

# Milborne St Andrew First School SEND Information Report

## 2022-23

<p>1 Kinds of Special Educational Needs that are provided for at Milborne St Andrew First School</p>	<p>The SEN Department provides support for pupils across the 4 areas of need as laid out in the SEND Code of Practice 2014 :</p> <ul style="list-style-type: none"> <li>• Communication and interaction</li> <li>• Cognition and learning</li> <li>• Social, emotional and mental health difficulties</li> <li>• Sensory and/or physical needs</li> </ul>
<p>2 Information about the school's Policies for identification and assessment of pupils with SEND</p>	<p>Pupils are identified as having SEND, and their needs assessed, through : • information passed on from Nursery/ Infant/Primary/previous schools;</p> <ul style="list-style-type: none"> <li>• KS1 results, baseline testing and progress data;</li> <li>• feedback from teaching staff and observations;</li> <li>• Pupil Premium interventions not showing impact;</li> <li>• referrals from parents</li> </ul>
<p>3c The school's approach to teaching pupils with SEND</p>	<p>Provision for SEND pupils includes :</p> <ul style="list-style-type: none"> <li>• quality first teaching, with appropriate differentiation in place;</li> <li>• extra adult support in classrooms where appropriate;</li> <li>• reduced class sizes where appropriate;</li> <li>• personalised provision through time limited programmes;</li> <li>• personalised provision through adapted resources and interventions.</li> </ul>
<p>3a Evaluating the effectiveness of the provision made for pupils with SEND</p>	<p>Impact tracking is completed at least termly and adaptations to provision made in light of these findings. Progress and evaluation is reported to the Governor with responsibility for SEND. Annual report to the Governing Body and SEND Information Report posted on Web site</p>

3b Arrangements for assessing & reviewing pupils' progress towards outcomes, including opportunities available to work with parents & pupils as part of this assessment and review	<p>These arrangements include :</p> <ul style="list-style-type: none"> <li>❖ data tracking for pupil progress meetings</li> <li>❖ support plan and Education and Health Care Plans (EHCP) reviews;</li> <li>❖ observations and follow up</li> <li>❖ Parents meetings</li> </ul>
3d How adaptations are made to the curriculum and the learning environment of pupils with SEND	<p>The curriculum /learning environment may be adapted by :</p> <ul style="list-style-type: none"> <li>❖ groupings that target specific levels of progress;</li> <li>❖ differentiated resources and teaching styles;</li> <li>❖ mastery approach, small steps, scaffolding for equitable classrooms</li> <li>❖ appropriate choices of texts and topics to suit the learner;</li> <li>❖ access arrangements for tests and or examinations;</li> <li>❖ additional adult support (Teaching Assistant, Volunteers, SENSS Specialist from outside agencies</li> <li>❖ choice of how work is presented</li> </ul>
3g Support that is available for improving the social emotional and mental health of pupils with special educational needs,	<p>Pupils are well supported by :</p> <ul style="list-style-type: none"> <li>● An anti-bullying policy that is written with input from the children</li> <li>● A social emotional and mental health staff team that provides programmes such as nurture groups, anger management, self esteem building, trauma informed practice</li> <li>● Targeted support for individual pupils.</li> <li>● Peer Mediators ( Year 4 children trained to help children to resolve conflicts on the playground)</li> </ul>

	<ul style="list-style-type: none"> <li>• Junior governors and Pupil Voice (regular opportunities to be involved in having a say about the running of the school and improvements that could be made)</li> <li>• Well trained staff in emotional support (Trauma Informed, Incredible Year Star, Attachment Training, ASD training, ACEs, PACE)</li> <li>• Emotionally available adults to support vulnerable children or those with social and communication difficulties</li> <li>• PIES assessment and targeted support</li> <li>• I can problem Solve</li> <li>• Support from specialists within Wessex MAT and TADSS</li> <li>• Behaviour Support</li> </ul>
<p>4 In relation to Mainstream Schools and maintained nursery schools, the Name and contact details of SEN Co-ordinator</p> <p>Name and contact details of SEN Governor</p>	<p>SENCO Jenna Wittman – Telephone 01258 837372  <a href="mailto:jenna@milborne.dorset.sch.uk">jenna@milborne.dorset.sch.uk</a></p> <p>SEN Governor- Caleb Brown  Contact through the school office  <a href="mailto:office@milborne.dorset.sch.uk">office@milborne.dorset.sch.uk</a></p>
<p>5. Information about the expertise and training of staff in relation to children and young people with SEND, including how specialist expertise will be secured.</p>	<p>Audit of staff expertise in SEN undertaken regularly</p> <ul style="list-style-type: none"> <li>• SENCo has a BA Ed degree in Education and QTS Specialism in Early Years and the SENCo National Award.</li> <li>• Effective use of adult support for Literacy and Mathematics</li> <li>• Individual training re : Speech Language and Communication Needs (SLCN), Attention Deficit and Hyperactivity Disorder (ADHD), Autistic Spectrum Disorder (ASD), Code of Practice, specific learning difficulties; staff engaged in diploma and degree programmes;</li> </ul>

	Specialist expertise engaged from external services – ASD SEN Support Service (SENSS), Speech and Language Therapy Educational Psychologist (EP), English as Additional Language (EAL) Child and Adolescent Mental Health Service (CAMHS), School Nurse, Children's Centre
6 Information about how equipment and facilities to support children and young people with special educational needs will be secured.	<ul style="list-style-type: none"> <li>▪ Support Services (vision and hearing aids and/or support)</li> <li>▪ School Budget</li> <li>▪ Volunteers</li> <li>● Shared resources within the Wessex MAT</li> </ul>
7 The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child	<ul style="list-style-type: none"> <li>• Face to face meetings with SENCo or class teacher</li> <li>• Telephone</li> <li>• Email</li> <li>• Parents Evenings</li> <li>• Tapestry</li> </ul>
8. The arrangements for consulting young people with special educational needs about and involving them in their education.	<ul style="list-style-type: none"> <li>▪ Pupil Voice</li> <li>▪ Junior Governors</li> <li>▪ Annual Reviews</li> <li>▪ Child Centred Review Meetings</li> <li>▪ Tapestry</li> </ul>
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special	<ul style="list-style-type: none"> <li>● Follow the school's Complaints Policy</li> </ul>

educational needs concerning the provision made at the school	
10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.	<ul style="list-style-type: none"> <li>• Delegated day to day responsibility to Headteacher /SENCO</li> <li>• Link meetings with SENCO and SEND link Governor</li> </ul>
11.The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.	<ul style="list-style-type: none"> <li>• Contact information currently available at school office and/or on website</li> </ul>
12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.	<ul style="list-style-type: none"> <li>▪ Transfer of files and information from Preschool to school and School to Middle school</li> <li>▪ Transition Arrangements with preschool and Middle school (Easter)</li> <li>▪ Face to face meetings to plan transition</li> <li>▪ Parents are encouraged to be involved in transition plans</li> <li>▪ Personalised support plans</li> <li>▪ DASP data sharing of children of concern, disadvantaged, and those below expectation</li> </ul>
13 Information on where the local authority's local offer is published	<p>Dorset for you website</p> <p><a href="#">SEND Local Offer - Dorset Council</a></p>

