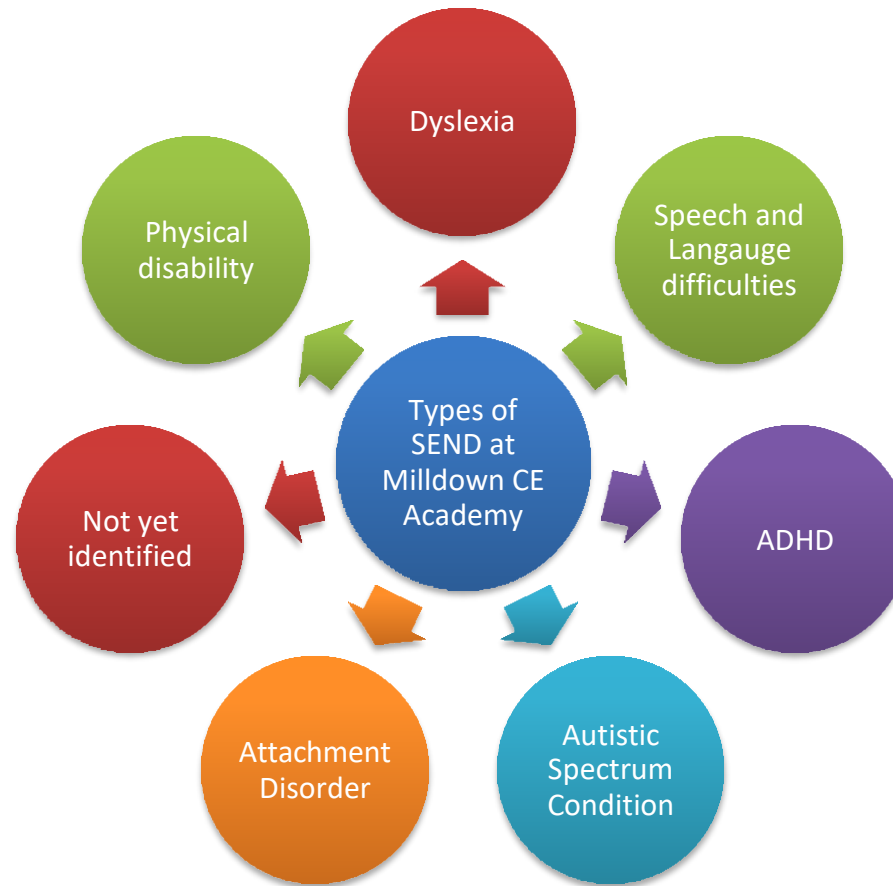




SEN Information Report 2023-2024

Throughout the past year Mrs Jones (SENDCo) has been responsible for Special Educational Needs and Disabilities (SEND). To find out more about SEND at Milldown CE Academy, browse through the report below, have a look at our SEND Policy or contact Mrs Jones via the school office.

What does SEND look like at Milldown Academy?



How are pupils identified as possibly having Special Educational Needs and Disability (SEND)?

Teaching staff and parents will initially raise concerns that pupils were not making the progress that they were expecting. Following this, Mrs Jones monitors the pupils progress through our tracking system (where teachers record an assessments of pupils every term) and use formal assessments in reading, spelling and maths to look into this further. Sometimes a pupil came from another school with information to explain how this pupil needed further support to be successful and we could build on that. A few pupils had been to see the doctor who had referred them to see other professionals and they send reports to help us in school.

What happened if your child was found to have a Special Educational Need?

Here is what happened to Francesca (based on a real pupil at school) over the past two years to explain what has happened to our pupils identified as having SEND.

Francesca was working really hard at school but not always being successful. At home she was finding doing home work very difficult and getting upset in the process.

Francesca had a meeting with her class teacher and her parents to talk about her home work and how school could help. It was decided that sometimes it would be better for Francesca not to do homework and just concentrate on her school work.

Francesca was happy at home but was still finding school work very tricky and her class teacher was concerned that although she was working hard she was not making progress, so the class teacher spoke to Mrs Jones.

Mrs Jones, went to see Francesca in her classroom and talked to her about her learning. She made some suggestions of things the class teacher could try (writing the tasks down in little steps, asking the TA to talk to her about what she needed to do to check she understood).

A professional from an outside agency met with Francesca and her class teacher and completed some assessments this was to see if they could find better ways to help Francesca.

Mrs Jones decided with Francesca's parents that although school were helping, they needed some more help for Francesca. She referred Francesca to an outside agency that could do more specific assessment of specific needs.

At the end of the next term the plan was reviewed. Francesca had made some progress but not enough. Her parents and the class teacher were getting concerned that she was falling behind.

Francesca and the teacher tried these things for a term, but it wasn't really helping. They had another meeting with Francesca's parents and completed an Individual Education Plan (IEP). This helped them focus on a few things and shared out how everyone was going to help Francesca.

The school received a report from the professional and it said they thought that Francesca was Dyslexic. They explained some things that would help in school and key areas school needed to help Francesca in.

Francesca and her parents met with Mrs Jones and her teacher and they wrote an IEP (For an example see appendix one of this report) to plan for some of these things. At the end of the term the plan is reviewed and a new plan is written.

At the moment Francesca is making progress and beginning to catch up with her peers as well as seeing the effort that she puts in rewarded.

Mrs Jones continues to check that she has an IEP written that will help her and going in to check that the class teacher is providing what Francesca needs.

How much did SEND support help in 2022 -2023?

Part of Mrs Jones's role is to think about what worked well for pupils with SEND, what didn't work so well and what we need to change. Below you will find some of these things and a plan of things that need to change in 2022-2023.

What was great and needs to stay the same?

- Quality first teaching in every class.
- Teacher's knowledge of their pupils and ensuring that they plan carefully for them.
- Mrs Jones meeting termly with experienced SENDCos across the DSAT trust.
- Two trained ELSA's one working with a therapy dog.
- Termly planning meetings with the Local authority including Educational Psychologist and a specialist teacher.
- Family Forest School - an intervention where siblings from one family are identified to work in the forest once weekly for a term. An opportunity for children to collaborate, negotiate and celebrate successes together.

What we changed and why?

- Specialist teacher worked closely with key staff to support particular pupils with specific additional needs.
- Developed the precision teaching intervention to close specific identified gaps that pupils may have.
- Changed the format of the IEP to include ongoing provision that a pupil may have to be successful in school. Amended the IEP format for those pupils with EHCps to include long and short term outcomes.
- Began an approach to develop pupils social awareness. The Social Detective was suggested by the Educational Psychologist and has been used successfully with some of our pupils.

What we plan to we plan to do in 2023 -2024

- Train an experienced Teaching Assistant with an ELKAN qualification.
- Teaching staff to complete some training in sensory processing.
- Changes to the Teaching Assistant staffing structure to allow an experienced Teaching Assistant to support key pupils across KS1. This support will be through a range of strategies to work towards IEP targets: 1:1 direct work, small group pre-teaching, precision teaching.
- Develop systems to ensure pupils have an understanding of their IEP targets.
- ELSA to work with a support a group of children across the school identified as young carers.

Who helps Mrs Jones help you?

Everyone at Milldown wants to be able to make school as positive an experience for the pupils and the parents as possible. Below are a few friendly people who have had extra knowledge to help us out.



Outside Agencies

Sometimes we need some help from people outside of school. This year we have worked with an EP (Educational Psychologist), a specialist teacher, a speech therapist, an Occupational therapist and Physiotherapist and the school nurse team. We have also worked with consultants and pay therapists as well as some organisations to help parents at home.

Teaching Assistants

All of the TA's have received special training on how to support pupils within the classroom. They are all able to talk to you and make sure you understand. Some of the TA's have had specific training with interventions to help children make progress.



Parents

Parents know more about their child than we will ever know and are the best source of information and insight we have.



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Pupils

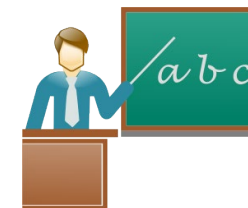
If we want to understand how to help best, we need to be talking to them, which is why they are invited to every review.



Teachers

They are working with the pupils every day and are the people in school who know them best and can most effectively put things in to help.

Forest school teacher (Miss Hosford) works with classes every week.

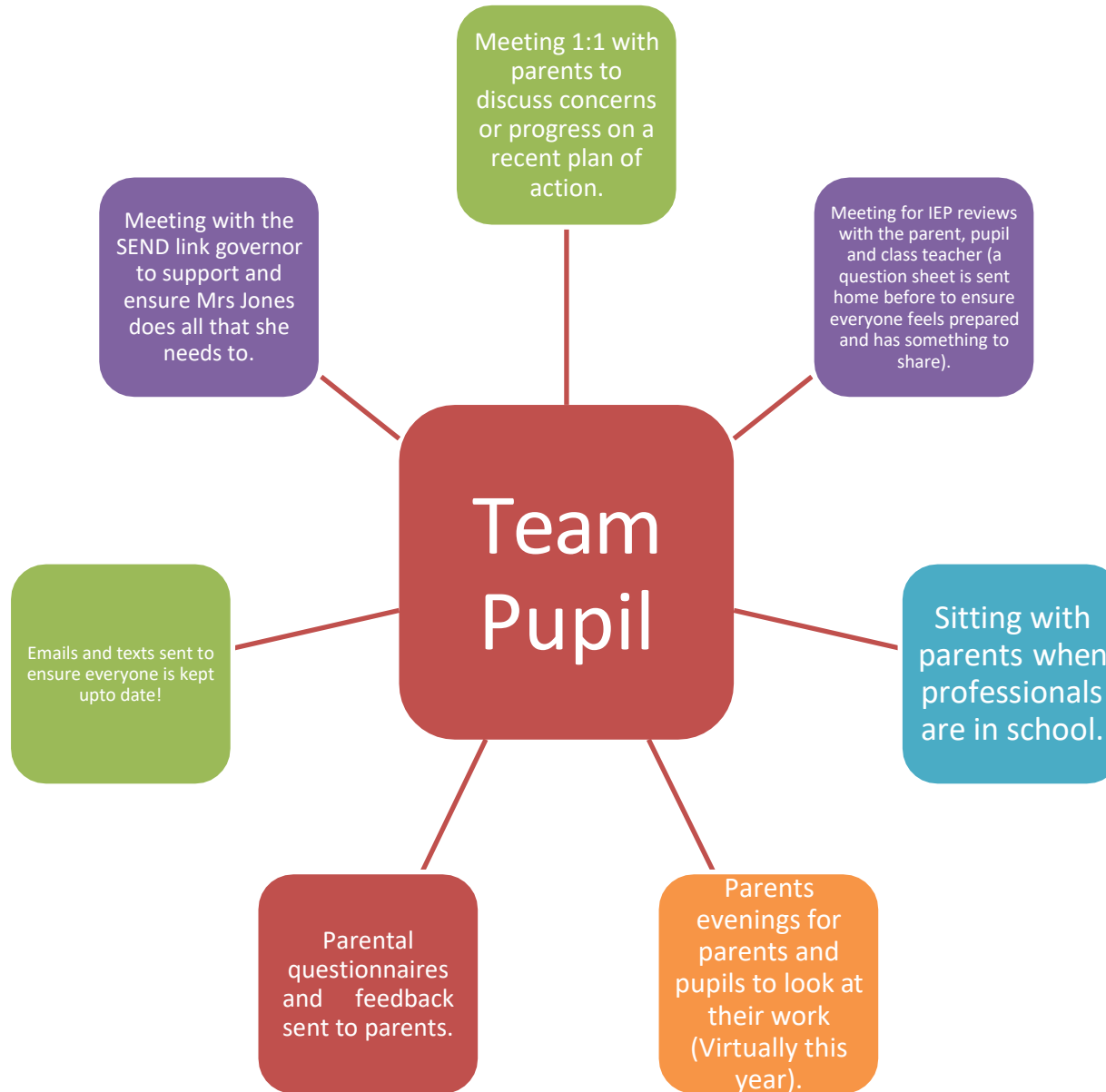


ELSA's

Mrs Brightman and Mrs Solly have been on special training and go to regular updates and supervision sessions to help pupils know how to best support and manage any problems they have about their feelings.

How do we work as a team?

Mrs Jones cannot do the job of SENDCo without being part of a team. To work as a team we have to do lots of talking. Here are just a few times talking has happened this year.



What else does Mrs Jones do to help SEND at Milldown CE Academy?

Transition: Working with pre-schools and secondary schools to ensure that all our pupils, particularly those with SEND have a positive transition. Arranging to see them in their own settings first and organising extra visits for the pupils and for staff to ensure that all relevant information is passed on. The same format is applied when a pupil transitions from our school into a special school setting. The SENDCo from the pupil's named secondary school is invited to all year 6 annual reviews to support this. This also applies small scale when pupils move within the school to their next teacher.

Helping teachers: Where possible as as school the class teacher leads the SEND process for a pupil in their class as they are the person working with the parents and pupils everyday. It is Mrs Jones's role to support them with this and to provide help, signposting staff to strategies, resources and referring to professionals who might help this further.

Complaints: If someone has a complaint regarding the SEND process, they can speak to Mrs Jones or Mr Law. However if they cannot come to an agreement then they would be signposted to the official complaints process located on our website. It is also part of Mrs Jones's role to make complaints to outside agencies if she feels that professionals are not providing the best support for the pupils at Milldown CE Academy

Although Milldown CE Academy is a small school, we pride ourselves on the range of support that we offer all children but more specifically for those children with additional needs and disabilities. We always put our children first and we will investigate every possible avenue to ensure that they are provided with the correct provision and professional support to allow them to develop and blossom into successful learners. Mrs Jones would always be happy to talk to you about any concerns or questions you have about the information in this report or about your own child. Her contact details are on the front of this document.

Helpful organisations and contacts:

The following services maybe useful:

- Dorset SENDIASS Dorset SEND Information, Advice and Support Service

Our Local representative is: Jane Schmidt 07748624609

- Dorset Parent Carer Council a local organisation run by parents with children that have additional needs or disabilities. This organisation has a wealth of knowledge and support for families of children with additional needs.

Telephone: 07827 793 244 email: dpcc@dorsetparentcarercouncil.co.uk

- British Dyslexia Association: organisation offering advice to families

<https://www.bdadyslexia.org.uk/>

- Council for disabled children: Offering support and advice for families.

<https://councilfordisabledchildren.org.uk/about-us-0/networks/information-advice-and-support-services-network>

- Autism Education Trust: Many strategies and resources to support a child with ASC diagnosis.

<https://www.autismeducationtrust.org.uk/>