



We Care We Aspire We Belong

# Milverton Community Primary and Pre-school

## SEND Information Report 2019-2020

Co-produced by the School SENCO, Staff, Governors and School Parent Forum in  
November 2019

## Our Core Offer

All children are special. All children are unique. At Milverton Community Primary School we aim to provide an environment where all pupils feel safe and can flourish. We are committed to providing an education that enables all pupils to make progress with the right level of support, care and encouragement to achieve their best and become confident individuals living fulfilling lives.

From time to time some children require additional support to help meet their needs or improve their learning. The decision to do this is made as part of a team approach involving the school, parents and children and is based on a variety of factors including children's social, emotional and academic needs. As a school we understand that children's social and emotional development is key to their academic progress and value the importance of supporting children's self-esteem, self-regulation and resilience. The need for additional support may also be identified through assessments carried out by teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school or require support when going through significant change either at home or school.

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Our information report describes the range of provision and support available to identified children as and when appropriate. This information is subject to change depending on budgetary constraints and policy review.

**Milverton Community Primary School is a maintained primary school with no specialist provision on site.**

Who are the best people to talk to in school about my child's difficulties with learning?

Your child's class teacher - they are responsible for your child's learning and progress and are the first person you should talk to if you have any concerns.

Mrs Kate Lewis is the school SENCO. She is qualified with a Postgraduate Certificate in the National Award for Special Educational Needs Coordination. She is responsible for the day to day operation of the SEND Policy and coordination of specific provision to support pupils with SEND. Her SENCO days are Monday, Tuesday and Wednesday. She can be contacted via the school office on 01823 400439 or email: [office@milvertonprimary.co.uk](mailto:office@milvertonprimary.co.uk)



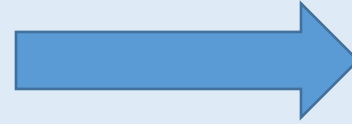
Mr Richard Stead is the Headteacher. He is responsible for the day to day management of all aspects of the school.

Mrs Anna Kyle is the SEND Governor. She is responsible for developing and maintaining an awareness of Special Educational Needs Provision within the school on behalf of the Governing Body.

# Milverton Community Primary and Pre-School Provision Map

What different types of support are available to children with SEND at Milverton School?

**Wave 3  
High Needs**



## Wave 3 - High Needs

Highly differentiated planning and 1:1 support with support from External Agencies and a possible EHCP.

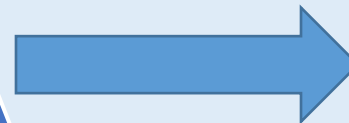
**Wave 2  
SEN Support**



## Wave 2 - SEN Support

All of wave 1 Quality First Teaching and in addition: Individual speech and language support, individual ELSA support, Forest School, Individual English and Maths support in addition to class teaching. Individual precision teaching / phonics / reading. Support from external professionals including care plans (SALT, OT) Positive Behaviour change plans. SENATAS provision (IT). Physical adaptations to the classroom (such as own work stations). Social stories. Now and Next cards.

**Wave 1  
Quality First Teaching.  
(Whole Class and Small group)**



## Wave 1 - Quality First Teaching

**Whole Class:** Differentiated planning / activities/delivery/outcomes. In class TA support. In class targeted teacher support. Differentiated phonics. Increased visual aids. Class / School routines with visual timetables. Writing frames. Alternative forms of recording. Access to IT. Celebration assemblies, house points and buddies. School behavior policy. School PSHCE curriculum. Proprioception / movement breaks. Wobble cushions, pencil grips, fiddle toys, buff paper, reading rulers, coloured overlays etc. In class ELSA support. Practical, hands on resources  
**Small Group:** Pre /Post teaching. Priority readers. Additional phonics boosters. Speech, language, communication and social skills groups (Time to Talk, Talkboost, Socially speaking). Gross and fine motor support (Learn to Move, Write dance, Speed up, Balancability). English and Mathematics boosters. ELS. Nesy. Lego therapy. Precision teaching. Numicon. Specific proprioception exercises.

What will happen if the school or I have concerns about my child? How will I be involved?

### Assess

To enable us to have a clear understanding of the child's need, teaching staff will use ongoing class observations and assessments, along with the views of parent carers and pupils and previous progress and attainment information to identify any potential barrier to learning or additional needs. They may request additional specialist assessment or support to be provided by the school SENCO.

**The Graduated Response**  
When identifying children who may have SEND and require additional support we follow the four part cycle of Assess, Plan, Do and Review (APDR)

### Plan

Once an areas of need is identified the class teacher and SENCO will agree any additional support and interventions and set desired outcomes. This will be recorded on a pupil passport and shared with parent carers and pupils.

### Review

Termly reviews of the pupil passport will be carried out by class teachers and the SENCO and the desired outcomes evaluated. Continued and further support and outcomes will be agreed and shared with parent carers and pupils if required.

Assess

Review

Desired Outcome

Plan

Do

### Do

The class teacher remains responsible for the progress of the child whilst the additional support and intervention is carried out and will liaise with any adults providing additional support and parent carers and pupils regarding this support.



How is extra support allocated to children?

The school budget is received from Somerset County Council. The headteacher makes decisions on the allocation of the budget for SEND in consultation with the School Governors, Finance Officer and SENCO. This is allocated on the basis of the needs within the school and is reviewed regularly. Funding is allocated depending on individual children's level of need and the support they require. For some children whose learning needs are severe, complex or lifelong additional high needs funding is provided by the local authority through an Education, Health and Care Plan (EHCP). The school budget is limited but we will always endeavor to do our best to support the SEND pupils within our school. All classes are supported by a learning support assistant every morning to deliver the curriculum and any additional provision identified.



At Milverton School we use our SEND budget to provide the following additional support. We have a trained Emotional Literacy Support Assistant (ELSA) and a weekly Forest School provision to support children's social and emotional development. We also have a SEND learning support assistant who supports pupils with cognition and learning needs. Please see our [wellbeing page of our school website](#) for further information.

How are the teachers in school supported to work with children with SEND?

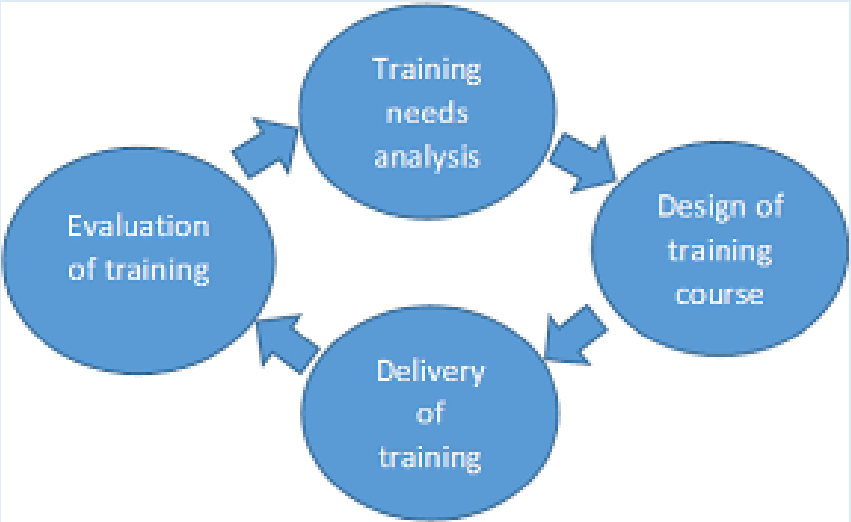
The SENCO attends monthly development opportunities with the local cluster of schools and half termly meetings for the local area, which she then shares with other staff members through staff meetings.



Termly Pupil Progress meetings are held with class teachers, the SENCO and the headteacher to discuss and support individual and groups of children.

The SENCO runs half termly staff meetings to develop staff knowledge in the different areas of need and how they can support pupils within their class

Regular review meetings are held with staff, the SENCO, parents and pupils to identify the things working well and things that needs improving.



An Inclusion Audit is completed yearly to identify areas for development and an action plan written to address these throughout the year.

Staff training is provided each term by the Educational Psychologist focused on areas identified within the local cluster.

Who are the other people providing services to children with SEND in this school?



Our school is supported by professionals from Somerset Partnership NHS Trust. These services provide support for individual pupils with additional needs. This includes support from Occupational Therapists (OT), Speech and Language Therapist (SALT), Physiotherapists (PT) and the Children and Adolescent Mental Health Services (CAMHs)



Our school is supported by professionals from the Support Services for Education from the Local Authority. These services provide support and training for school staff. These include The Educational Psychology Service, Autism and Communication Advisory Service, Virtual School and Learning Support Services, Early Years Areas SENCOs, Hearing Support Team and Physical Impairment and Medical Support Team.



Our school works in partnership with Taunton Deane Partnership College to support individual pupils and staff development with Social, Emotional and Mental Health Needs (SEMH)



What support is available for me as a parent of a child with SEND?

We value our relationships with parents and carers and have an open door policy. We work closely and collaboratively with you to identify your child's needs and how together we can support your child to achieve their full potential. We value your views and opinions and involve you in all aspects of your child's support through regular review meetings, including discussions and support that we seek from external professional.



Our school Parent and Family Support Advisor (PFSA), Gaby Bellamy, is available to support you and your family.



We signpost support for you through SENDIAS and the Parent Carer Forum as well as opportunities to attend workshops run by professionals such as sensory workshops and parenting courses.



How will you support my child with SEND when they are joining the school /moving to a new class / moving to a new school?

When starting school in the Early Years Foundation Stage we hold a School Entry Plan Meeting with parents and all professionals involved in your child's care to share information and carefully plan their transition to school and the support they will need, including additional visits.

When your child is moving to Secondary School we hold a transition review meeting with the SENCO from your child's new school to share information and carefully plan any additional support they may require, including additional visits.



When your child is moving to a new class we hold a transition review meeting to share information and carefully plan any additional support they may require.



If your child moves to another school during their time at Primary School then we will contact the SENCO at the new school to share information and ensure that all records are passed on to them as quickly as possible.



If your children moves to Milverton School during their time at Primary School then we will make contact with the SENCO from their previous school to request information and will arrange a transition meeting with you to share information and carefully plan any additional support they may require.



How have you made the school accessible for all children?



**Milverton School is fully wheelchair accessible. We have a disabled toilet with a hoist and changing table and a designated disabled parking space at the front of the school. The school grounds are mostly accessible with sloped areas leading on to the school playing field. We have a designated area to support children in developing their social, emotional and sensory needs. This includes an Emotional Literacy Support Assistant (ELSA) and a Forest School Provision (one afternoon per week) for children identified by the school as requiring this provision. We liaise with the Physical Impairment and Medical Support Team regarding individual pupils to ensure we are supporting their auditory, visual and physical needs.**

