



The Milford Academy

SPECIAL EDUCATIONAL NEEDS & DISABILITIES

SEND INFORMATION REPORT

- M** - Motivated
- I** - Independent
- L** - Learning
- F** - Forward Thinking
- O** - Outstanding
- R** - Respect
- D** - Determined

Special Educational and Disability Needs (SEND) Changes

The changes in the Children and Families Bill affects the way children with special educational needs and disability (SEND) are supported in schools. The approach began in September 2014 and places children at the centre of planning. The key principles of the legislation are:

1. Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
2. Education, health and care plans (EHCP) are in place. Assessments for additional educational needs will follow the EHC guidelines.
3. Children will be assessed by school staff and placed on a single school-based category for children who need extra support. Schools in Nottingham will also use HLN Funding which is aimed at young people with special educational needs and/or a disability who still require a person centred and holistic approach to meeting needs but do not have the complex difficulties requiring the arrangements under an Education, Health and Care Plan. These children will have long term special educational needs, supported by advice from external agencies such as the Educational Psychology Service, Learning Support, Autism, Sensory and Behaviour Support Team.

The Milford Academy Local Offer

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 housed in two buildings which are mostly on one level however there are a few steps on certain corridors. with approximately 450 children arranged in 14-year group classes, along with a nursery provision and a two-year-old provision. The children begin in the academic year that they turn five, or before in our nursery provision, and stay until year 6, after which they attend either our feeder school of Farnborough, or for some children, Emmanuel or East Leake Academy.

Children come from a wide range of social and economic backgrounds which reflects the local environment. The Milford Academy is an inclusive school that welcomes and celebrates diversity. We believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. All of our staff believe having high self-esteem is crucial to a child's emotional well-being and academic progress. We have a caring, understanding team who look after all of our children and recognise that all children may have a variety of needs and that those needs may change and require a range of provision and access to other services. Our school site is wheelchair friendly with ramps across the school to ensure accessible routes to all areas. We have disabled changing facilities in the infant block with a hoist, and is suitable for wheelchair users. All classrooms display visual timetables and an Accessibility Plan is available on our website or by request in the school office.

Some children need increased support to access learning because:

- a. they have a significantly greater difficulty in learning than the majority of children of the same age;
- b. they have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

We try to ensure that all barriers to equal access of a broad and balanced curriculum are removed or overcome. We regularly monitor and track the progress of all children, so that we are able to provide support and scaffolds that are appropriate to individual children and are as effective as possible. Our vision is for all children to

achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

We welcome the full engagement of parents and carers and, where necessary, seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all children. We actively welcome parents to be involved in school life and regularly hold events to encourage parents into school to work alongside their child. Visits out of school also often require parent volunteers. Please speak to a member of staff if you would like to become involved.

How do staff at Milford Academy know my child needs extra help and what should I do if I think my child may have Special Educational Needs?

We have a number of methods to help us identify if a child needs additional support. These might include:

- Information from your child's previous setting.
- Observations of your child from our experienced staff regarding how they socialise with other children and adults, contributions they make in class and their ability to grasp concepts within subjects across the curriculum.
- Discussions with your child about what they are learning, what they find difficult and what they are enjoying.
- Detailed analysis of your child's work, both verbal and written.
- Discussions with the child's parents/carers, support staff and teachers about their concerns.
- Where necessary, in-depth individual assessment- this may include a range of commercially available assessments such as a dyslexia screening or R2I SDQ, carefully chosen to deliver appropriate, useful information on a child's needs.
- Detailed analysis of data regarding your child's progress.
- Class teacher visits pre-school settings to observe your child and speak to their key worker if not in our nursery provision.
- Information from other services who have worked with your child, for example a speech and language therapist. (This would be discussed with you before any professional from outside school visits and talks to your child).
- Initial concerns form completed by the child's class teacher over a two-to-three-week period, detailing concerns with behaviour, academic ability or emotional needs. The SENCo will then observe the child and detail positive strategies moving forward which will be shared with parents.
- Seeking advice from outside agencies. As above, your permission will be sought from you before these agencies are approached.

All staff have a responsibility to ensure that lessons are clearly scaffolded to enable access for all learners, with clearly set targets and the monitoring of progress on a daily basis. This information will be used to ensure that we meet any additional needs your child may have and, where necessary, access other services that we feel may be helpful. Continual assessment will take place over time to ensure that your child is receiving the best education to enable them to make progress in all areas of school life.

If you have any concerns about your child's progress in school then please make an appointment with your child's class teacher to discuss these concerns as they will know your child well.

If you are not happy that the concerns are being managed or feel that your child is still not making progress, you should speak to the Special Educational Needs Coordinator (SENCo).

If you continue to have concerns about the way in which your child is being supported, you can speak to the school SEN Governor.

Roles of Key Members of Staff

Head teacher- Mr Joe Turner

Responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- Ensuring that your child's needs are met (by delegating responsibility to the SENCo and class teachers').
- Ensuring the Governing Body is kept up to date about any issues in the school relating to SEND.

SENCo- Miss Laura Barker

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 by ensuring high quality first teaching by all class teachers.
- Kept informed about the support your child is getting.
- Involved in reviewing how they are progressing.
- Liaising with all the other professionals 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 children in this school are known) and making sure that there are records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school, so they can help children with SEND in the school achieve the best progress possible.
- Allocating support and provision as appropriate.

SEND Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

How does Milford Academy identify children with Special Educational Needs?

All staff working with children at Milford Academy care about their well-being and progress. If a child is identified as: having difficulties in particular areas; finding it harder than their peers to gain skills or knowledge or that they are not making the progress that is expected, by any member of staff, it will initially be brought to the class teacher's attention. The class teacher will then ensure through 'High Quality First Teaching' that the child is given every opportunity to progress. After a period of support, should the child still be experiencing significant difficulties and not making expected progress, the class teacher will complete an initial concern form for the SENCo.

The SENCo will observe the child and if required, a meeting will be arranged with the parents or carers to discuss additional support. A decision will be taken jointly as to whether the child would require and benefit from a higher level of intervention and help. A variety of measures may be used at this point, including spelling tests and dyslexia screenings, reading age assessments, maths interventions or more specialist testing to provide more information on the specific needs and abilities of an individual pupil. At this point, a BEMHS referral may be completed with home and school views.

How does Milford Academy know how effective its arrangements and provision for children with Special Educational Needs are?

The provision for children with special educational needs is evaluated throughout the academic year. The progress of SEND children is tracked by the child's class teacher, SENCo, and by our Head Teacher.

Teachers are expected to use their professional judgement about how they provide for all children, including those with Special Educational Needs, using resources and strategies effectively to ensure the best care. This is monitored by the SENCo, by looking at teachers' plans, the children's work, targets, progress of interventions detailed on the school's inclusion document and regular classroom observations. Care is also taken to consider the best possible allocation of Teaching Assistants across the school, taking into account the children's needs in every class.

Intervention programmes are used across school to develop English, maths, mental health and well-being and communication skills, including social groups. These are assessed termly to ensure that the best programmes are used and are having the desired effect on the children who are undertaking this work. The children's entry and completion levels on these interventions are recorded, in order that the most appropriate intervention is being undertaken and that it is having the desired effect on the child. Where intervention proves to be inappropriate or is not working for an individual child, either the child is removed from it or it ceases immediately and a more effective resource is utilised.

All children with SEND will have their test needs met by determining which access arrangements best suit the needs of your child. This may include additional time, access to a reader or a scribe and a different test room.

Our SEND governor has termly meetings with the SENCo to discuss progress and provision for children with SEND. During these visits, they may observe class teaching, conduct pupil interviews, discuss children's work and question the SENCo about SEND data and the progress of these children.

How will I know how my child is doing and how will school help me support my child's learning?

The children's progress is continually monitored by their class teacher and progress is reviewed formally every half term and informally on a weekly basis. Class teachers will informally assess after every lesson, determining

the progress that has been made by each child before progressing further. Assessment for Learning tasks are used on a daily basis to see the level a child starts an area on; this is then used to determine what they are expected to complete that lesson. This way every lesson is completely appropriate for a child's skill level. If it is thought that a child is not making expected progress, parents will be informed.

Teachers carry out targeted parents' evenings to be able to discuss a child's learning. Feedback will be given at this point about the child's current learning levels. However, should a class teacher be concerned between these meetings, then an opportunity will be arranged to discuss these concerns as soon as possible. If you have any further questions following your child's parents evening, parents can access SENCo support by booking an appointment slot for the termly '**SENCo Parent Appointment Days**'.

Every term there will be a **SEND Coffee Morning** for parents of children with SEND. This is an informal opportunity for parents of our school community to come and share successes, discuss worries and speak to the SENCo for support in an inclusive environment.

Children on our SEND record have a One Page Profile and a Targeted Plan (TP) which are created through a collaborative discussion with the child, parent and class teacher. These are reviewed every term and the plan for the next term discussed. As a school, we follow the graduated approach to your child's learning. This follows the *Assess, Plan, Do, Review* cycle. This graduated response constantly ensures that the school is meeting your child's needs. The TP, of which parents will attend a meeting to discuss these targets and sign and receive a copy, contains targets for the child to work on, which they do on a 1-1 basis every week with a member of our support team. It is expected that parents will help support their child at home to try to achieve these targets, with support from school.

If, after a period of school intervention, such as small group work or sometimes 1-1 work with a teacher or support member of staff, no or little progress is made, then it may be necessary for outside agencies to get involved. These may include Educational Psychologist, Speech & Language Therapists, Hearing/ Vision Support etc. This will be done in full consultation with the parents, SENCo and class teacher. ***No referrals can be made without written consent of the parent/carer.***

The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. Informal meetings with parents, class teacher and the SENCo will also take place termly. Those children with a TP, Support or Behaviour Plan or an EHC, will be reviewed termly with parents, class teacher or/ and the SENCo.

What is the schools' approach to individual learning?

At Milford Academy, we believe that every child is an individual, should be valued and learns in his/her own unique way and so all of our teaching is tailored to this. Assessment for Learning tasks, as mentioned previously, assess what each child knows at that point and then the support or tasks that follow will be suitably scaffolded to their needs. Class teachers plan according to individuals, small groups and the whole class to ensure their needs are met.

Our school environment is stimulating, with appropriate and current displays and working walls in all classrooms, which promote discussion about all areas of the curriculum and reminders to encourage the children to learn independently. Working walls ensure that children's work is displayed prominently and current objectives, vocabulary and resources to aid these objectives are there to support the children.

Those children who receive HLN funding will receive focussed support from our support staff members to assist their learning, and ensure that they are able to reach their full potential.

Appropriate equipment to provide reasonable adjustments is available to children, such as writing slopes, pencil grips, telescopic apps, chair bands and seat wedges, tangles, timers and coloured acetates, however, if it is deemed appropriate, then specialist equipment can be arranged. For children who benefit from the use of electronic equipment to aid their learning, such equipment as laptops, chrome books and iPads are readily available.

All staff will have access to training, advice and resources to enable them to provide the best levels of support for all children.

How will it be decided what support my child receives?

The type of support a child needs varies from year to year, but the majority of this will be met through the High Quality First Teaching of the class teacher. For your child this will mean:

- High expectations for your child, and all other children in the class, whatever their needs.
- Teaching and learning is based on building on what the child already knows and their prior learning- if a child knows more, they remember more.
- A variety of effective high quality first teaching styles that will fully engage your child.
- Small group/1-1 work with a teaching assistant or with the class teacher.
- Specific strategies that have been tailored to the child, either through parent-teacher discussion, parent-teacher-SENCo discussion or input from outside agencies.
- Specific interventions which may be programmes of formal intervention for English or maths, or it may be more fluid intervention, prompted when an area of learning requires more detailed attention. These may take place in or out of the classroom, depending on the situation.
- Continual assessment of your child's needs on a day-to-day basis.

Following a detailed level of assessment and discussion with parents, class teacher and SENCo, if it is identified that your child requires extra support, over and above that of High Quality First Teaching, then it may be necessary to involve outside agencies, as mentioned previously. These agencies will have a detailed referral from school and they will spend time working with your child to understand their needs before making recommendations to support their learning in school. These will be shared with you and it is hoped that contributions to their learning will take place at school and at home.

If after a period of time, these recommendations are not making the required impact, then the next step might be to request HLN Funding which will give your child additional funding in school to support their learning. This may be spent in the form of additional resources or enable school to employ a Learning Support Assistant to work with your child. Other agencies may become involved at this point, such as the Autism Team or Learning Support Team.

In some cases, a child's learning may require an Education, Health & Care Plan (EHCP). This means your child will have been identified by the class teacher and SENCo as needing a particularly high level of support or small group teaching.

For your child this would mean:

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

The ECHP will outline how the support should be used and what strategies must be put in place to support the child's needs. It will also have long and short-term goals for your child. The additional adult may be used to support your child during whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are severe, complex and life-long.

How will my child be included in activities outside the classroom including trips?

At Milford Academy, we ensure that activities outside the classroom and school trips are available to all children wherever possible. As part of our whole school health and safety requirements, risk assessments are carried out for every trip and a suitable number of adults are made available to accompany the children, with 1:1 support if necessary. Personalised risk assessments for children with additional needs will also be planned and developed if appropriate and deemed necessary for an outside learning experience. Parents/ carers may be invited to accompany their child on a school trip, if this is deemed appropriate.

Extra-curricular school clubs are available to all children and, if necessary, reasonable adjustments will be made to support the participation of vulnerable children.

Health and safety audits will be conducted as and when appropriate.

How will the school help to develop my child's emotional & social development?

A child who is happy and able to socialise with their peers is a child who will attain their full potential, so at Milford Academy there are a number of ways that we continue to ensure that this is the case:

- Caring members of staff who are observant and ready to identify children who are not settled in school and mixing well with their peers.
- Social skills and friendship groups where they can be guided to ensure good friendships with others.
- Positive behavioural programmes.
- A trained counsellor who can provide high-quality emotional support to assist in a child's emotional development, mental health and well-being.
- Our sports coach supports some of our vulnerable children, working with them to build confidence and raise self-esteem.
- Each class displays an emotions board which allows the children to show their teachers, support staff and peers how they are feeling. This allows members of staff to ensure the child's emotional well-being is supported and that the children have the chance to discuss their emotions in school. Regular daily emotional check-ins will be completed with our more vulnerable pupils by a teaching assistant or class teacher.
- Each class has a worry box/ monster in which the children can use as a way of communicating a particular worry to their teacher. The class teacher checks these boxes on a daily basis and will discuss with the child their worry in order to resolve it.

If you have concerns about your child's emotional well-being, please talk to their class teacher first. If you feel further support is necessary, then please speak to the school SENCo or trained counsellor.

SEMH support for children is also accessible to parents from the organisations listed below which can all be found online. These include:

Young Minds;
CAMHS;
Anxiety UK;
Chat Autism;
The YP Project (supporting children with their mental health and well-being around abuse);
Mindjam;
The Solihull Approach.

What specialist training and expertise do the staff at Milford Academy school have?

The head teacher provides Continual Professional Development (CPD) for all members of staff in school, to ensure that they have the skills required to support all children and consistent approaches are disseminated throughout the school. The training may be provided when required by a certain child, or group of children, or may simply be as part of an ongoing need of the school. Informal training, through staff meetings, happens regularly throughout the school year, where staff relay their own CPD to the rest of the school staff, or have observed an area of need that requires particular skills and support.

Medical training is provided on a regular basis to support children with medical care plans such as epilepsy, asthma, diabetes, defib training and epi-pen training.

Specific training is provided to support identified needs as necessary, depending on the current needs of our children. Our SENCo has completed the National Award for Special Educational Needs Coordination and continue to develop their skill-set through attending appropriate and relevant CPD.

How will my child's views be listened to?

Where appropriate, the children at Milford Academy are given the opportunity to give their views on any number of aspects of school life. From this academic year, the school council will convene weekly, where an elected group of children can make suggestions about how school is run. These views may be their own, or they may have been gathered from their peers, so every child has a voice.

Staff are aware that all children need an opportunity to talk about how they are feeling, and so staff are available to listen, and in some cases, may be assigned a designated adult to whom they can turn to.

What should I do if I have a complaint?

All staff at Milford Academy work hard to ensure that your child will reach their full potential, enjoy school and give it their full commitment. However, if you have a complaint about the way that your child is being educated and discussions with your child's class teacher have not resolved the problem, then please speak directly to the SENCo or the Head Teacher and your concerns will be listened to.

If following these discussions, you are still unhappy, then please consult our Complaints Procedure and Policy which is published on the school website.

What other support services are there who might help me and provide me with information and advice?

Support from other services may be assessed as appropriate. These may include:

Anxiety UK;
Assistive and augmentative technology services;
Autism Team (Inclusion Service);
Autism East Midlands;

Chat Autism;
Child and Adolescent Mental Health Service (CAMHS);
Early Years Pathway (Inclusion Service);
Educational Psychology (Inclusion Service);
Supporting Families;
Parent Partnership Service;
Heads Up;
Sensory and Physical Teams (Inclusion Service- Vision impairment, Hearing impairment and Physical Disability);
Behaviour Support Team (Inclusion Service);
Learning Support Team (Inclusion Service);
Kooth;
Mindjam;
School Nurse;
Social Groups from professional Counselling Service;
Speech and Language Therapy;
Occupational Therapy;
The Solihull Approach;
Traveller and English as an Additional Language Service;
Whole Life Disability Services;
Young Minds.

How will Milford Academy prepare and support my child when transferring between phases of education?

Our induction events for those children who are joining Foundation Stage Two in September take place during the summer term. You will be invited to an early evening meeting where a presentation by the EYFS team will take place and you will have the opportunity to ask questions. Your child will also have opportunities to visit the school, both independently and with yourselves, to meet their new class and the staff involved in their care over two open mornings. At these times, you will also be given the opportunity to look at the classroom, the facilities available to your child and how you can help in their education. The reception teachers and the EYFS lead will also complete home visits or setting visits to children who have not attended our nursery provision to ensure your child has a smooth and worry-free transition into their new educational setting.

Multi-agency meetings are conducted, where relevant, to support the transition and all SEND information transferred accordingly. The SENCo or class teacher will also attend any review conducted for those children starting school or transferring schools with an Education Health Care Plan.

If your child is joining from another school, that school will be contacted and discussions will be held regarding your child's education. If it is felt appropriate, a meeting between the two schools and relevant staff and parents will be arranged where information can be exchanged and discussions had to ensure the best transition. Where necessary, flexible entry to school can be arranged in all classes. E.g., If you feel half day starts will be more appropriate in the first instance.

We have a close relationship with the secondary schools that our children will transfer to at the end of year six. Liaisons between all the relevant staff at these settings take place regularly, in particular in the summer term in the run up to the start of the new academic year. Transition to the secondary schools begins when your child is in year 5, giving the children an opportunity to look around the school and meet other children and staff. In year 6, staff from the high school visit Milford Academy, have open days and evenings, where the children can look around the school and meet the staff. Then finally, transition days are arranged for the

summer term where the children spend two days at the school with their peers in their new form classes. For children with additional needs, extra transition visits can be arranged with support from the Autism and Learning Support Team. All information is exchanged between the school at this point and any relevant SEND information handed over, in person, to the SENCo or DSL of the high school. Any reviews of Education Health Care Plans in your child's transition year will be attended by the SENCo of the high school to ensure a smooth transition to their next phase of education.

Where can I find the local authority's local offer?

Please access the Nottingham City Council's Local Authority Website and locate the Special Educational Needs Local Offer through the following link:

[Special Education Needs & Disabilities Local Offer | Ask Lion - Nottingham City Directory](#)

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

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

Telephone: 0115 9152951

Email: admin@milford.nottingham.sch.uk

[The Milford Academy - Home](#)

Miss Laura Barker (SENCo)

Start Date: August 2024

Review Date: August 2025

Appendix: The Milford Academy SEND Referral Pathway

Followed where there are concerns about any emerging difficulties.

Initial Concerns Form

Class teacher will complete an Initial Concerns form over a period of 3-4 weeks including observations, baseline assessments and teaching adaptations made for the child. They will email it to the SENCo. A one-page profile may be completed with the child at this point.



Observation by the SENCo

SENCo will observe the child and write up their findings. They will offer support of strategies and interventions to support the needs of the child. These strategies or interventions will be monitored for a six-week cycle and then reviewed with class teacher and SENCo.



Permission for SEND Record

If progress is limited and class interventions have not been impactful, SENCo will make a judgement as to whether the child needs to be put on the special educational needs record. If so, class teachers, along with SENCo, will organise a meeting to gain permission from parents and for parents to sign a parental approval form. Barriers to their child's learning and development will be discussed at this meeting.



Establish Small Step Targets (TP)

Class teachers, alongside the SENCo, parents and pupil will write a targeted Plan for the child if required detailing three SMART targets for the child to begin to work on with a 1:1 on a weekly basis. This will form the graduated approach of Assess, Plan, Do, Review. A meeting with parents of the child needs to be arranged for them to sign and receive a copy of their child's TP termly. At the end of each term, a meeting will take place where the targets will be reviewed



Further Support

If SENCo and class teacher feel further support is required from a medical professional (paediatrician), or support from external agencies, the class teacher and child's parent will complete a referral and/ or BEMHS Referral form which the child's parent will take to the GP to begin the process for the child to see a paediatrician. School may also organise a report from an Educational Psychologist to support the assessment by the paediatrician.

No referral will be made without the consent of the parent and agreement of the SENCo.

