



Information for Parents & Carers of Children with Special Educational Needs



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Millfields Community School is committed to ensuring that all children have an equal opportunity to develop and fulfill their potential. We believe that all children, including those identified as having special educational needs or disabilities (SEND), have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Our school strapline is 'We love to learn. Enrichment Inclusion Diversity.' At Millfields Community School, we want to raise the aspirations of all of our children regardless of whether they have any Special Educational Needs/Disabilities or not. We have high expectations for our pupils and will ensure that all children make progress in both their academic and social and emotional development.

In accordance with the SEND code of practice, we focus on outcomes for the children, not simply hours of support provided by additional adults.

At Millfields, we pride ourselves on being an inclusive school, where we celebrate diversity and difference and acknowledge the richness that this brings to our school community. We believe that every child can make progress and achieve, and that it is our job to make sure this happens.

"If a child can't learn the way we teach, maybe we should teach the way they learn." Ignacio Estrada

What kind of Special Educational Needs are provided for at Millfields Community School?

There are four categories of SEND that we strive to cater for.

They are:

- **Communication and Interaction;**
- **Cognition and Learning;**
- **Social, Emotional and Mental Health Needs;**
- **Physical and/or Sensory Needs.**

How do we ensure the accessibility and inclusion of children with SEND?

All children are entitled to a broad and balanced curriculum that is also relevant to the world they live in. The majority of children with SEND are taught alongside their peers in mainstream classes where they study the National Curriculum. All teaching staff have a good understanding of ways in which they can adapt their lessons, planning and assessments in order to meet the needs of children with SEND.

They do this by:

- Providing work at an appropriate level;
- Adapting tasks and questions to ensure suitable levels of challenge;
- Ensuring a suitable and inclusive learning environment;
- Being sensitive to the individual needs of children;
- Removing barriers to learning;
- Providing appropriate resources;

<p>How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</p>	<p>Millfields has rigorous systems in place for identifying pupils who may have additional needs. Our class teachers and support staff are trained to identify specific needs; these pupils are referred to our Special Educational Needs Co-ordinator (SENCO).</p> <p>We believe that early intervention is always in the best interest of the child. The SENCO will complete an initial assessment of your child in order to identify barriers to learning and the area in which your child is struggling.</p> <p>Each year, we hold two pupil progress review meetings where we look at each pupil's progress and progress of groups of children. There are times when additional children or groups are identified as underperforming so strategies are discussed and put in place and these pupils are monitored regularly.</p> <p>If a child has indicators of a specific need then the school will seek advice from relevant professionals, e.g. Educational Psychologist, Speech Therapist and all other specialist provision available both within the local authority and beyond the local authority.</p>
<p>Who do I contact if I have questions or concerns about my child?</p>	<p>Your child's class teacher should always be your first point of contact. Your child's teacher should be able to answer most of your questions, however if there are things they are unable to answer then they will talk to the relevant members of staff and get back to you.</p> <p>If you need to talk to a member of staff about a more specific special need and support on offer for your child then our school Special Educational Needs Co-ordinator and/or Age-phase Leads are available to meet with you and go through any issues or concerns you may have. These staff are also available to support you in supporting your child's learning at home.</p> <p>We also have a Learning Mentor who is available to talk through any issues or concerns you may have. The school office will be able to make appointments for you to meet the SENCO, the Age-phase Leads, or the Learning Mentor at a convenient time for both parties.</p>

<p>What support is available for pupils with SEND?</p>	<p>If your child has been identified as having additional needs, you will be invited to meet with the SENCo and the class teacher to plan the appropriate provision and support for your child. The type of support could include:</p> <p>In class support: The teacher will support your child through differentiated tasks or provide additional resources to support their learning.</p> <p>Small group support: Your child will be supported in a small group setting. This may be as part of the main lesson or as an additional session to help them understand and access the learning of the main lesson</p> <p>Individual support: Your child may need additional 1:1 support to achieve specific targets. This will often be through interventions with an adult outside of the classroom. This also may include working with a specialist.</p> <p>Occasionally a pupil may need an additional assessment and support from a specialist from outside of school. These may include:</p> <ul style="list-style-type: none"> • Speech and Language Therapists; • Educational Psychologists; • Specialist SEND Teachers;
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	<ul style="list-style-type: none"> • Occupational Therapists; • Physiotherapists; • Hackney Ark; • Child and Adolescent Mental Health Services (CAMHS); • SENDIAGS (The Hackney SEND Information, Advice and Guidance service); • Young Hackney; • Re-engagement unit; <p>Where this is the case, a referral will be made, with your consent, and forwarded to the most appropriate support agency. If appropriate, the pupil will undergo an assessment and support is usually provided to the school and parents/carers</p>
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<p>What additional learning opportunities are available for pupils with SEND?</p>	<p>If your child is not making progress, despite the provisions put in place in class, the school offers a range of support and interventions. Some examples of recent interventions include:</p> <ul style="list-style-type: none"> · Toe-by-toe · One-to-one or small group teaching · Precision Teaching · Art Therapy · Emotional Literacy Support Assistants (ELSA) · One-to-one reading · Social skill groups (e.g. Lego Therapy) · Attention Autism · Lexia · Picture Exchange Communication System (PECs) · Colourful Semantics · Lego Therapy <p>*There are also small group English and Maths interventions in place regularly over the week for identified pupils e.g. 'Super Writers', White Rose Maths tutoring</p>
<p>How will I know how you are supporting my child?</p>	<p>All pupils who attend Millfields Community School will work with their class teacher and a Teaching & Learning Assistant (TLA) on a daily basis. Additional adults will be placed in classes and provide additional support for pupils who need it. We hold termly parents meetings for all pupils. This is an opportunity for you to meet your child's class teacher and discuss their progress.</p> <p>The SENCo will also have regular meetings with you if your child has an Individual Education Plan (IEP), a Language Support Plan (LSP) or an Education Health Care Plan (EHCP). Updates on any of these documents will follow on from a pupil progress meeting. The Inclusion team will talk you through how your child is doing and what further steps need to be taken in order to support your child to achieve further.</p> <p>For children with EHC Plans there will also be an annual review of the plan which you will be invited to. Your child is at the centre of all that we do, so where possible your child will also be made aware of their targets and learning goals, they will also have time to talk about their progress and where they feel they will need extra help.</p>
<p>If my child has medical needs how will they be supported?</p>	<p>Millfields has a school nurse who is available for support and advice and the school is able to make reasonable adjustments for medical needs. We would initially meet with you and gather as</p>

	<p>much information as possible; we would liaise with medical professionals who are working with your child in order to follow direction and advice. If staff members require additional training in order to support your child, where possible, we would try to accommodate this request e.g. epi-pen training, diabetes training etc.</p> <p>We have an 'Administration of medicines' policy and we are able to administer certain prescribed medicines.</p> <p>Millfields has a dedicated Medical Officer who works with the school nurse and SENCo to support your child's medical needs while in school.</p>
<p>Have any staff received specialist training for children with Special Educational needs?</p>	<p>We offer a comprehensive weekly training programme for all staff members. Children who have mild/moderate learning difficulties are very well supported in class by teachers and TLAs (Teaching & Learning Assistants).</p> <p>If we have children who have other difficulties and/or disabilities, then we always look for additional training opportunities for the staff members working with the child/group of children. We currently have a number of support staff who have been trained to support and deliver specific speech and language group activities. Our Learning Mentor is trained to deliver social skills groups and other initiatives.</p>
<p>How are the school's resources allocated?</p>	<p>At Millfields there is a commitment to monitor every child's progress and direct resources according to the level of support. If your child has an Education Health Care Plan, you will be invited in to discuss provision and see for yourself what the school has on offer for your child.</p> <p>The provision for your child will be based on the recommendations outlined in the Plan. The school will use the pool of specialists outlined on the back of this leaflet. The school will also consider provisions beyond the Local Authority and take feasibility into consideration. Your input and support is valuable to us and you will be consulted throughout the Plan being implemented.</p>
<p>How is the school accessible for children with additional needs?</p>	<p>Millfields are fortunate to have a lift, which is in use for children and adults who need to use it for access to each floor. We have a sloping entrance to the office and access to playgrounds are on one level. Where possible the school has taken parents with pushchairs and wheelchairs into consideration.</p> <p>Millfields have washrooms/toilets available for wheelchair use and personal care. We also have shower facilities provision and this is available to pupils and staff if needed.</p>

<p>How will my child be included in activities at school, after school clubs and on school trips?</p>	<p>Where possible we will make every attempt to ensure that every child has access to everything that is on offer. However, there are times when certain events and activities may not be suited to individual pupils. The school will always carry out a risk assessment of an activity or a class trip which is in addition to everyday classroom activities. Based on the outcome of the risk assessment and the best interests of your child, a decision will be made. This will be with parent consultation and will result in a number of available options. If an additional adult is required, the school will do their best to provide this, however, in certain instances it may be that we require parental support on trips. If a child's behaviour or need is a cause for concern and safety is an issue, it may be decided that it is not in your child's interest to attend a trip or workshop.</p>
	<p>The school has to take into consideration the education and the safety of all the other pupils and staff as we have a duty of care to everyone, not just pupils with identified needs. The same risk assessment will apply to Breakfast Club and After-school provision and other extended day activities. Where it is safe and possible the school will do its best to accommodate and support all children and their parents</p>
<p>How will the school prepare my child when joining the school or when transferring to a new school?</p>	<p>We have many robust transition systems in place. If your child is joining us from another nursery and coming into Reception, the minimum transition will include a telephone conversation with the previous nursery to gather information about how your child is doing. There will always be induction meetings and opportunities for you to visit the school with your child prior to starting school. In some instances the class teacher and the SENCO will visit your child in their Early Years setting and invite members of the Early Years setting to come over and visit the school with your child. We believe in making transitions run as smoothly as possible and understand that change can be challenging for some children. Staff are always available to talk to you about any concerns or issues you may have.</p> <p>If your child is moving onto secondary school, we work very closely with the Local Authority and we will provide secondary transfer information from the end of Year 5. We have a Secondary Transition Lead in post, who will liaise with parents and secondary schools throughout the process. If your child has additional needs then the SENCO will also join the process. We will set up transition meetings for you and your child in advance of your child moving on. If your child has been working with any external agency, they will also liaise with the Secondary school to ensure information is forwarded and there is a smooth handover for your child.</p>
<p>My child needs help with transport to school. How can you help?</p>	<p>Although we are unable to offer support with transport, our Inclusion team is able to direct you to the Local Authority</p>

	<p>Inclusion Team and/or Children’s Social Care who may be able to assist you.</p>
<p>What support will there be for my child’s overall well-being?</p>	<p>We have a strong commitment to supporting the social and emotional well-being of all children. In particular, we are aware that many children with SEND can be more vulnerable in terms of social development and/or emotional wellbeing. There are many factors which can contribute to children experiencing some emotional difficulties – including aspects of their life outside of school. Where possible, we try to work closely with families so that we can provide appropriate support and sign-posting if appropriate. The school offers a wide variety of pastoral support for pupils who have emotional difficulties, these include:</p> <ul style="list-style-type: none"> ➤ All members of staff are readily available for pupils who wish to discuss issues and concerns. ➤ The school has a learning mentor with an open door policy for children with friendship and emotional difficulties. The Learning Mentor runs interventions such as ‘Circle of Friends’ or Lego groups, for children who need additional support. ➤ The school has a Pastoral and well-being Lead. ➤ All classes hold daily mindfulness activities.
	<ul style="list-style-type: none"> ➤ Classes hold ‘Circle Time’ activities that address specific concerns and worries relevant to the class. ➤ The school delivers a Personal, Social and Health Education Curriculum called 3D PSHE. ➤ The school works closely with CAMHS services. ➤ The school is part of the Wellbeing and Mental Health in Schools (WAMHS) Project, through which we have a CAMHS worker in school once a fortnight who supports the school in a variety of ways to improve the wellbeing and mental health of our pupils and staff. ➤ All classes have a Feelings Flow chart and a Worries Box. ➤ Each year we hold a Wellbeing Week for staff and pupils. We have regular meetings between the Pastoral Team and SLT to monitor behaviour across the school. Where children struggle with following the accepted rules of the school, we provide support in the form of: <ul style="list-style-type: none"> • Visual behaviour reward charts, with links to rewards at home; • Increased communication between home and school; • Individual Behaviour Plans; • Additional support for their learning; • Support at lunchtime; • Small group or individual work to support self-esteem; • Adaptations to the timetable; • Referral to outside agencies (e.g. Re-Engagement Team,

	Speech and Language Therapists; Behaviour Support Team; CAMHS; Educational Psychologist);
<p>Where can I find further information on available services?</p>	<p>At Millfields, there is a commitment to monitor every child’s progress and direct resources according to the level of support required by individuals and groups of children. If your child has an Education Health Care Plan, you will be invited to discuss provision and see for yourself what the school has on offer for your child. The provision for your child will be based on the recommendations outlined in the Plan. The school will also consider provisions beyond the local authority and take feasibility into consideration. Your input and support is valuable to us and you will be consulted throughout the Plan being implemented.</p> <p>Hackney Education also has a webpage which outlines the support they offer at: https://www.hackneylocaloffer.co.uk/</p>
<p>What specialist services and expertise are available or accessed by the school?</p>	<p>We have access to and can buy into all the provision on offer by the Local Authority, these include:</p> <ul style="list-style-type: none"> *the Educational Psychology Service, *Specialist Teacher provision (e.g. Autism, vision, hearing and other disabilities), *Speech and Language Therapy Service, *School Nurse Service, Dental Service, *Hackney Ark (medical advice and assessments) and *Child And Adolescent Mental Health Services to name but a few. <p>Other external partners from whom we buy/receive services are:</p>
	<p>The Self Space Therapeutic services have therapy rooms and a base in school, which means we have access to a range of therapists including, art therapists, play therapists, drama therapists and bereavement counseling.</p> <p>Speech & Language Therapists based at Homerton Hospital</p> <p>Occupational Therapists based at Homerton Hospital</p> <p>Young Hackney, who are able to provide our pupils with support and mentoring beyond the school day</p> <p>Re-Engagement Unit who are able to provide support to pupils and families with barriers to learning, primarily around behaviour, emotional and social issues.</p>

Autism Resource Provision

Millfields is one of a few schools in Hackney that has an Autism Resourced Provision. Millfields ARP has places for 12 pupils, all of whom must have a diagnosis of ASD and an Education Health Care Plan (EHCP).

Our aim is to provide a positive and enjoyable school experience in which our pupils can learn, and to enable them to benefit from a mainstream school as well as providing specialist input relevant to each child's needs as a young person with autism. We celebrate the talents and achievements of our children and aim to create a calm and happy atmosphere for them.

Teaching arrangements: 1 teacher and 8 Teaching Assistants, with support from EP Service and SALT.

We understand that it is very important to communicate effectively with parents/carers and families. We contact all parents daily either F2F or via telephone.

We measure pupil progress by gathering work samples and staff observations of pupils, and we use the Engagement Model and pre-KS standards to assess.

Placement in one of Hackney's ARPs is decided by Hackney Education. Information for the decision is supplied by professionals currently working with your child. Parents can express a preference for an ARP place.

Once your child has been given a place, there will be a thorough transition, in liaison with yourselves as parents and with professionals working with your child.

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