



Our children leave Mile Oak thinking big with no limit on their potential. The school family works together to inspire and support every child. They learn and achieve through inspirational teaching in a lively, ambitious environment. Every child is nurtured to gain the creativity, responsibility and full breadth of skills required to take an active and fulfilling role in society.

# **SEND Information Report**

## **Mile Oak Primary School**

Date	September 2023
Review Date	September 2024

## **1. What kinds of SEND are provided for at Mile Oak?**

At Mile Oak we aim to meet the needs of all children as having any of the following categories of need:

- Cognitive and Learning
- Communication and Interaction
- Social Emotional Mental Health
- Sensory/Physical.

At Mile Oak we provide support for a range of differing needs within each category. These include:

- Autism Spectrum Condition (ASC)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Dyslexia (Specific literacy difficulties - SpLD)
- Developmental Coordination Disorder (Dyspraxia)
- Speech, language and communication needs (SLCN)
- Physical and sensory needs
- Attachment difficulties

We will always prioritise providing the right support for the specific needs of the child at the earliest opportunity. Support is never reliant on a child receiving a diagnosis.

## **2. How is SEND identified at Mile Oak and how are their needs assessed?**

At Mile Oak we have a school SENDCO (Kate Wells) who:

- Manages SEND provision across the school
- Coordinates intervention and provision for children with SEND
- Completes referrals
- Works with staff who support children with SEND needs
- Works and liaises with professionals

The Inclusion Team have specialisms in working with children with speech and language disorders, learning difficulties, mental health concerns and social and emotional difficulties amongst others.

It is part of the Mile Oak vision that children are identified, as early as possible, if they have a special educational need. This can happen in a variety of ways, including:

- Concerns raised by parent/carers
- Concerns raised by teachers
- Meetings with a previous school or nursery setting
- First meetings with parents
- Children not making expected progress

When concerns are raised, we are able to use a wide range of assessment and information gathering tools to gain information about where the child's barriers may be, including:

- Attainment/progress towards achieving Age Related Expectations (ARE)
- Reading, comprehension and spelling ages
- Observations of a child in their classroom
- Assessments from outside agencies

### **3. What are the arrangements for consulting parents/carers of children with SEND and involving them in their child's education at Mile Oak?**

The school schedules termly parent consultation meetings to discuss your child's needs, progress, what support your child is receiving and what you can do to help at home. This meeting will be with the class teacher but the SENDCO can also support.

Children with higher or more complex needs will have an individual provision map with specific targets to support their needs. These can be discussed at a separate meeting in line with the termly assess, plan, do and review cycle.

If your child has an individual provision map, a copy is given to you and this can be discussed at any time by making an appointment to meet with the class teacher or SENDCO.

We have professional support from consultants at the Brighton and Hove Inclusion Support Service known locally as 'BHISS'. This includes specialist teachers in Autism, Dyslexia, Speech and Language needs and Social, Emotional and mental Health needs. An Educational Psychologist is allocated to the school along with an NHS speech therapist. We have a school counsellor and play therapist who supports one day every week and we work with Seaside View and CAMHs for diagnoses and advice.

### **4. What are the arrangements for consulting children with SEND and involving them in their education at Mile Oak?**

- Children are involved in some policy decisions.
- We regularly talk to the children to find out what they think about their learning in school.
- We talk to the children about their progress, experiences, likes and dislikes if they have a support plan.
- Children have an active role during the target setting process.
- Children have an opportunity to share their views at annual review meetings for EHCPs.
- Children with an EHCP have the opportunity to discuss their needs, wishes and what works best for them at the annual review meeting - either by attending or sharing their views in a written or recorded way.
- Children who feel that they need to change their support arrangements can meet with the SENDCO and their views will be listened to and discussed.
- Children on the SEND register with complex needs have an individual provision map, which will show their strengths, difficulties and ways to support them. These are shared with the key adults who work with the child so they are aware of how best to support individuals throughout the school day.

- In addition to speaking to the SENDCO or their class teacher, children have access to our three learning mentors who will listen to worries or concerns that a child may have in relation to their learning support.
- Some children will discuss their learning support with outside agencies such as our Educational Psychologist, ASC consultant or school counsellor.

## **5. What are the arrangements for assessing and reviewing children's progress towards outcomes at Mile Oak?**

Termly Pupil Progress Meetings provide the opportunity for every child in the school to be discussed in detail. These meetings are led by the deputy headteacher and attended by year group teams and the SENDCO. During these meetings we:

- Measure progress against national age related expectations
- Use any additional data we might have to gain information about a child's progress
- Identify any children who are making limited progress
- Evaluate current provision and adapting this as required
- Arrange and coordinate additional or adapted provision for these children

There is a constant cycle of monitoring across the school through learning walks, book looks and pupil conferencing. All leaders allocate time to quality assure the provision within their own area of focus.

At Mile Oak, we set high expectations for all learning and ensure that the right scaffolds are implemented so that all children can succeed and make progress.

Children who have an Education Health and Care Plan will have an individual provision map to break down targets into weekly or half-termly objectives.

The support provided to children may include:

- Additional support in class
- Short term intervention programmes targeted to specific needs
- Use of specific SEND resources and equipment
- Support from specialist services
- Scaffolding within lessons
- Alternative recording methods

At Mile Oak, we believe strongly in children having independence throughout the school day and all children will be given opportunities to develop this important life skill. For individual children, they may be set clear milestones to achieve this through their provision map and termly targets.

## **6. What are the arrangements for supporting children in moving between phases of education at Mile Oak?**

For reception children

- Children and their parents are invited to a range of transition events. This is an opportunity to meet with the leadership team and reception staff as well as other parents and children. If you have needs to discuss with the SENDCO a meeting can also be made at this time.

- Reception teachers will meet with your child's previous setting and will often visit them to observe and gather information.
- It may be necessary for some children with more complex needs to have a phased entry to the school, which can be discussed and arranged.
- Children may immediately access the school nurture group based on their identified needs and initial teacher assessments.

#### For in year transfers

- Every child, with their parents or carers, visits the school for a meeting with the headteacher and a school tour before they start. This allows the child to familiarise themselves with the building and meet staff and children.
- You will have the opportunity to meet the SENDCO to discuss any concerns around your child's needs.
- We will contact your child's previous school or setting to gather information.
- It may be necessary for some children with more complex needs to have a phased entry to the school, which can be discussed and arranged.

#### Leaving for secondary school

We have very good links with our local secondary schools and there is a full transition programme for all children at the end of year 6. Children with SEND may need additional transition activities and these are organised between us and the secondary school that they are joining. This may include:

- Additional visits with a group of their peers or 1:1 with adults from our school.
- Creating a transition booklet, where children will take photographs of their new school to help them over the summer holidays.
- Meeting with form tutors or head of year to build a relationship before they start their new school.
- Attending additional transition activities; such as picnics (organised by the secondary schools).
- Transition groups with our Learning Mentors or school counsellor.
- Work with Safety Net around protective behaviours or keeping safe as they move to secondary school.
- Our year 6 teachers meet with the transition managers or heads of year 7 from the secondary schools our children go to, which allows them to share detailed information about the children.
- For children with SEND, the SENDCO will meet with the SENDCO or Inclusion Coordinator from the secondary school for a detailed handover.
- All paperwork for your child in relation to their SEND provision and needs will be transferred to their new school.

## **7. What is the approach to teaching children with SEND at Mile Oak?**

All teachers are responsible for the learning, progress and wellbeing of all the children in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have additional needs and may have SEND. The SLT and class teachers regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement.

This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils.

Learning will be scaffolded so that all children are able to achieve whilst ensuring that there is an appropriate level of challenge in all tasks. We aim for children to be supported in whole class settings for as much as possible, with the focus on inclusive teaching strategies for all subjects.

## **8. How are adaptations made to the curriculum and the learning environment of children with SEND at Mile Oak?**

We want every child in the school to be included in all school activities.

- We will work with you to do all we can to make sure your child has a safe and happy experience.
- Risk assessments are carried out before any off site activity so that everyone's health and safety is considered.
- If it was ever considered unsafe for your child to take part in an activity, we would work with you to provide an alternative, similar experience.
- Lunchtimes are supported by our midday supervisors as well as our TAs and a member of teaching staff.
- Some children may require managed break times and this is planned for carefully and delivered by a TA that knows that child.

## **9. What additional support for learning is available for pupils with SEND?**

The best way that the school can support all children is through high quality teaching. We ensure that the highest expectations of learning are set and that where appropriate support scaffolding ensures tasks are accessible for every child.

All children have access to the whole of the school curriculum.

In addition to this, sometimes we may use some or all of the strategies listed below to develop your child's learning and enhance their progress:

- A teacher or teaching assistant could support your child during a particular task or activity in class
- A teacher or teaching assistant may deliver a specialist programme for your child on an individual or group basis (for example: fine motor skills work, additional phonics, a speech and language intervention programme, pre teaching or over learning sessions, a memory support programme or social skills group)
- Computer technology and the use of specific programmes can be used to support learning needs or develop specific skills
- Specialist individual needs assistants, who are trained in dealing with more complex needs, may be allocated to support your child for certain times during the school day
- Additional concrete resources maybe used, these could include: pencil grips; sloped writing boards; task cards; wobble cushions; tinted reading filters

- If your child has more complex special needs or a disability, they may benefit from or have an Education, Health & Care Plan (EHCP). A school must apply for an EHCP by submitting paperwork and demonstrating at least two terms worth of evidence for a child's individual provision and the progress that has been made. External agencies will have worked with the child and will have contributed to creating targets and strategies to support them.
- The document is issued by the local authority and will often have additional funding attached to it.
- If your child has an EHCP they will be entitled to a review meeting annually. Any outside agencies working with or contributing to the EHCP will be invited as well as you, the parents/carers, your child's class teacher and SENDCO.
- Your child's views will be included as part of a review meeting. The SENDCO will meet with your child prior to the meeting to discuss their thoughts and opinions.

## **10. What is the expertise and training of staff to support children and young people with SEND at Mile Oak?**

As a school we have been able to undertake a range of training and professional development activities that allow us to gain knowledge about children with SEND. We are always looking for new learning opportunities for our staff in this area. Here is a list of training that has been undertaken by some or all of our staff:

- SEND code of Practice training
- Training on specific SEND including ASC; Dyslexia and Speech, Language and Communication needs and Attachment difficulties
- Safeguarding training
- Using and writing provision maps

We also have training and expertise in running a range of different interventions that may be used to support your child including:

- A range of different Maths interventions used across the different year groups
- Narrative interventions
- Speech and language interventions
- Reading interventions that cover both Phonics and comprehension
- Memory support

Some of our staff have expertise or additional qualifications in the following areas:

- Children with ASC
- Children with Speech, Language and Communication needs
- Special educational Needs Coordination

## **11. How are equipment and facilities to support pupils with SEND?**

We ensure that the needs of all children with special educational needs are met to the best of the school's ability with the delegated funds available. This ensures that children have the appropriate provision and receive the support they need to make at least expected progress.

The school's SEND strategy is built upon a three tiered approach of high quality teaching, targeted support and wider strategies.

The headteacher, deputy headteacher, SENDCO and Governor responsible for SEND are involved in discussions that allocate the budget according to need. The children who have the most complex needs are given the most support.

Children who have an EHCP (Education, Health & Care Plan) may have additional funding provided from the Local Authority to support their provision.

## **12. How do we evaluate the effectiveness of the provision made for children with SEND at Mile Oak?**

The provision for children with SEND is regularly monitored throughout the school. Our ethos is that children should be supported in whole class settings for as much as possible, with the focus on high quality teaching, high expectations, scaffolding up learning and the use of inclusive teaching strategies. We ensure that strategies and guidance

We only use evidence-based interventions that have a proven track record and these are constantly reviewed and monitored for impact. Children are taken out of class for intervention the least amount of time possible and only for proven interventions such as the phonics and NELI programmes. Same day interventions based on pre teaching and over learning sessions are used to support individual and groups of children.

All children who do not make adequate progress or whose attainment is below the expected level are identified at termly Pupil Progress Meetings, where class teachers, the deputy headteacher and SENDCO discuss the barriers to learning, the child's current provision and decide whether to provide additional support.

Intervention groups will run over a set period of weeks and an expected level of progress is agreed. The SENDCO is responsible for tracking and monitoring the progress made by all learners with SEND. This information is used to inform and update class provision maps and as part of an assess/plan/do/review cycle which is supported by professional advice and targets.

## **13. How are children with SEND enabled to engage in activities available with children at Mile Oak who do not have SEND?**

We want every child in the school to be included in all school activities.

Appropriate scaffolding is used to support children in lessons.

Class teachers are skilled and plan for the learning needs of all children. This is supported by the class provision maps with additional advice from the SENDCO sought if required.

We will work with you to do all we can to make sure your child has a safe and inclusive experience.



Risk assessments are carried out before any off site activity so that everyone's health and safety is considered.

If it was ever considered unsafe for your child to take part in an activity, we would work with you to provide an alternative, similar experience.

Lunchtimes are supported by our midday supervisors as well as our TAs and a member of teaching staff.

Some children may require supported break times and this is planned for carefully.

## **14. What support is there for improving emotional and social development at Mile Oak?**

Children's wellbeing is a focus throughout all lessons and transitions during the school day. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class and should always be your first point of contact if you have any concerns.

We make sure that there is a wide variety of support and focused activities at break and lunchtimes, including:

- Playground buddies
- Zoned playground areas with organised and resourced games
- Playground staffed by adults that know the children and their needs
- Sports leaders
- Running track
- Outdoor living classroom and retreat
- Classroom worry boxes
- We have three Learning Mentors who support children with behaviour, social, emotional and mental health needs. They form part of the Inclusion Team along with the SENDCO and Family Champion. The team provides support for children and families around safeguarding, attendance and punctuality, parental engagement and supporting families through the Team Around the Family (TAF) and Common Assessment Framework (CAF).
- The safeguarding team meet weekly to discuss welfare and behaviour concerns.
- If further advice and support are needed, we will work with your family alongside the Social Emotional and Mental Health team from BHISS and Social Services.
- We have 23 staff who are first aid trained and 9 staff who are intimate care trained.
- When necessary and appropriate, more specific training is given to named members of staff to support an individual pupil's needs.
- Luke Lording, Hiedi Larter, Jen Wilks and Emma Foster are the school's trained designated safeguarding leaders. Luke Lording acts as the daily designated person for Child Protection. Child Protection is the responsibility of every member of staff at Mile Oak Primary School and regular training is provided, including a yearly refresher for all staff and governors.

## **15. What support is there for behaviour difficulties?**

At Mile Oak School, we use the zones of regulation, which is a programme to support children to manage their emotions. We teach children a range of emotional terms so they are able to recognise and express their feelings. We work to identify what may trigger certain emotions and teach them strategies to control their impulses. The zones come in four colours: Blue, Green, yellow and red.

We plan lessons that are built on high expectations. Lessons are engaging, challenging and include appropriate scaffolding to support the needs of individual children.

We provide activities and support to allow all children to have positive and successful break and lunch times.

Our three learning mentors lead social skills and friendship groups and provide support to individual and groups of children based on their needs.

When a child needs more support, we create a self-regulation plan that is shared with the child, parents and all staff who work with them. Specialist advice from the SEMH practitioner will be included.

If a child is at risk of exclusion, we put a Pastoral Support plan in place, involve the parents and seek further advice and support from behaviour specialists at the local authority. A reduced timetable could be introduced as a further supportive measure but with a clear plan for returning

## **16. How does Mile Oak involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEND and supporting their families?**

We work with a range of professionals from outside agencies to provide support and expertise to our children and staff.

- Specialist Language and Literacy teachers – Sarah Arjun (Speech and Language difficulties) and Alison Muir (Specific Literacy Difficulties)
- School Nurse: Kate Eyre-Walker
- Educational Psychologist: Hilary Smith
- Social, Emotional and Mental Health Practitioner: Sharon Gebbett
- Dialogue Counsellor: Vicki Houghman
- Ethnic Minority Achievement Service (EMAS) – providing additional support for children who are learning English as an additional language: Reshma Meah
- Specialist Autism Spectrum Condition teacher - helping schools, children and families affected by ASC: Sarah Arjun
- Diabetic Nurse Service
- Sensory Needs Service – supporting children with visual or hearing impairment
- Safety Net – Parenting support & talks, Anti-Bullying programmes, Assertiveness training for children, Protective Behaviours training for children, Buddy training

- Sibs – is a charity that support people who grow up with or have grown up with a disabled brother or sister. They provide information, support and training on sibling issues for adult siblings, young siblings, parents and professionals.

Working with these agencies allows our staff to become more knowledgeable about barriers to learning, gives us access to training and development; enables the children to have specialist support, where required; and enables thorough assessment to be completed, where we feel this would be of benefit to the child.

## **17. What are the arrangements for handling complaints from parents of children with SEND about the provision made at Mile Oak?**

Parents/carers are given opportunities to comment on the support their child receives through feedback for annual reviews, at termly parents' meetings and as a response to yearly class reports.

If a parent/carer has any concerns about the provision offered for their child, they are encouraged to speak with the class teacher in the first instance. If appropriate, the SENDCO will be included in these discussions. In the event that a parent remains concerned, the school's complaints policy must be followed and this can be found on our school website.

### **Contact details of support services for parents of pupils with SEND**

Amaze: As well as support for families of children with SEND, Amaze also provides support for the EHCP process in Brighton and Hove. Further details can be found on their website:

[www.amazebrighton.org.uk/](http://www.amazebrighton.org.uk/)

There are also a number of websites that can support parents and families of children with SEND:

[www.sendgateway.org.uk](http://www.sendgateway.org.uk) - SEND Gateway

[www.autism.org.uk](http://www.autism.org.uk) - ASC

[www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk) - Dyslexia

[www.ican.org.uk](http://www.ican.org.uk) - Speech, Language and Communication needs

[www.adhdfoundation.org.uk](http://www.adhdfoundation.org.uk) - ADHD/ADD

### **Who to contact if you have concerns about your child's additional needs**

Your child's class teacher is your first point of contact and meetings can be arranged through the school office in addition to the two parent evenings we hold in the autumn and spring terms.

The following people are also available to meet with you to discuss any concerns and this can also be arranged through the school office.

- Head teacher – Mr Luke Lording
- Deputy Head teacher- Mr John Cosgrove
- SENDCO – Mrs Kate Wells

- School governor for SEND – Susan Wright

#### **Contact details for the School Office**

- Call 01273 294880
- Email: [office@mileoak.brighton-hove.sch.uk](mailto:office@mileoak.brighton-hove.sch.uk)

#### **Local Offer**

Please see school website under SEND for details of Brighton and Hove's Local Offer.

<https://new.brighton-hove.gov.uk/special-educational-needs-and-disabilities>