

The Mill Academy



Special Educational Needs (SEN) Information Report

Updated September 2023

CONTENT

- 1. What kinds of SEND are provided for?**
- 2. How does the school identify pupils with SEND?**
- 3. What are the stages of SEND?**
- 4. What does the graduated approach look like?**
- 5. How school's resources/funding are allocated and matched to children's needs?**
- 6. What are the different types of support available for children with SEND at The Mill Academy?**
- 7. What support is available for improving the social, emotional and mental health of children with SEND?**
- 8. What are your school's admission arrangements for pupils with SEND?**
- 9. Who are the best people to talk to in school about my child's difficulties with learning and SEND?**
- 10. Who are the people providing services to children with SEND and their families?**
- 11. How does the school involve children and parents/carers of children with SEND?**
- 12. How does the school enable pupils with SEND to engage in activities available to those in the school who do not have SEND?**
- 13. What are the arrangements for assessing and reviewing pupils' progress towards outcomes?**
- 14. How will we support your child when they are leaving this school or moving on to another class?**
- 15. How are the teachers in school helped to work with children with SEND and what training do they have?**
- 16. How is The Mill Academy accessible to children with SEND?**
- 17. What should I do if I have a complaint about the SEND provision made at the school?**
- 18. How can I find out about additional provision for children with SEND in and around Barnsley?**

Welcome to our special educational needs (SEN) information report. The aim of this report is to explain how the staff at The Mill Academy are able to support children with special educational needs and disabilities.

We are an inclusive school and believe that all children should be valued and treated with respect. The school uses its best endeavours 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 providing quality first teaching to all pupils and make reasonable adjustments, where necessary, to enable all pupils to make the best possible progress. We are dedicated to narrowing the attainment gap between children with Special Educational Needs and Disabilities (SEND) and their peers without.

What is “Special Educational Needs”?

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age;

or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Act)' (Children and Families Act 2014)

What is a disability?

The Equality Act 2010 states that a person has a disability *if they have a physical or mental impairment and the impairment has a substantial and long-term* adverse effect on their ability to carry out normal day-to-day activities. A physical or mental impairment includes:* learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments.

If the impairment has a substantial and long-term* effect on a person's ability to carry out normal day-to day activities it may amount to a disability.

**'long term' is defined as 'a year or more'*

1. What kinds of SEND are provided for?

Our school currently provides support for pupils across the four areas of need as laid out in the SEND Code of Practice 2015.

- Communication and interaction, for example, Autistic Spectrum Disorder (ASD), Asperger's Syndrome, Speech, Language and Communication Need (SLCN)
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, Attention Hyperactivity Disorder (ADHD), trauma needs
- Sensory and/or physical needs, for example, visual impairment, hearing impairment, processing difficulties, epilepsy.

2. How does the school identify pupils with SEND?

When considering whether a child has special educational needs and/or a disability any of the following may be evident:

- Make little or no progress even when teaching approaches are targeted particularly in a child's identified area of difficulty;
- Attainment is significantly below age group expectations;
- Has sensory or physical difficulties;
- Has communication and/or interaction difficulties;
- Has social, emotional or mental health difficulties which substantially and regularly interfere with the child's own learning or that of the class

Slow progress and low attainment will not automatically mean a pupil is recorded as having special educational needs and/or a disability.

Where there are concerns around a child, the 'Initial Concerns Process' will be triggered. This process can be triggered by school staff or parents. A Needs Analysis will take place, identifying the child's strengths and barriers to learning. This form will be completed by the SENDCo alongside the parents/carers of the child, the class teacher and the child (if appropriate). As part of this process the SENDCo, parents/carers, class teacher and child (if appropriate) identify the child's area(s) of difficulty and put clear actions into place to support the child. The child is then monitored over a period of approximately 8 weeks (maximum). At the end of this monitoring period, the SENDCo, parents/carers, class teacher and child (if appropriate) meet to review the impact of the support. At this point, either:

- no further action will be needed as the support will have had the required impact to address the child's difficulty
- the support will continue for a further 8 weeks and then be reviewed
- the child will be added to the SEN register as SEN support

The aim of formally identifying a child with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

3. What are the stages of SEND?

Following the SEND Code of Practice (2015), the school uses a graduated approach when meeting the needs of children with SEND. For the majority of children, quality first teaching on a daily basis is enough to ensure that they achieve well and make good progress across the curriculum.

SEN support

For some children, quality first teaching may not be enough to meet their needs and they may need something which is '*additional to and different from*' that which is normally provided for all children. This could mean that the class teacher may be using different or additional strategies to support your child, or perhaps your child will receive some additional support in a small group alongside other children with similar needs.

For some children, the school, with your agreement, may decide to involve some external professionals to provide them with more specialist advice and guidance in order to support them to remove the barriers to your child's learning.

Only a very small percentage of children require support of an additional nature beyond this.

Education, Health and Care Plans

If your child has significant difficulties, they may require an Education, Health and Care Needs Assessment which may result in an Education, Health and Care Plan (EHCP). This means your child will have been identified by the school as needing a particularly high level of additional support, which cannot be provided from the element 1 and 2 funding available to the school.

For your child this would mean:

A request for Education, Health and Care Needs Assessment

- The school (or you) can request that the Local Authority carry out an Education, Health and Care Needs 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.

- After the school (or you) have sent in the request to the Local Authority (with a lot of information about your child), ~~they will~~ a panel will decide whether they think your child may have an SEN (based on the evidence provided), The evidence is submitted through the [EHC Hub](#)

Education, Health and Care Needs Assessment

- If the Local Authority decide that the needs of your child are severe and complex and require significant support in school to make good progress, an Education, Health and Care Plan (EHCP) will be issued.
- The Education, Health and Care Plan (EHCP) will outline the support your child will receive from the Local Authority, how the support should be used and what strategies must be put in place. It will also have end of key stage or phase and medium term outcomes for your child.
- If the Local Authority decide that your child does not need an Education, Health and Care Plan (EHCP), they will ask the school to continue with the support at an SEN support level. They will set up A meeting can be arranged in school to ensure a plan is in place to ensure your so that your child makes as much progress as possible.

4. How school's resources/funding are allocated and matched to a child's needs?

- It is the responsibility of the SENDCo, senior leadership team and governors, in liaison with St. Mary's Academy Trust's Finance Director, to agree how the allocation of resources is used.
- The needs of the child will always dictate the best form of provision for that child and on occasion external advice may be sought, and parent/carers will be consulted.

5. What are the different types of support available for children with SEN and/or disabilities at The Mill Academy?

Quality First Teaching

All children in school have access to quality first teaching.

For your child this would mean:

- The highest possible expectations for your child and all pupils in their class.
- Access to engaging and motivating lessons
- All teaching builds on what your child already knows, can do and can understand (personalised learning).
- Different teaching styles are used so that your child is fully involved in learning. This may involve things like using more practical resources.
- Through on-going teacher assessment, your child's teacher will identify any gaps in their understanding/learning and as a result, plan extra support to help them make the best possible progress (e.g. analysis groups).

- Effective on-going feedback (verbal or written)
- Regular use of encouragement and praise

In addition to access to quality first teaching, children identified as having special educational needs and/or disabilities will also have access to additional provision. This additional provision is personalised to their required outcomes.

Small group work or one to one work

- Your child may be involved in additional group work or one to one work with a specific focus.
- These groups may be run by a teacher or teaching assistant who has had training to run these groups.
- These groups may be run in the classroom or outside the classroom.
- Your child may be involved in a series of group sessions working through a specific programme to support their needs. For example, Lego therapy, music interaction, social stories, Thrive. If your child is to be involved in a specific programme, you will be given information about the programme beforehand.

Specialist group work or one to one work

- If your child has been identified as needing more specialist input, a specialist professional may visit school to deliver sessions with your child.
- You will always be asked to give your permission for the school to refer your child to a specialist professional, e.g. Speech and Language Therapist.

Any group or one to one session your child may be involved in, will be aimed specifically to help your child achieve specific targets identified.

Specific resources and strategies

Children with SEND may also have access to specific resources (e.g. an adapted keyboard, wobble board, coloured overlays, ergonomic pens/pencils) or use specific strategies (e.g. meet and greet, pre-teaching, PECs) to help them access the learning.

Every effort is made, through the use of the adjustments above, to ensure children with SEND are able to access and engage in the curriculum and any additional activities provided for children who do not have SEND in school.

6. What support is available for improving the social, emotional and mental health of children with SEND?

Children are well supported by:

- A clear anti-bullying policy that is supported by all staff.

- Staff who have received specific training (e.g. Thrive and Trauma Informed Schools) around this area of need (Social, Emotional and Mental Health)
- Targeted support for individual children (group and 1:1), e.g. Thrive, Nurture groups, emotional coaching sessions.
- Recognition of the importance of pupil voice (e.g. through school council, circle time sessions)
- A curriculum that reflects the importance of developing pupils' awareness of their own social, emotional and mental health and their impact on the social, emotional and mental health of others (e.g. RSHE Curriculum).

7. What are your school's admission arrangements for pupils with SEND?

Please refer to the admissions information on the school website. The admission arrangements for all children are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

To apply for a school in Barnsley you can either apply online or fill in a paper application form which is available from any primary school or from School Admissions. Further guidance is available at <https://www.barnsley.gov.uk/services/children-families-and-education/schools-and-learning/school-admissions-and-transfers/>

8. Who are the best people to talk to in school about my child's difficulties with learning and Special Educational Needs/Disability?

Class teacher

Responsible for:

- The progress and development of every child in their class
- Working closely with any teaching assistants and specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each child's progress against outcomes and adapt provision where necessary
- For children on SEN support, writing School Focus Plans and sharing and reviewing these with the child and parents/carers at least once each term (3 times per year).
- For children with an Education, Health and Care Plan (EHCP), sharing progress and reviewing targets with the child and parents/carers at least once each term (3 times per year) with an annual review built into this process
- Identifying and communicating any concerns about specific children with the SENDCo

- Ensuring that parents/carers are:
 - involved in supporting their child's learning
 - kept informed about the support their child is getting
 - involved in reviewing how their child is progressing
- Ensuring that the Trust SEND Policy is followed in their classroom and for all the children they teach with any SEND.

The Special Educational Needs and Disability Co-ordinator (SENDCo)

At The Mill Academy the Special Educational Needs and Disabilities Coordinator (SENDCo) is Louise Proud. You can contact our SENDCo either by calling the school on 01226 289096 or email via k.proud@smat.org.uk.

Responsible for:

- Working with the headteacher and SEND governor to determine the strategic development of the SEND Policy and provision in school
- Have day-to-day responsibility for the operation of this SEND Policy and the co-ordination of specific provision made to support individual children with SEND, including those who have EHCPs.
- Provide professional guidance to colleagues
- Working with staff, parents and other agencies to ensure that children with SEND receive appropriate support and high quality teaching.
- Liaising with any external agencies who may come into school to help support your child's learning e.g. Speech and Language Therapy Service, Educational Psychology Service, Occupational Therapists etc.
- Liaise with other professionals to ensure a smooth transition to a child's next stage of education (e.g. EYFS to KS1, KS1 to KS2, KS2 to KS3)
- Ensuring that parents are:
 - involved in supporting their child's learning
 - kept informed about the support their child is getting
 - involved in reviewing how their child is progressing
- Ensuring that there are excellent, up to date records of each child's progress and needs.
- Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Headteacher

The headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEN Policy and provision in school

- Have overall responsibility for the provision and progress of children with SEN and/or disability
- Make sure that the SEND governor is kept up to date about any issues in the school relating to SEND.

SEND governor

The SEND governor will:

- Work with the headteacher and SENDCo to determine the strategic development of the SEND Policy and provision in school
- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this

9. Who are the people providing services to children with SEND and their families?

- Class teachers
- Teaching assistants/ Classroom assistants
- Parent Support Advisor (Mrs Beckett)
- Barnsley Education Inclusion Service
- Barnsley Educational, Child and Community Psychology Service
- Speech and Language Therapy Service (SALT)
- Occupational Therapy Service
- Physiotherapy Service
- Children and Adolescent Mental Health Service (CAMHS)
- School Nurse
- SENDIASS (Special Educational Needs Disability Information, Advice & Support Service) 01226 787234

10. How does the school involve children and parents/carers of children with SEND?

We will have early discussions with parents/carers when identifying whether their child requires special educational provision.

For pupils on SEN Support and children with an Education, Health and Care Plan (EHCP), parents will be invited to termly review meetings.

In addition to this, children with an EHCP will have an annual review meeting. This meeting should be attended by the SENDCo, class teacher and/or teaching assistant (where appropriate), parents/carers, the child (if appropriate) and any other professionals currently involved with the child. The meeting provides the opportunity to celebrate progress made and review and update targets within the plan.

The annual review meeting will ensure that:

- Everyone develops a good understanding of the child's areas of strength and needs
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear about what the next steps are

We welcome feedback from parents of children with SEND and children with SEND in order to help us to evaluate the effectiveness of our provision.

11. How does the school enable pupils with SEND to engage in activities available to those in the school who do not have SEND?

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and-after-school clubs.
- All pupils are encouraged to take part in sports day/school plays/special workshops.
- All pupils are encouraged to go on our residential trips. Prior to any residential visits or school trips, any potential barriers to full participation would be identified so that the best endeavours can be made to overcome these.
- No pupil is ever excluded from taking part in these activities because of their special educational needs or disability.

12. What are the arrangements for assessing and reviewing pupils' progress towards outcomes?

- The school follow the four part cycle of assess, plan, do, review.
- Your child's progress is continually monitored by his/her class teacher.
- His/her progress in reading, writing and maths is reviewed formally every term. For further details, see the Trust Assessment Policy.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- Most children at The Mill Academy, identified as having a special educational need or disability, have a School Focused Plan. This School Focused Plan will be reviewed with your involvement every term.
- The progress of children with an Education, Health and Care Plan is formally reviewed at an Annual Review meeting.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

13. How will we support your child when they are leaving this school or moving on to another class?

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

If your child is moving to another school:

- We will contact the new school's SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible (in line with General Data Protection Regulations 2018).

When moving classes in school:

- Information will be passed on to the new class teacher in advance
- For children with an Education, Health and Care Plan, a transition meeting will be offered to parents during the Summer term. This is an opportunity for parents to meet their child's new teacher and find out more about the expectations for the new academic year.
- All pupils will spend a day in their new classroom with their new class teacher during the second half of the Summer term. If required, additional visits can be planned as required.

In Year 6:

- The SENDCo will attend a meeting with the relevant representatives from the new school to discuss the specific needs of your child. If appropriate, we can request that this meeting is attended by a specialist from within Barnsley Education Inclusion Service.
- We will make sure that all relevant records about your child are passed on as soon as possible (in line with General Data Protection Regulations 2018).
- All pupils will spend time in their new school. This varies depending on the school they are moving to. If required, we can arrange for your child to carry out additional visits in the build up to their transition.
- In some cases staff from the new school will visit your child in this school.
- Any specific transition arrangements should be discussed at the end of Year 4 in order for clear plans and arrangements to be made.

14. How are the teachers in school helped to work with children with SEND and what training do they have?

- Part of the SENDCo's role is to support (or sign post to further support) the class teacher in planning for and supporting children with SEND.
- In September 2009 it became law for every new SENCO in a mainstream school to gain the Master's level National Award for Special Educational Needs Co-ordinator within 3 years of taking up the post. Our SENDCo has achieved this national qualification.

- The school has a continuing professional development plan (CPD plan) to improve the teaching and learning of children including those with SEND. Recent training has included: Autism awareness training, Team Teach training, Emotional Coaching Training (Positive Regard), Epipen training and Speech and Language training.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service, Physiotherapy, Behaviour support.
- External agencies work within school with staff to provide them with advice that is relevant to the needs of specific children in their class.

15. How is The Mill Academy accessible to children with SEND?

The Equality Act (2010) places a duty on all schools to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce an accessibility plan which is reviewed and updated every 3 years.

16. What should I do if I have a complaint about the SEND provision made at the school?

- If you have complaint about the SEND provision made at the school, you should initially make an appointment to speak to the SENDCo (Jack Churchill).
- If you are not happy that the complaint has been managed, you should request to speak to the Head teacher (Rachel Chambers) or SEND governor (Mrs Helen Davison).
- For further detail, please read the St. Mary's Academy Trust Complaints Procedure.

17. How can I find out about additional provision for children with SEND in and around Barnsley?

Local authorities **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. The Local Offer **must** include provision in the local authority's area. It **must** also include provision outside the local area that the local authority expects is likely to be used by children with SEND for whom they are responsible and disabled children.

To access Barnsley's Local Offer click on the link below.

<https://www.barnsley.gov.uk/services/children-families-and-education/children-with-special-educational-needs-and-disabilities-send/send-local-offer-directory/>