TMA SEND Information Report 2026-27

EDUCATE. EMPOWER. INSPIRE.

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The Mill Academy SEND Information Report 2026-27

"Developing a culture of respect and lifelong skills for success at the next phase of education and beyond. Creating an environment where children are ambitious and aim to succeed, developing a thirst for knowledge. Providing opportunities to take pride in themselves, their peers and our school community.''

The Mill Academy School Vision

"At the Heart of everything we do lies an unwavering commitment to inclusion where every lesson, every day creates opportunities to for all learners to succeed. We believe **equity** means ensuring everyone gets what they need to **thrive**, with every member of our community serving as a **leader** in supporting SEND. Through co-productive partnerships, listening to the **voice** of all stakeholders, and by maintaining **high-quality provision** across the **intended** curriculum, we **empower** all pupils to access their learning and make excellent **progress** in their unique educational journeys."

HCAT Vision for Inclusion (2025)

The Mill Academy is a fully inclusive 3-11 learning community. We are committed to valuing the abilities and achievements of all the children and adults who access our learning environment and believe that all children are entitled to an appropriate broad and balanced education through the delivery of an ambitious curriculum which is challenging, exciting, enjoyable, and relevant. The curriculum we offer is designed to meet the needs of all our pupils, including those with SEND; developing their knowledge, skills and abilities and providing opportunities to apply what they know and can do with increasing fluency and independence. We aim to give our children, including those with SEND, the skills that will enable them to be fully included in the life of school.

It is our belief that the inclusion of SEND children brings benefits to everyone, as all children can learn from one another and all are valued, regardless of ability or disability. Our unwavering commitment to delivering highly effective teaching and learning is paramount. As a result, our school strives to ensure that the provision for all its pupils is of the highest possible standard, whilst acknowledging that we are continually striving to improve our practice. We are committed to narrowing the attainment gap between children with SEND and their non-SEND peers.

SENDCO: Georgina Shipp

Board of Trustees:

Integration

We aim, through inclusion, to promote respect and understanding for all pupils regardless of ability or disability. All our children benefit from a policy of inclusion; that children will realise that there are others with special needs different to their own and that these children are equal members of our school community. Conversely, we consider it important that all our pupils (including those with special educational needs) feel themselves to be equal members of our school. We encourage all our children to have high aspirations for themselves and to have pride in their achievements. This is reinforced by private recognition and public celebration of achievements. Integration is achieved practically by adaptations in the classroom, by specific arrangements for individual children at playtimes, mealtimes and when moving around school or with adaptations which have been made to the environment. There is a whole school response towards some children when this is considered appropriate, recognising that meeting the

needs of SEND pupils is a collective responsibility, involving all staff, pupils, and at times, the wider school community in creating an inclusive and supportive learning environment.

Curriculum

At The Mill Academy, we work hard to ensure that all children, including those with Special Educational Needs and Disabilities, have access to an ambitious broad and balanced curriculum that is challenging, exciting, enjoyable, and relevant. Our curriculum aims to support all pupils, including those who are disadvantaged and have SEND, acquire the knowledge and cultural capital they need to succeed in life and are prepared for their next stage of education; produce work of a high quality and make good progress so that they can do more, learn more and remember more. Our three core values of discover, be kind and aim high are promoted throughout our curriculum. In facilitation, teaching and learning across all subject areas is adapted to enable all children to succeed and make progress from their own starting point. Children and adults alike value each other, whatever their abilities or disabilities.

Areas of need

Below is a list of the main broad areas of need that we are able to provide for:

Broad Areas of Need:	**Relating to difficulties with:**
Communication and Interaction **Autism**	Children and young people with speech, language and communication needs (SLCN) have differences in communicating with others. This may be because they have challenges saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile of every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with Autism are likely to have particular differences with social interaction. They may also experience challenges with language, communication and imagination, which can impact on how they relate to others.
Cognition and Learning	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD).
Specific Learning Difficulties	Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Sensory and or Physical Difficulties	Some children and young people require special educational provision because they have a disability which may be a barrier to making use of the educational facilities generally provided. These challenges can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory

	impairment (MSI) require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all of the opportunities available to their peers.
Social and Emotional Difficulties including Mental Health	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging or disruptive behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Policies for identifying children with SEND and assessing their needs

- Special Educational Needs Policy
- Safeguarding and Child Protection Policy
- E-safety Policy
- Accessibility Policy
- Equal Opportunities and Diversity Policy and Objectives
- Medical Conditions in School Policy
- Intimate Care Policy
- Behaviour Policy
- Anti-Bullying Policy
- Teaching and Learning Policy
- Admission Policy
- Attendance Policy

Arrangements for consulting with parents of children with SEND and involving them in their child's education

At The Mill Academy we:

- Hold statutory annual review meetings for those students with an Education Health Care Plan.
- Hold SEND review meetings at least three times per year for children identified as having SEND needs, as part of an assess, plan, do review cycle.
- Hold and attend meetings with transition schools to further support the needs of pupils with SEND.
- Attend and lead Team Around the Child/Multi-agency meetings as appropriate.
- Provide at least termly opportunities for parents to give their views through questionnaires linked to SEND support.

Arrangements for consulting with young people and SEND and involving them in their education

At The Mill Academy we promote pupil voice in decision making around the support and education of all our children, including those with SEND. At an age-appropriate level we will include the child in planning, monitoring and reviewing their educational provision including:

- Discussions around individual targets.
- Agreeing appropriate motivators and rewards linked to personal aspirations.
- Discussions around use of additional support and resources.
- Include the child in discussions with outside agencies as appropriate including: Hearing/Visually Impaired Service, Educational Psychology, Occupational Therapy, CAMHS, etc.
- Discussions with the SENDCO.
- Attending SEND or Education, Health and Care Plan meetings as appropriate.

Arrangements for assessing and reviewing children's progress towards outcomes

All children throughout the school are monitored regularly to ensure they continue to access the curriculum successfully and to help with the early identification of any area of concern. A range of evidence is collected through the usual assessment and monitoring arrangements, regular formal discussions between the SENDCO and the class teachers, as well as discussions with parents and carers. For children with SEND, progress is monitored in relation to their additional needs and personal outcomes as well as their academic attainment. For most pupils with SEND, SEND support plans are reviewed inline with the HCAT assess plan do review calendar in October, December, Easter and Summer however, where needs may be more complex or evolving, some pupils may have more frequent reviews to allow for timely adjustments to provision to ensure support remains appropriate and effective for the individual child. Specific SEND progress meetings are held at assessment points between the SENDCO and class teacher to ensure progress (see our HCAT approach to SEND Assessment for further information.)

The school adopts the levels of intervention as described in the SEND Code of Practice, January 2015. The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEND, the school will intervene through appropriate intervention and support. These are often described as elements:

ELEMENT 1: Quality first teaching in the classroom - including adaptations and supportive strategies.

ELEMENT 2: Small group targeted support for those pupils who are achieving below the expected age levels or are off track to achieve their target.

ELEMENT 3: Focused, individualised intervention to support specific barriers to learning or support learners who are working well below age expectation. These will be evidence based and planned with the support of external agencies.

Element 2 Intervention:

Intervention is characterised by interventions that are **different from** or **additional to** the normal differentiated curriculum. Element 2 intervention can be triggered through concern either from the class teacher or parent/carer, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing Reading, Writing or Mathematics skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical difficulties, and make little progress despite the provision of specialist equipment

- Experience communication and/or interaction difficulties and make little or no progress despite recieving an adapted curriculum
- The child is working below age-related expectations**.**

See our Interventions Policy for further information regarding our approach to interventions.

Individual monitoring and SEND support plans

The Mill Academy aim to identify and support any special educational needs or disabilities as early as possible through a co-productive, graduated approach, with families as part of an assess - plan - do - review cycle. Concerns may arise from any stakeholder (class teacher, parent/carer/TA, SENDCO etc). Following concerns raised, discussions will then take place between key stakeholders to collaboratively assess the needs and additional strategies, where intervention may be implemented in the classroom for an agreed period. A SEND Monitoring Plan may also be created in partnership with parents/carers. Following implementation, the monitoring plan will be reviewed, and a decision will be made around next steps and whether further SEND support is required. The child may then be added to the SEND register and a SEND Support Plan established.

These Support Plans reflect the assess, plan, do, review cycle and allow the child (where appropriate) and their families to have an input in planning future support.

Parents will be closely informed of the action and results. At this stage there may also be involvement of external services. External support services will advise on targets and provide specialist input to the support process. The circumstances under which we would begin a Support Plan are:

- Continues to make little or no progress in specific areas over a long period.
- Continues to work at National Curriculum levels considerably lower than expected for a pupil at a similar age.
- Continues to experience difficulty in developing Literacy/Numeracy skills.
- Has emotional/behavioural difficulties that substantially impede their learning.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of speech, language or social relationships, thus presenting barriers to learning.

Parental consent is sought before any external agencies are involved.

Pupils who already hold an EHCP also hold an EHCP Monitoring Plan to outline current shorter-term goals and specific provision, which reflect the longer-term outcomes highlighted in their EHCP.

See Eary Identification of Need flowchart for further information.

Education health and care plans

“Needs Led Not Diagnosis Led”

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, we or the child’s parents will consider requesting an Education, Health and Care Needs Assessment.

An Education, Health and Care Plan (EHCP) will normally be provided where the Local Authority considers the pupil requires provision beyond what the school can currently offer. However, the school recognises that a request for assessment does not necessarily lead to an Education, Health and Care Plan or increase in financial provision.

An Education, Health and Care Plan is a legal document which outlines the specific needs of the individual and the provision needed to support them. The progress and attainment of these learners, as well as the provision the child receives, is reviewed annually at a person-centered annual review. Parents and Carers, as well as learners

themselves, are invited to share their views. Wider agencies who have been involved with the child are often also invited. These meetings are documented and submitted to the Local Authority.

The approach to teaching pupils with SEND

All pupils should have access to a broad and balanced and relevant curriculum. Teachers set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious. Potential areas or subjects of difficulty are identified and addressed at the outset and are highlighted in individual support plans, with supportive provision. Lessons are planned and delivered to address potential areas of difficulty and to remove barriers to pupils' achievement through effective adaptations. Planning will mean that pupils with SEN and Disabilities will be able to make progress and are learning what is intended in the curriculum. To achieve this the teacher may need to prepare additional support including specific resources, prior intervention and adult guidance as appropriate. HCAT documentation and SENDCO are a supportive tool for teachers to aid them in identifying specific provisions that can support pupils individual barriers, including those linked to specific wider curriculum subjects.

Some learners, with more complex needs, may require a more personalised curriculum. In these instances, teachers act on the advice and recommendations of wider agencies involved and follow the provision outlined in Education, Health and Care Plans or Support Plans to support them to progress in line with their personalised trajectory.

How adaptations are made to the curriculum and the learning environment of children with SEND

Class teachers, with the support of the SENDCO and wider professionals involved with the child, will identify students that require 'additional to' and 'different from' provision. SEND Support Plans outline appropriate adaptations and arrangements to meet these needs. If the pupil has an EHCP, these strategies/adaptations will be referenced in their plan. The Mill Academy uses a number of tools and resources, including evidence-based research to support SEND adaptations in classrooms; there is also an SEND section in each curriculum document to support meeting the needs of pupils with SEND in individual subjects.

See HCAT curriculum adaptations document for further information.

The Mill has the following facilities: wheelchair access, disabled toilets, changing facilities, easy access for taxis/other transport. Where necessary, the school will also make other adaptations to the learning environment so that all learners, including those with a disability, have as full access as possible to the curriculum and learning environment.

The expertise and training of staff to support children with SEND, including specialist expertise will be secured

If appropriate, a programme of professional development/staff training will be organised in relation to different SEND need types, to allow staff to feel confident that they are providing a rich and varied learning environment for students and that reasonable adjustments are made.

The SENCO and senior leaders aim to empower staff so that there is a good level of understanding related to individual children as well as general needs and medical conditions. First and foremost, all staff receive a range of quality CPD to support Quality First Teaching. Regular CPD is held to support staff gain knowledge and skills across a range of areas linked to SEND at trust, whole school and individualised level.

All staff delivering interventions are trained in the specific intervention(s) that they facilitate, supporting high quality provision.

Evaluating the effectiveness of the provision made for children and young people with SEND

The SENCO and Senior Leaders monitor the effectiveness of the SEND provision through:

- Regular meetings with class teachers
- Learning walks and learning enquiries
- Termly HCAT School Evaluation Reviews
- Regular reviews of intervention programs
- Annual review meetings for children with EHC Plans
- Update meetings with class teacher and support staff
- Analysis of progress against baselines
- Regular update of the SEND Policy

How children and young people with SEND are able to engage in the activities available with children and young people in the school who do not have SEND

The Mill Academy believe in equal opportunities for all children. For children with SEND to be able to access extra-curricular activities, extra adult supervision where necessary, amendment of resources and appropriate adaptations will be made.

The admission of pupils with disabilities

Learners with an Education, Health and Care Plan

Pupils with disabilities who have an Education, Health and Care Plan who want to attend The Mill Academy follow the Local Authority admissions procedures; via a consultation process. As part of this, school are sent information about the child and are asked whether our school is able to meet their needs. In responding to this, school will consider the range of documentation sent to determine whether we are able to meet the child's needs. School may also decide to carry out an observation of the child and speak with their current setting and their family or wider professionals involved, to gather further information to determine whether needs can be met. When determining whether our setting can meet the pupil with an EHCP's needs, in line with the SEND Code of practice, our setting also need to consider both the age, aptitude and SEND of the pupil, as well as, whether their attendance would be compatible with the efficient education of their peers and the efficient use of resources in school.

Learners with disabilities who do not have an Education, Health and Care Plan

Parents contact the school in advance and meet with the SENDCO to discuss the needs of their child and determine how school can meet them to support a smooth transition, enabling them to make good progress.

Support for improving emotional and social development

The Mill Academy provides a 'bespoke' approach to providing social and emotional support for children with SEND. We believe social and emotional wellbeing is at the core of ensuring children are happy and safe. When children are happy and safe, they are ready to learn. Unconditional positive regard is our 'golden thread' that is integrated into all elements of school life that promote pupils' social and emotional wellbeing.

Support for improving social and emotional development is done through practice such as:

- A range of nurture-based interventions at both 1:1 and group level such as ELSA
- Therapeutic opportunities such as Lego Therapy or Six Bricks
- Support/intervention from our Compass B Mental Health practitioner
- Implementation of the behaviour policy, which is the responsibility of all staff

- Referral to outside agencies such as Child and Adolescent Mental Health Service or Branching Minds where appropriate
- Support from SENDIO , SEMH team and/or HCAT specialist teacher
- Attending Team Around the Child and other multi-agency meetings
- Following safeguarding and child protection procedures
- Adapting a clear line of communication and reporting between all staff and the Senior Leadership Team

How the school involves other bodies, including health and social care bodies, Local Authority support services and voluntary sector organisations

The Mill Academy has a good network of support from outside services including:

- Educational Psychology Service
- Speech and Language
- Occupational Therapy
- Physiotherapy
- School Nursing Service
- Social Care
- Visual Impairment Service
- Hearing Impairment Service
- Speech and Language Therapy
- ASDAT Team
- Family Centres
- Early Help Hub
- CAMHS
- Berneslai Homes
- Banardos
- Hey Lets Talk (formerly TADS)
- Compass B
- SEMH team

Families are encouraged to access Special Educational Needs and Disabilities, Information, Advice and Support Service (SENDIASS) (formerly Parent Partnership Services) for impartial support and advice or to bring an appropriate relative or friend to meetings if they wish to do so.

Complaints

The Mill Academy has a complaints procedure for all to follow.

- Parents of SEND children are free to contact the SENDCO whenever there is a concern and meet to resolve any issues as quickly as possible
- Formal meetings will take place where appropriate
- Where appropriate, an action plan may be put in place and shared with all staff

All complaints will be dealt with thereafter by the Head of School through the complaints procedure of the school. The chair of governors may be involved if necessary.