



MILL HILL PRIMARY SCHOOL

Annual Report to Parents and Governors 2017 on the Implementation of the Special Educational Needs and Disability (SEND) Policy in Practice.

Schools have a duty to report to parents on the provision for SEND and implementation of their disability equality scheme. Children with special educational needs have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

The Special Educational Needs Code of Practice lies at the heart of Mill Hill's SEND policy and sets out the processes and procedures that we follow to meet the needs of our children.

The Code describes a **graduated approach** which recognises that children learn in different ways and can have different kinds of SEND. So increasingly, step-by-step support in **Quality First Teaching** and specialist expertise at **School Support** can be put in place to help overcome the difficulties that a child may have. If further support is required the school may request a statutory assessment of special needs, which may or may not result in an **Education Health Care Plan (EHCP)** for the child.

As with all children at Mill Hill, it is essential that Quality First Teaching (Wave 1) is offered and targeted to support children's specific needs. This includes detailed lessons with clear differentiation and the identification of any children with additional needs highlighted. Provision analysis outlines additional Wave 2 and Wave 3 provision for individual children or groups. Examples of this provision include phonics groups, nurture intervention or Speech and Language support. In most instances the provision is carried out by the class teacher or teaching assistant. If external agencies are involved then the class teacher and / or SENDCO (Special Educational Needs and Disabilities Co-ordinator) will have regular meetings to ensure that targets are being supported accurately.

Policies

The schools SEND Policy is reviewed annually.

Key Personnel

SENDCo: Mrs A Middleton

SEND Governor: Mrs J Nicholson

External Agencies

Speech and Language Therapists

SEND Specialist Teachers

CAMHS/ CYPS

Educational Psychology

Kalmer Counselling Service

Future Steps Occupational Therapy

Autism Outreach Team

Liaison with Nursery and School Partners

Strong links exist with our local nurseries and parents. Transition meetings take place between SENDCOs when pupils move to Secondary School. This is to ensure accurate and efficient transfer of records and information in order to minimise the disruption of support levels for pupils. Separate transition and induction visits are set up for pupils with SEND where required.

September 2017

Number of Pupils on Roll:	394
Numbers of Pupils with SEND:	28
Percentage of SEND pupils:	7%

September 2017

SEN support: 24 children (7%)

Education Health Care Plan: 4 children (1%)

Categories of need

Communication and Interaction Needs-
Sensory and or physical needs-
Social Emotional and Mental Health Needs-
Cognition and Learning-

Parent Communication

Parents and carers are updated at least termly on their children's progress. The SENDCo meets some of these parents personally with the child's class teacher. Otherwise, the class teacher meets parents and the SENDCo is available for parent consultations on request.

What we offer:

- I pads for pupils with SEND if appropriate
- High quality support from trained adults
- Regular academic monitoring, termly reports to parents face to face or written.
- Staff available to speak with parents/ carers daily. Regular termly meetings for parents/carers of a pupil on a Support Plan.
- Experienced Governing Body who oversee Pupil Welfare.
- Strong links with secondary feeder schools. Transition arrangements in place.
- In-school transition is smooth. Pupils and staff know each other very well.
- Strong links with specialist teachers and other professionals including Educational Psychology, School Nurse and Specialist Teacher Service.
- Regular training to up-skill staff in order to support various needs. This includes 'Dyslexia awareness', diabetes training and supporting children with Autistic Spectrum Conditions.

Spending on SEND:

In 2016 / 2017 the SEND budget was £110,127. School spent more than this in order to provide in class support for pupils.

The majority of our budget is used on personnel. We aim to maintain our experienced teaching assistants.

Teaching Assistants and Teachers are used to do small group, one to one and paired support sessions through-out the week.

We spend a portion of our budget on resources to support SEND pupils. This has included such things as Lexia and Edukey software costs, iPads etc.

We spend some of our budget on training for staff and covering the supply costs. Where possible staff attend after-school training or do extra research online. This includes: Moving and Handling training, Team Teach, Makaton, Diabetes training and , Autistic spectrum training.

Progress of pupils with SEND 2016-2017

EYFS

Number of SEN Pupils	Achieved GLD	Below GLD
2 School Support Status	1	1
	50%	50%

Y1 Phonics

Number of SEN pupils	Achieved expected mark	Did not achieve expected mark	Not entered
5 School Support pupils	2	1	2
	40%	20%	40%

Key Stage 1

No pupils identified as SEND.

Key Stage 2

5 SEND -4 pupils at School support status and 1 pupil at EHCP status

	Reading	Writing	Maths	SPAG
At Expected	60% (3)	60% (3)	60% (3)	60% (3)
Did not take test (disapplied) 1x SS 1X EHCP	40% (2)	40% (2)	40% (2)	40% (2)

100% of all SEND pupils entered for the tests passed.

Disability Duty

Under the Disability Equality Duty schools are required to take proactive steps to ensure any disabled pupils, staff and governors, parents/carers and others using the school are treated equally. All reasonable adjustments are made, in consultation with the Local Authority Disability Team, to meet the needs of anyone accessing the school premises. Unfortunately, we have limited facilities and access for disabled pupils in wheel chairs within the physical environment. Additionally we have limited disabled toilet facilities.