



## SEN Information Report 2024-2025

SEN Information Report	
<b>Responsible Committee:</b>	Local Advisory Board
<b>Date approved by the LAB:</b>	September 2024
<b>Next review date:</b>	September 2025

### What are 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 him or her.

- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (Code of Practice 2014)

### How would Milton Primary Academy identify and assess my child's special educational needs?

The approach taken at Milton Primary Academy is one where we regularly review and record what we offer EVERY child or young person in our care. This is termed our 'Universal provision'. We strive to support all children to enable them to achieve their full potential as we guide them through their learning journey.

Underpinning ALL our provision in school is a cycle of monitoring, evaluating and improving what we are doing. These assessments form part of our ongoing tracking in which the progress of each child is monitored. This tracking of pupils enables the early identification of any pupil who is not making expected progress. Any concerns regarding progress or attainment will be raised with parents at the earliest convenience either in informal discussions or at formal parents' evenings which occur twice per year.

If concerns continue despite class teacher intervention, the school will speak to parents and discuss the next steps which may involve entering your child onto the Special Educational Needs register. This will mean

they have needs that require intervention that is greater than or different from their peers in order to make expected progress.

**How will Milton Primary Academy staff support my child?**

Milton Primary Academy has a graduated response for supporting children. This begins with good quality-first teaching. Phonics is taught from Foundation Stage upwards and regularly assessed to ensure that progress in reading is as rapid as possible. Additional one to one support is given to those children who need it. In Mathematics gaps in children's skills are identified and addressed.

Those who need additional support in other areas may complete a Quality Teaching Plus programme in a small group, which will usually be for 6 weeks. Some pupils who need intensive support may have one to one/small group support for part of the curriculum. Any advice given by professionals will be integrated into the curriculum. Teaching Support Assistants (TSAs) support children's learning including those with special educational needs or disabilities and those learning English as an additional language. Where additional needs have been identified, the school is able to access a range of outside agencies to support children.

**How will the curriculum be matched to my child's needs?**

Our aim is to provide a curriculum that is relevant and broad and helps children to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences.

Teachers plan based on children's needs against age related expectations, differentiating work to closely match children's ability and learning needs. When a pupil has been identified with special needs, their work will be further differentiated by the class teacher to support removing individual barriers to learning and enable them to access the curriculum more easily. In addition to this, they will be provided with further support and reasonable adjustments that may include specialised equipment or resources, ICT and/or additional adult help such as pre-teaching new vocabulary/concepts.

If appropriate, specialist equipment is given to the pupil, e.g. writing slopes, concentration cushions, pen/pencils, grips or easy to use scissors. If a child is identified as having a special educational need, they will be given a 'Pupil Passport' - these replace Individual Education Plans (IEPs). Targets will be set according to their area of need. These will be regularly monitored by the class teacher as well as the SENCo three times per year. Teaching assistants may be allocated to work with a pupil in a one to one or small focused group to target more specific needs. The level of work set will be matched to children's age and the level they are working at. Some children may need particular resources such as coloured overlays, pencil grips, sloping writing boards etc. Computer programmes may be used to support learning.

**How will both you and I know how my child is doing and how will you help me to support my child's learning?**

The progress of all pupils is monitored through pupil progress meetings termly where class teachers discuss the progress of all children with the Senior Leadership Team (SLT). Parents are consulted in a variety of ways including parents' evenings and informal discussions. Review meetings are held for children with additional needs and strategies to support them are agreed. These are shared with parents. If needed, the school will set up home/school diaries; this will give staff and parents the opportunity to share information more easily and keep track of any significant events either at school or at home. Class teachers are always willing to discuss ways in which you can support your child. The school uses its social media platform to demonstrate strategies to support your child's learning at home as well as to invite parents to workshops/'taster sessions' that parents can attend.

**How will my child be included in activities outside the classroom including trips?**

Milton is an inclusive Academy which endeavours to provide opportunities for all children to participate in activities including visits and clubs.

When planning visits, children's needs are considered and adjustments are made or additional support provided in consultation with parents where necessary. Where this is not possible, every effort will be made to provide a suitable alternative. Risk assessments are carried out and procedures are put in place to enable children to participate. If the school or a health and safety risk assessment suggests that a child needs one to one support due to their particular needs, the school is able to provide this. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas, will be provided in school.

**How accessible is the Academy environment?**

Milton Primary Academy is one level building with 16 classrooms in total. Foundation Stage 1 and Foundations Stage 2 (EYFS) are in a separate building on the school grounds. We have access to a field and small woodland area for outdoor activities and sports. The school has wheelchair access and if necessary, classrooms are relocated according to the needs of pupils and necessary adaptations will be made. Walkways through the building are free from clutter and obstacles. Displays are tidy and orderly to prevent sensory overload. There are suitable toilet facilities for children with disabilities. The local authority provides hearing impaired pupils with a portable Sound-field system which will amplify

sound in the classroom. Interactive whiteboards are available in all classrooms.

**How will the school prepare and support my child to join the Academy or the next stage of their educational career?**

Children joining Nursery class are invited to play and stay sessions during the Summer Term. This supports a smooth transition and helps the children settle in well. Children joining mid-term may be supported by Teaching Assistants according to their needs. For children with special educational needs or a disability, we may facilitate a phased transition to help your child to acclimatise to their new surroundings. In many cases, a member of staff has met or made contact with staff from the previous setting to gain information which will help with your child settling in our school.

When children transfer to other settings, staff from Milton liaise with the new setting to share information and plan transition, ensuring all relevant paperwork is passed on and all needs are discussed and understood by the new setting. This may include staff accompanying children and parents on transition visits to the new setting. Staff from secondary provision are invited to SEND review meetings in Year Five/Six. Extended transitions can be arranged if this is required for individual pupils and the next education provider accepts it.

**How are the Academy's resources allocated and matched to children's special educational needs?**

Milton Primary Academy receives funding from the Local Authority to respond to the needs of pupils with SEND from a number of sources:

- A proportion of the funds are allocated per pupil to the school to provide for their education
- The Special Educational Needs & Disability (SEND) budget
- The pupil premium funding for pupils who meet certain criteria
- In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In class support from teaching assistants
- Small group support from teaching assistants e.g. English and Maths support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support
- Provision of specialist resources
- Continual Professional Development (CPD) relating to SEND for staff

**How is the decision made about what type**

Decisions about support will be agreed at pupil progress meetings according to your child's needs and progress. Some support may be

**and how much support my child will receive?**

recommended by outside agencies and this will be implemented wherever possible.

For pupils with SEND but without an Education, Health and Care Plan (EHC Plan), the decision regarding the support required will be taken at meetings with the senior leadership team (SLT), SENDCo, class teacher, parents/carers and other relevant staff as appropriate. Your child's thoughts will also form part of that consultation. Children with EHC Plans will be allocated the level of funding advised in their EHC Plan. At the EHC Plan Review (at least annually), funding can be reviewed.

**How will parents be involved in the decisions about the learning of our children?**

Involving parents and learners in the dialogue and decisions is central to our approach. Parents/Carers of children with identified special educational needs are encouraged to contribute to Pupil Passports. They will be able to discuss the support their child is receiving via a review which will be held three times a year. Structured conversations are held and parents' views are sought through the annual Review Process for pupils with EHC plans. Parents are also invited to meet with professionals from outside agencies. We consider the views of our parents / carers and children with the highest regard. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us.

**What do I do if I have a concern about the school provision?**

The initial point of contact is the child's class teacher. If concerns cannot be dealt with by the class teacher, then an appointment can be made with the Key Stage Leader. If you are not satisfied with the response from the Key Stage Leader then you can ask for an appointment with the SENCo (Miss Wilson). If you still feel that your concerns have not been addressed, then you can make an appointment with the Headteacher (Mrs Bailey).

If any person feels that their complaint has not been dealt with adequately by the academy staff, they are able to contact primarily the Headteacher followed by the Chair of the Standards Committee who will report their concerns to the

Local Advisory Board

In addition the Local Education Authority provides a disagreement resolution service. The LA also provides a parent partnership service (SENDIASS) details of which are also displayed in the entrance hall, or can be obtained by the SENCo.

**What other support is available to parents and how can I contact them?**

SEND information advice and support services is a service which provides free, accurate, impartial, confidential, information, advice and support relating to Special Educational Needs and Disability (SEND) for parents/Carers, children and young people aged 0-25 years.

SENDIASS

Mount Education Support Centre

Mount Avenue

Penkhull

Stoke-on-Trent

ST4 7JU

Tel: 01782 234701 / 01782 234847

Email: [iass@stoke.gov.uk](mailto:iass@stoke.gov.uk)

Website: [www.sendiass-stoke.co.uk](http://www.sendiass-stoke.co.uk)

Business hours – Monday-Friday – Telephone Helpline operates 10:00am – 17:00pm

**Where can I get information about the local authority's local offer for my child?**

<https://localoffer.stoke.gov.uk/>

**Relevant school policies underpinning this SEN Information Report include:**

Complaints 2024

SEN Policy 2024/2025