SEN Report – Millbrook Primary School

At Millbrook, we believe that each pupil has individual and unique needs and we recognise that some pupils require more support than others. We believe that it is necessary to ensure that the school's curriculum is accessible to all children, is inclusive and differentiated, and offers children the opportunity to develop their potential to the full in a supportive environment.

Headteacher – Karen Shawyer
SENCO – Hannah Thompson
SEN Unit Leader – Kim Sylvester
SEN Governor – Kirstie Mears

Our approach to teaching learners with SEN

Provision for pupils with SEN is a matter for the school as a whole. It is every teacher's responsibility to provide for pupils with SEN in their class, and to be aware that those needs may be present in different learning situations. Here at Millbrook we are committed to the inclusion of all children with special educational needs and value quality first teaching alongside intervention and support groups to help children's progress. The progress of all learners is continually assessed in order to track pupils attainment and support where necessary.

How we identify SEN

The school follows the guidance contained in the Special Educational Needs Code of Practice which became effective from September 2014. This recommends a graduated approach.

The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas. These are:

- Communication and Interaction;
- Cognition and Learning;
- Behavioural, emotional and social development;
- Sensory and/or physical.

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school. However, where through careful identification and assessment we and/or the parents/carers determine that a child is not making adequate progress, the class teacher will consult the SENCo. They, in conjunction with the child and parents/carers, will review the strategies and approaches that are currently being used and the way these might be developed. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school we will help the child through SEN support.

SEN profile for 2026/2027

There are currently 14 pupils with an EHCP in the mainstream school. 41 children are identified as SEN support. These numbers include the children in Caterpillar Pre-School.

In addition, we currently have 24 children who attend our SEN Unit for complex needs - this is run by Kim Sylvester.

Our SEN total is currently at 22% of the whole school population.

Pupils identified as having SEN are classed as having SEN support, and their needs will fit into the four categories as listed above (Communication and Interaction, Cognition and Learning, Behavioural, emotional and social development, Sensory and/or physical).

Assessing SEN at Millbrook Primary School

Data is collated six times a year for children from FS1 – Year 6. The data is reviewed and those pupils who have not made progress or show a decline in progress, or are significantly below their peers are discussed.

The SEN Code of Practice focuses on 'Assess, Plan, Do and Review'. Once children have been assessed it may be decided that they are falling far enough behind to warrant the use of interventions or additional in class support. In some cases, the Core Standards will be used to monitor the progress of individual children. This is reviewed during each data cycle.

Sometimes, it is necessary to refer to external agencies, this is always in conjunction with the SENCo. The agencies that we are most likely to refer to are – Educational psychologist, School Nurse, Speech and Language, Hearing Support Team and SEMH support.

What we do to support learners with SEN at Millbrook Primary School

In the first instance we rely on quality first teaching to ensure access to learning for all children in individual classes - we promote good practice for teaching and learning which benefits all children, not just those who may be identified as having a special educational need. We believe that 'If a pupil can't learn the way we teach, then we must teach them in the way they learn best'. General strategies which may be used include – visual timetables, writing frames, differentiated resources, alternative recording, behaviour reward systems, practical apparatus, talking postcards and tins.

Children who are identified as having SEN are entitled to support that is additional to or different from a normal differentiated curriculum. The type of support that they receive depends on their individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified.

Interventions

Each learner identified as having SEN is entitled to support that is 'additional to or different from' a normal differentiated curriculum.

We offer a wide range of interventions across the school, to pupils who are identified with SEN, these are closely monitored by the SENCo, class teachers and TAs and if necessary are adapted to meet the needs of the individual pupils who are taking part. Interventions which we may offer include –

- Pastoral support individually and through groups
- Phonics groups
- Daily readers
- Speech and language interventions
- Maths groups
- Handwriting groups
- Timetables groups
- Precision teaching
- Toe by toe
- Power of 2

How do we find out if this support is effective

Monitoring progress is an integral part of teaching and learning at Millbrook Primary School and the success of interventions can usually be told by a child's progress, which ascertains whether the skills that they have gained during interventions have proved to be transferrable. Before starting an intervention, children are given an 'intended outcome', this will be discussed between teacher and TA throughout the intervention cycle and at the end of the intervention to ascertain whether the intervention has had an impact on a particular child's learning. Pupils and parents/carers are also involved in reviewing the impact of interventions for learners with SEN. Children with SEN are set targets alongside the rest of the children in school, these are shared with pupils and parents 3 times a year. However, our open door policy, means that anything that needs to be discussed in the meantime can be done so with ease.

If we find that a child is not meeting their set targets through the support that they are receiving in class or through the involvement of an external agency then we may start an Early Help Assessment or Working Together document which will allow support to be more targeted and involves regular meetings (6 weekly) to ensure that small steps of progress are being made towards their goals.

If we find that this is still not sufficient we may take the decision to apply for additional funding to support a particular child, or an application for Statutory Assessment (EHCNA) which may ultimately end up in an EHCP being written for a child.

Preparing for the next step

Transition is part of life for all learners. This can be transition to a new class, having a new teacher, or moving on to another school. Planning for transition is part of our provision for all learners with SEN.

This could include extra visits, transition booklets being made, meeting new staff and pupils. Each transition is individually planned in order to make it a success.