



Millfields Community School Offer

Inclusion Information

At Millfields Community School we strive to support all children, to enable them to achieve well at school.

In order to do this many steps are taken to support individuals through their learning journey.

Quality first teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

At Millfields all staff take responsibility for Inclusion under the leadership of Katherine Gill –Assistant Headteacher for Inclusion.
(kgill@millfields.hackney.sch.uk)

Our Inclusion Governor is Dez Veares.

There are many SEN terms that are abbreviated which can lead to confusion (even for us!).

Below is a glossary of the most used SEN terms:

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
AHT	Assistant Head Teacher Inclusion
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional and Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
CLA	Children who are Looked After
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
HLT	Hackney Learning Trust
KS	Key Stage
LA	Local Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PD	Physical Disability
PM	Provision Map
PPG	Pupil Premium Grant
PSP	Pastoral Support Programme
SALT	Speech and Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Co-ordinator – at Millfields this is included within the role of the Assistant Head Teacher for Inclusion
SLD	Severe Learning Difficulty
SpLD	Specific Learning Difficulty
VI	Visual Impairment

Children and Families Bill 2013

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in Support and aspiration: A new approach to special educational needs and disability: Progress and next steps by:

- replacing statements and learning difficulty assessments with a new birth- to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together; and

- requiring all local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.”

What will it do?

The Hackney Learning Trust framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings. During the last year, the Local Offer Steering Group has developed questions for schools, and trialled them with a small number of settings.

There are 14 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

Millfields' Response to the Local Offer

1a How does Millfields know if a child needs extra

help? We know when a pupil needs help if:

- concerns are raised by parents/carers, teachers, teaching assistants or the pupil's previous school
- there is lack of progress
- attainment is below national expectation
- there is a change in the pupil's behaviour
- a pupil asks for help

1b What should I do if I think my child may have special educational needs?

If you have concerns then please contact your child's class teacher in the first instance.

If appropriate the class teacher will raise their concerns with the AHT Inclusion.

If you are a new parent you should contact the AHT Inclusion directly (01634 338710)

2 How will I know how Millfields will support my child?

Each pupil's learning is planned by the class teacher; it is differentiated to ensure the pupil's individual needs are fully met. This may include additional focused support by the teacher or teaching assistant as part of our quality first teaching.

Every pupil is discussed three times a year at Millfields Pupil Progress Meetings (PPMs) with relevant members of staff that are involved in teaching and learning members of the leadership team.

During PPMs pupils are identified for intervention and support (e.g. writing, maths, social skills, fine motor skills). Interventions are detailed on a year group Provision Map. Parents are informed if their child is receiving additional support at parent evenings. If your child is identified at school action plus or has a statement, you will receive a copy of your child's individual provision map.

If your child has a Statement you will receive a Provision Map detailing your child's specific support and interventions, every seasonal term.

Parents of all SEND pupils are invited to a briefing session with AHT Inclusion where our provision is explained.

[3. How will the curriculum be matched to my child's needs?](#)

When a pupil has been identified with additional needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.

Support Staff may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.

If appropriate, specialist resources may be given to the pupil e.g. writing slopes, coloured overlays, pen/pencils grips or easy to use scissors.

4 How will I know how my child is doing?

At Millfields we operate an open door policy, all teachers are available at the end of the school day

Additionally parents are formally invited to discuss their child's progress each term.

Any pupil can use a Home/School Book for parents and staff to use to communicate celebrations or concerns

5a How will you help me to support my child's learning?

The class teacher may suggest ways of supporting your child's learning through messages in the Home School Contact Book, personally or at parents' evenings.

AHT Inclusion or other staff may meet with you to discuss how to support your child, if this is appropriate.

If outside agencies have been involved with your child they may provide ideas and suggestions that can be used with your child both at school and at home.

5b What support will there be for my child's overall well-being?

The school offers a range of pastoral support for all pupils who are experiencing emotional difficulties at any one time.

Some pupils may attend social skills, buddy groups or Peace Corps Clubs to help them develop and form good friendships.

Some children may be eligible for bespoke counselling.

5c Pupils with additional medical needs

If a pupil has a medical need they will have a Health Care Plan which is compiled in consultation with parents/carers and our

school nurse. The plan is discussed with all staff who are involved with the pupil.

All staff receive regular and specific epipen and asthma training that is delivered by the school, in consultation with relevant professionals.

Where necessary and in agreement with parents/carers medicines are administered in school but only with signed parental consent and with medicines in the original packaging.

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[6 What specialist services and expertise are available at or accessed by the school?](#)

At times it may be necessary to consult with outside agencies to receive specialised expertise.

The agencies used by the school include:

- Educational Psychologist
- First Steps (Clinical Psychology Service)
- CAMHS (Child and Adolescent Mental Health Service)
- EWS (Educational Welfare Service)
- Inclusion Team and Early Support Team
- Hackney Social Care

- Hackney Ark (Paediatricians)
- School Nursing Service - Onsite
- Speech and Language Therapy - Onsite
- Occupational Therapy - Onsite
- Treetops Therapeutic Service (Counselling) - Onsite

7 What training are the staff supporting children and young people with SEND had or are having?

- AHT Inclusion has completed the National SENCo Award
- All staff receive regular training as well as local and national updates from a number of external agencies such as SALT, OT, EP.

8 How will my child be included in activities outside the classroom including Educational Visits?

All pupils are eligible to participate in activities, events and educational visits.

Risk assessments are carried out and procedures are put in place to enable all children to fully participate whenever feasible.

However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during a specific activity or visit.

9 How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- A lift to all main floors
- An accessible toilet and wet room adapted for disabled users.

10 How will the school prepare and support my child when joining Millfields or transferring to a new school?

As a school we understand that changing schools can be distressing for some children and therefore we aim to make the transition process successful through:

We encourage joiners to Millfields to visit and join us for an afternoon. We also contact the child's current school so that we can properly prepare for their arrival.

To support a pupil leaving Millfields to join another Primary School we ensure all relevant information is shared.

To support a pupil leaving Millfields and joining a secondary school the AHT Inclusion meets with the secondary SENCo and/or completes all relevant documents.

We also prepare personalised transition books which includes photographs which will support the transition process. For some pupils additional visits are arranged to their secondary school, these pupils may be accompanied by Millfields staff so that we can engage with them about their transition and allay any worries they may have.

AHT Inclusion passes on SEN pupils files to their relevant secondary school.

11 How are the school's resources allocated and matched to children's special educational needs?

The Inclusion budget is allocated each financial year. The money is used to provide additional support and/or resources dependent on an individual's or cohort's needs.

The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.

For pupils with a high level of need Millfields will apply for additional funding to help individual needs further.

12 How is the decision made about how much support my child will receive?

All pupils are discussed at pupil progress meetings three times a year and support, resources and intervention programmes are allocated and evaluated at these meetings to ensure best use of the budget and pupil's needs are met.

13 How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education.

This may be through:

Discussions with the class teacher

During parent evenings

During discussions with AHT Inclusion, Learning Support Assistants or other professionals

14 Who can I contact for further information?

In the first instance, please contact your child's class teacher or 1:1 support if applicable.

If you are a new parent/carer you should contact the AHT for Inclusion directly.

(020 8552 6400/kgill@millfields.hackney.sch.uk).

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