap-tops, iPads are readily available.
- Writing grips and coloured overlays are available, where necessary, for children to use.
- Please also see the Accessibility Plan for further information.

What skills do the staff have to meet my child's needs?

- Our SENCo has completed the National Award for Special Educational Needs Co-ordination (NASENCO) and continues to develop her knowledge attending all appropriate courses.
- The SENCo's job is to support the class teacher in planning for children with SEND.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as Attachment disorder and dyslexia.
- We have whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How is behaviour managed?

Behaviour in school is based upon respecting others and their rights, motivation and self-esteem. Children must know what is expected of them, and why. They must be able to see good models of behaviour from all adults. To this end, the staff of the school have agreed a common approach, working together to ensure good relationships between members of the school community. The approach is based on reward and reinforcement of good behaviour and attitudes.

Please see our Behaviour Policy which is available on the website.

How will I know how my child is doing?

At The Milford Academy your child's progress is continually monitored by their class teacher, SENCO and the Leadership Team.

- Their progress is continually reviewed and recorded to monitor their progress against the National Curriculum in reading, writing, speaking and listening and maths.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. This is recorded on a system called 'B-Squared'.
- At the end of key stage 2 (i.e. year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs), however a child with significant SEND may not be entered for the tests. This is something the government requires all schools to do and they are the results that are published nationally.
- Children on the School SEND Support register will have an SEN Support Plan. This has targets set for your child and will be reviewed every term. You will be invited to attend a meeting in order for us to review and set new targets together.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The Leadership Team and SENCo will also check that your child is making good progress with any individual work and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
  - Reading Diary
  - Parents evenings
  - Additional meetings as required
  - Reports
  - SEND review meetings

What happens if I am worried about my child?

If you are concerned about any aspect of your child's development we encourage you in the first instance to talk to your child's class teacher. Together, with the SENCo, we will discuss this with you further and investigate - we will share with you what we find and agree with you what we will do next and what you can do to help your child.

How do you identify children who may have special needs?  
How do I get to know if my child has SEND?

At The Milford Academy we recognise the benefits of early identification and seek to identify a child's need at the earliest point allowing us to make the most effective provision so that the child reaches their full potential. As a team we strive to provide high quality first teaching to all in the class. If our staff think that your child has a SEND we will observe them; we will carry out further assessment involving the teacher, SENCo, parent, pupil and when necessary outside agencies. There will be no delay in putting in extra teaching and interventions. When children have an identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEND provision will be in our school setting.

What happens if my child does have SEN?

The school will follow a **graduated approach** to your child's learning. It will follow the sequence of -Assess, Plan, Do, Review. This way we can constantly make sure that the school is meeting your child's needs.

#### ASSESS

The teacher and SENCo will work collaboratively to execute a detailed analysis of your child's need/s drawing upon teacher assessment and experience of your child, their previous progress and attainment, as well as on behaviour. Development will be in comparison to their peers and national data, the views and experience of yourself, the pupils' own views and, where relevant, advice from external support services will also be recorded. To ensure that support and intervention are matched to your child's need, barriers to learning are being identified and overcome, and a clear picture of interventions are in place, the assessment will be reviewed regularly.

#### How will it work?

#### PLAN

If a decision is made to provide a student with SEN support, you will be notified and invited to a meeting alongside all involved. In consultation, intervention and support will be put in-place, as well as the expected impact this will have on progress, development and/or behaviour. Interventions will be recorded via a Provision Map which clearly states a date for review. These will be shared by all teachers and support staff who work with the pupil so they are aware of the needs, outcomes sought, support provided and teaching strategies required. Strategies to support the child at home will also be discussed. At this point your child will be added to the Schools Special Educational Needs and Disability (SEND) Register.

#### DO

The agreed actions taken from the planning phase will be implemented. The class teacher will remain responsible for working with your child on a daily basis. The teacher will work closely with any teaching assistant or specialist staff involved, to plan and assess the impact of support, intervention and how they can be linked to classroom teaching. Interventions will be recorded via their SEN Support Plan and the SENCo will continue to support the teacher in further assessments.

#### REVIEW

You and all outside agencies involved will be invited to the next review meeting. The impact, quality of the support and intervention will be evaluated in line with the agreed date, along with the views of your child. Your child's SEN Support Plan will be reviewed identifying whether targets have been achieved. Together we will revise the support in light of the pupil's progress and development and decide on any change or modifications needed.

An Education, Health and Care Plan is only considered when all of the above has been carried out to identify, assess and meet the SEN of the child and the child has still not made the expected progress.

What interventions are included?

Interventions:

- Support from the Achievement Lead for Vulnerable pupils
- Attendance monitored by the Achievement Lead and referrals made to EWS if necessary
- Provision of special equipment
- Appropriate advice from LA support agencies
- Special arrangements for Standard Assessment Tasks (S.A.T.S)
- Specific intervention program e.g. Thera-play, music interaction, Phonics / Reading Catch-Up programmes
- Active and on-going advice and involvement of external support agencies

Interventions may include:

- Person centred, non-directive, play based children's counsellor
- Teaching assistant support in a classroom setting
- Small group work with clear objectives and targets
- Provision of different learning materials / scaffolding
- Attendance monitored by the Achievement Lead and referrals made to EWS if necessary
- Provision of special equipment
- Additional Teacher support

If you or the school believe that your child needs more support than the current provision set in place either you or the School can request that the Local Authority initiate the EHC assessment process of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer.

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 an EHC assessment followed by a Person-Centred Review. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support they are providing.

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 more support in school to make good progress. If this is the case they will write an Educational Health Care Plan (EHCP). The EHCP will outline support your child will receive 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 goals for your child.

This may be used to support your child with whole class learning, individual programmes or small groups including your child. Each child's programme will vary depending on the needs of the child and the targets set in the EHCP.

We will always use the advice of external agencies e.g. an Educational Psychologist, Speech and Language to help develop and review each child's needs.

What if I think my child needs more help than the school can provide?

What if the Local Authority says no?

If the LA decides not to issue an EHCP, they will write to you informing you of their decision. Ask the school to review or continue with the support at the current level 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.

The Milford Academy always strives to use its resources effectively in order to support those with additional needs. The school uses its notional SEN budget to supplement intervention programs: this budget is set by the Education Funding Agency.

- The Headteacher and the SENCO discuss all the information they have about SEND in the school, including:
  - 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
  - Deciding what resources, training and support is needed.
- All resources, training and support are reviewed regularly and changes made as needed.
- During the review process, if we believe further resources are needed to ensure success we will approach the Local Authority for top-up funding (HLN).

How will the school fund the support needed for my child?

How will the school help my child to manage the transitions into the school, into a new class or on to a different school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
  - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
  - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher.
  - All SEN Support Plans will be shared with the new teacher.
  - All children will visit their new class and when appropriate, additional visits will be arranged.
  - Books may be made containing photographs of the child's new teachers, classroom, etc. for your child to take home with them over the summer holidays so that they can become familiar with everything whilst they are not in school.
- When moving into The Milford Academy during the academic year:
  - We will meet with you to discuss your child's needs and decide how to best transition into our school.
  - We will liaise with the previous school SENCO to discuss the provision and obtain records from external agencies.
- In Year 6:
  - We fully support parents and carers in making decisions about the secondary school they choose for their children and work with them to ensure the transition from KS2 to KS3 is smooth.
  - The class teacher will meet with the Head of Years secondary school to discuss your child and their needs. If appropriate the SENCO from the secondary school will be invited to a review meeting in the spring or summer term.
  - Your child will have opportunities to learn about aspects of transition to support their understanding of the changes ahead.
  - Where possible your child will have additional visits to their new school with a member of staff they are familiar with from The Milford Academy and staff from the new school will visit your child in this school.
  - We have close contact with the Autism Team to support with Transition during the Summer Term who also provides additional visits for these children.

Where can I or my child get further help, information and support?

There are a number of local and national services designed to support parents and carers on many SEND areas. Here are some of the popular services available;

#### Parent Partnership Service

The Parent Partnership Service has been established to ensure that parents and carers of children from 3 to 19 years with special educational needs (SEND) have access to information, advice and guidance to allow them to make informed decisions about their child's education. The service helps parents and carers write letters and complete forms, deal with education issues, visit schools and provide information about the SEN process.

[www.ppsnotts.org.uk](http://www.ppsnotts.org.uk)

#### Autism East Midlands

A specialist parent-charity providing support for individuals and their families so they can live their life to the full with dignity, choice and independence.

<http://www.autismeastmidlands.org.uk/>

#### The Special Educational Needs Team

The Special Educational Needs Team provides information to parents / carers to ensure that children and young people with SEND get the most out of their school life and maximise their achievements.

<https://www.nottinghamcity.gov.uk/information-for-residents/education-and-schools/special-educational-needs-service/>

How do I complain if I am not happy with what is happening for my child?

We value the partnership between parents/carers and staff but should a problem arise parents/carers are asked to discuss this fully, initially with the class teacher. Subsequently, if any issue is not resolved it should be discussed with the SENCO and if still not resolved with the Head Teacher. Any complaints will be treated in accordance with our complaints procedure.

If you have any further questions then contact the school and we will be more than happy to help you.

Tel: 0115 915 2951

Email: [admin@milford.nottingham.sch.uk](mailto:admin@milford.nottingham.sch.uk)

Reviewed by J.Wallace September 2023

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