



Millhouse

Primary School and Nursery

Special Educational Needs and Disabilities Policy and Information report

To be reviewed: Autumn Term 2025

Inspiring tomorrow's generation, today.



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At our school, we inspire a love of learning. Everyone will believe in themselves and have the aspirations and skills to succeed in life.

Our core values are: ***Independence, creativity, resilience, perseverance, respect and self-belief.***

Our Aims

- We will be proud of our achievements and celebrate success.
- Our curriculum will develop pupils' independence and encourages inquisitive minds.
- Our school will always be a safe environment where we value everyone and have respect for each other.
- We know that we will learn best when we challenge ourselves.

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. We recognise the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for high quality teaching that is fully inclusive.

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How the school decides whether to make special educational provision

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with a member of the Special Educational Needs and Disabilities (SEND) team.

In deciding whether to make special educational provision, the teacher and SEND team will consider all of the information gathered from within the school about the pupil's progress, alongside discussions with parents and the pupil. During this stage extra teaching or interventions may be put in place. How a pupil responds to such support can help to identify their particular needs.

Particular care is taken when identifying and assessing SEND for children whose first language is not English.

Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. These agencies include;

- Educational Psychology Service (EPs)
- Specialist Teaching Team for children with physical disabilities, hearing and sight loss
- Speech and Language Therapy Service
- Children's Support Service (CSS)
- Specialist provision Outreach Teams
- School Nurse / Paediatric Health Team
- Children's and Adolescent's Mental Health Service (CAMHS)
- Occupational Therapy
- Physiotherapy

If the support needed can be provided by adapting the school's core offer than a child might not be considered SEND or placed on the SEND register. If, however, the support required is *different from* or *additional to* what is ordinarily offered by the school, the child will be placed on the SEND register at SEND Support. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of *assess, plan, do, review* with the child / young person at the centre of the process (One Planning). A 'One Plan' will be produced and regularly updated, at least once a term, as more is understood about the child's SEND, including their response to interventions.

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One Planning



Assess

We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We do this through completing baseline assessments and looking at progress data, as well as transition information passed on from Nursery's or other schools. We will listen to the views and experience of parents / carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g. health and social services.

Plan

Where SEND Support is required the teacher, in discussion with the SEND team, will put together a 'one plan'. This outlines the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with them using child friendly language and with parents / carers. All staff working with the pupil will be made aware of the plan.

Do

The class teacher is responsible for working with the pupil on a daily basis. They will also liaise closely with Learning Support Assistants (LSA's) or specialists who provide support set out in the plan and monitor the progress being made. The SEND Team will provide support, guidance and advice for the teacher.

Review

The one plan, including the impact of the support and interventions, will be reviewed each term by the teacher, SEND Team, parent / carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support.

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How do we consult pupils and parents of pupils with special educational needs?

We firmly believe that home and school should work together in partnership and we are happy to answer any questions or concerns. Where a pupil is making less than expected progress given their age and individual circumstances the school's first response is high quality targeted teaching by the class teacher. They are therefore the first port of call if you have any concerns over your child's progress. You can contact your class teacher by telephoning the school office on 01268 543584 or emailing the year group email address (e.g. year4@millhouse.essex.sch.uk) to arrange a meeting.

Where progress continues to be less than expected, the class teacher will discuss their concerns with you. It is at this point they may discuss your child with somebody from the SEND team. The teacher and SEND team will then consider all of the information gathered from within the school about the pupil's progress, alongside your views and the child's views in deciding whether to make special educational provision.

If the decision is to make special educational provision for your child a 'One Plan' will be written and your child will be put on the SEND register classed as 'SEND Support'. This is where the class teacher writes learning targets, tailored to the needs of your child, that they will be working on with your child over the next term (this work may happen within class or in small intervention groups outside of the classroom). Your child's class teacher will go through the 'One Plan' with you and answer any questions you may have. Targets are then shared with pupils and successes are celebrated. Termly reviews and one plan meetings are planned to coincide with parents' evenings where possible.

If we feel pupils have higher levels of need we will seek parental permission to request involvement from external agencies. If external agencies are involved the SEND team and all agencies involved with your child will be invited to the one plan meeting along with yourselves. The key emphasis of these meetings is to look at what is working and what is not working for your child and what we are going to do next. All notes taken in these meetings are distributed to all those who attended.

Pupils with an EHC Plan will have an annual review in addition to this, where parents or carers and all professionals involved with your child are invited.

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What SEND Provision can be made in the school?

SEND support can take many forms. This could include;

- High quality teaching and targeted interventions
- Personalised provision and interventions
- Evidence based interventions
- Extra help from a teacher or a learning support assistant
- Personalising materials, resources or equipment
- Working with a pupil in a small group
- Using specialist equipment
- Observing a pupil in class or at break and keeping records
- Visuals such as a visual timetable and now and next cards
- Making sure that a pupil has understood things by encouraging them to ask questions and to try something they find difficult
- Helping other pupils to work with a pupil, or play with them at break time
- Supporting a pupil with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.

If appropriate, some pupils with an Education, Health and Care Plan may attend our Windmill provision. The Windmill Provision provides additional specialist facilities within our mainstream school for up to 14 pupils. This provision means that pupils will be able to access personalised education whilst still being integrated within a mainstream setting.

The Windmill provision comprises of two separate provisions;

- Windmill 1 is for pupils in year 1 to year 3. This setting accommodates eight children and is teacher led with support from two experienced LSA's. The pupils belong to a mainstream classroom with around 75% of their learning taking place within the provision. Pupils will spend registration, lunch time and PE with their mainstream class and have the opportunity to access any other aspect of the mainstream school day that is appropriate for them.

During the day, children within the Provision will have the opportunity to learn through play, develop their personal, social and emotional skills as well as communication and language, Maths and English. The provision broadly follows an EYFS style curriculum with a mixture of 1:1 teaching and small group work.

- Windmill 2 is for pupils in year 4 to year 6 working at the key stage below age expected levels. This setting accommodates eight children and is teacher led with support from an experienced LSA. Pupils will belong to a mainstream classroom with around 50% of their learning taking place within the Provision. Generally, pupils will spend the morning in the Provision and lunch times and afternoons with their class. Pupils will experience a more formal learning setting and be taught a broad and balanced curriculum similar to that of the mainstream school. The work will be personalised to suit the children's SEND needs and level. Group support and 1:1 intervention is offered whilst encouraging the development of independence and life skills.

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What expertise do we have in the school on SEND?

The SEND team consist of two Inclusion Leaders (Miss Durdle and Mrs Jones), a SEND Improvement Leader (Mrs Darby) and a SEND teacher (Miss Sussex). They attend network meetings to share good practice with colleagues in the South Essex Cluster group and keep up to date with SEND developments. In addition to this, we have a pastoral team consisting of a wellbeing coach (Mrs Slade) and a learning mentor (Mrs Duggins) who work with children who have social, emotional and mental health needs who may or may not be on the SEND register.

School staff have specific training and expertise to provide support across the four areas of need as laid out in the SEND Code of Practice 2014;

- communication and interaction,
- cognition and learning,
- social, emotional and mental health
- sensory and/or physical.

Staff follow recommendations and care plans for pupils that have outside agency involvement during interventions.

High Quality Teaching and Personalisation

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Plans are reviewed termly with parents and pupils. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

The class teacher is responsible for:

- Ensuring that all pupils have access to good / outstanding teaching and that the curriculum is adapted to meet their individual needs
- The progress and development of all pupils including those with SEND
- Ensuring the plan is implemented in the classroom
- Regular liaison with parents and the SEND team
- Effective deployment of additional adults
- Writing and reviewing of targets for pupils with SEND with the support of the SEND team

The SEND Team are responsible for:

- The SEND policy and its implementation
- Co-ordinating support for pupils with SEND
- Updating the SEND register and maintaining individual pupil records
- Monitoring the quality of provision and impact of interventions
- Attending network meetings and updating staff
- Referrals to and liaison with outside agencies
- Liaising with and advising staff
- Maintaining regular liaison with parents / carers
- Co-ordinating annual reviews
- Supporting staff in identifying pupils with SEND

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Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which;

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

Pupil progress is continually monitored by the class teacher and discussed with the Leadership Team at pupil progress meetings. Work is moderated within year groups regularly to ensure assessments are accurate.

Monitoring and evaluation of SEND

The heads of school and the leadership team regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. These include, but are not limited to;

- Speech and Language – following individual speech and language care plans and using Black Sheep Press for individual / group intervention
- Phonics
- Colourful semantics
- Sensory circuits
- Zones of regulation
- Word wasp
- Precision monitoring
- Blast
- The Windmill Provision

The impact of SEND provision on the progress and outcomes for pupils on the SEND register is measured through;

- Analysis of pupil tracking data and test results at pupil progress meetings
- Progress against national data based on their age and starting points
- Interventions baseline and exit data
- Progress against individual targets

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Requesting an Educational, Health and Care (EHC) needs assessment

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEND Support from the school's own resources. Once the school has proven that a variety of strategies have been tried for a pupil (usually through three rounds of one planning) a request will be made to the local authority to request an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided. This brings together the child's health and social care needs as well as their special educational needs.

Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education (PE). Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. Risk assessments will be completed and *reasonable adjustments* will always be made to promote access to all areas of the school curriculum for pupils with a disability, e.g. An extra adult to accompany a child on a school trip / residential.

Specific staff have training to support particular needs, e.g.: diabetes, epilepsy, haemophilia, tube feeding and suction.

How we support pupils when they are leaving the school or moving to another class?

We recognise that 'moving on' can be difficult for a pupil with SEN / and or disabilities and take steps to ensure that transition is as smooth as possible.

Moving to another school

We will speak to the new school's SENCO and ensure they are aware of any special arrangements or support that needs to be made for the pupil. We will make sure that all records are passed on as soon as possible following their start date.

Moving to another class / year group

- Information, including learning targets, will be passed on to the new class teacher in advance.
- For pupils with an EHCP, there will be a planning meeting and / or specific preparation or training for the new teacher and / or support staff.
- If the pupil would be helped by a book to support them understand moving on then it will be made for them.
- Pupils who might find moving on difficult will attend a small group in school to support their understanding of the changes ahead.
- Where understanding might be difficult the pupil will visit their new class on several occasions and in some cases staff from the new class will visit them.

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Who is the SEND Co-ordinator and how can I contact them?

At Milhouse Primary School and Nursery we have a SEND team.

There are two Inclusion Leaders who specialise in particular SEN needs;

- Sam Durdle specialises in Social, Emotional and Mental Health and Learning Difficulties and Disabilities
- Sophie Jones specialises in Social Communication including Autism Spectrum Disorder and Speech, Language and Communication Needs.

However, Miss Durdle and Mrs Jones work extremely closely together and are aware of all the children on the SEND register, not just those with needs in which they specialise.

In addition to this we have Mrs Darby, our SEND Improvement Leader, and Miss Sussex who teaches in our Windmill provision.

To contact them you can either;

- Phone on 01268 543584
- Email s.durdle@millhouse.essex.sch.uk or s.jones@millhouse.essex.sch.uk
- Arrange a meeting through your child's class teacher or the school main office

What do I do if I have a complaint?

We urge parents or carers with any concerns regarding the SEND policy or the provision made for their child at Milhouse to speak to us as soon as possible. In the first instance, please speak to the class teacher or a member of the SEND Team. If you feel your child's needs are still not being met make an appointment to see the Heads of School, Mrs Haken or Mrs McGarry, by either calling into the school office or by emailing admin@millhouse.essex.sch.uk.

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