



Millfield L.E.A.D. Academy



A L.E.A.D. Academy

## School Information Report

School name:	Millfield L.E.A.D. Academy
Address:	Hat road Braunstone Leicestershire LE3 2WF
Telephone number:	0116 2897151
Name of Head Teacher:	Peter Wood
Name of SENCo:	Alison Joyce
Age range of pupils:	4-11
Date of last inspection:	March 2019
Outcome of last inspection:	Good
SEN Governor	Chair Nick Brown
Number of children on the SEN record	46

Does this school have a specialist designated unit/additional learning support department?

Yes  No

## The kinds of special educational needs for which provision is made

Definitions of special educational needs taken from section 20 of the Children and Families Act 2014.

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others at the same age; or

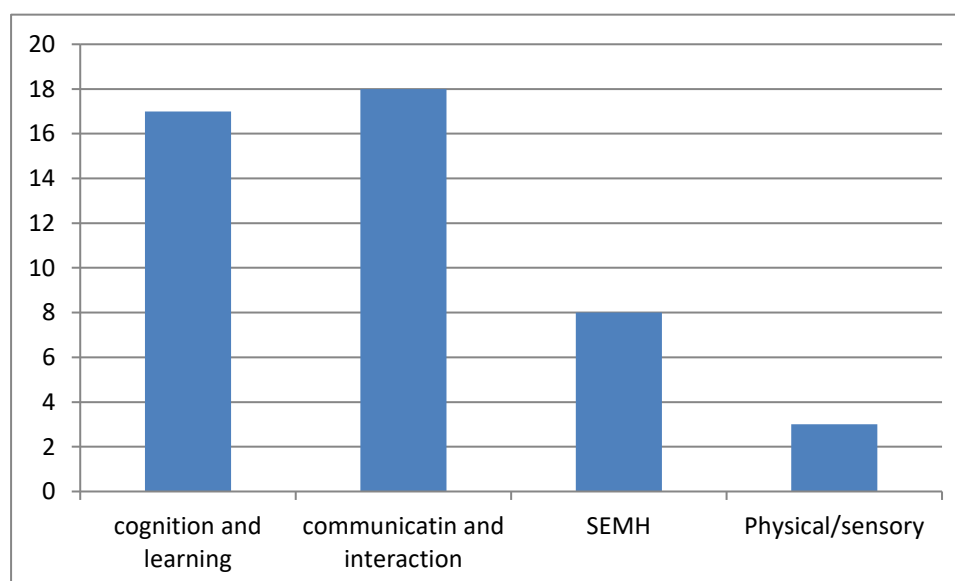
b) have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools. A child under compulsory school age has special educational needs if they fall within the definition of (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.’

We provide SEN support for pupils with significant needs in the following areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

See below for an overview of the primary areas of need at Millfield LEAD Academy.

Primary area of need



Millfield is a mainstream setting. All children have an entitlement to a broad and balanced social and academic curriculum. All children are valued in our school and we endeavour to eliminate prejudice and discrimination and to develop an environment where all children can feel safe and flourish. We aim to give all learners equal opportunities whatever their age, gender, ethnicity, impairment, attainment and background

Policies associated with SEND:

- Special Educational Needs and Disabilities policy
- Behaviour policy
- EAL policy
- Young Carers policy
- Safe guarding policy
- Assessment policy

For Millfield's SEND policy see the website

How will you and your child know how well they are doing?

- Partnership plays an important role in enabling children and Young people to achieve their full potential
- A close relationship between school and home ensures early and accurate intervention which will lead to appropriate provision
- Half termly reports will be sent for you and your child
- You will be informed at regular intervals of your child's progress through parent meetings and when appropriate additional review meetings
- Information from outside agencies will make direct contact with yourselves, in person or a written report, if appropriate we will meet to discuss the outcomes
- You will be informed of your child's targets, individual or group, and these will be reviewed regularly.

How will I be able to raise any concerns I have?

- Class teacher
  - SENCo: Mrs A. Joyce
  - Head Teacher: Mr P. Wood
  - School website
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- If you have a question, want to look around or perhaps you feel that your child's needs are hard to meet and you want to discuss the matter in more depth, do not hesitate to contact us. There are three parents meetings throughout the year to discuss your child's progress with their class teacher and three informal coffee mornings for those children who have additional needs, all are welcome.

## How will my child's voice be listened to?

- Pupil voice in review meetings
- Self-assessments in work daily
- Concerns box
- Pupil meetings
- School council
- Involvement in meetings with professionals, when appropriate

## How will my child's progress be assessed and reviewed?

Where a pupil is identified as having SEND, we will take action to remove barriers to learning and put in effective special educational provision in place. This SEN support takes the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing outcomes. Children have gap attacks, targeting gaps in their learning, impact will be monitored and new targets set as and when required.

All teachers have pupil progress meetings termly, where SEND children will be discussed to ensure their provision is appropriate and effective.

Target review meetings are held for those children with individual provision maps and the children are involved in target setting.

## How will this school prepare and support my child to join, transfer to a new setting or to the next stage of education and life?

- Induction events take place during the summer term for all children who are joining the Foundation Stage in September.
- Close liaison between the SENCo, teachers in Early Years, Key Stage 3 and dual placement settings. This may involve multi-agency meetings to support the transition
- Good transfer of all SEN information.
- Previous schools contacted for information sharing.
- Transition to new class facilitated by sessions during the summer term with new class teachers and environment.
- Transition sessions for Year 6 pupils during the summer term or earlier if necessary.
- New school are invited to attend any reviews prior to transition.

## How will you support my child?

All teachers are teachers of SEND and all children should access first quality teaching within the classroom that is differentiated to meet your child's needs. There are occasions when it is necessary to support them outside of the classroom, ensuring their needs are met. At all times the teacher will oversee and plan your child's education.

Here are ways your child will be supported:

- Differentiated work
- Topics/vocab pre taught
- Use of visuals/equipment to support
- Small group work
- Targeted interventions
- Support with social times
- Medical support -care plans
- Behaviour support -individual behaviour plans and targets
- Gap Attacks-targets created to fill the gaps

## How will the curriculum be matched to my child?

- Lessons are differentiated so that all children can learn and progress
- Tracking and assessment enables each class teacher to analyse the progress of each child.
- Pupil progress meetings are held three times a year with the Head teacher the SENCo and the class teacher to discuss children's needs
- Intervention groups will have targets which will be regularly updated and reviewed

## How will the curriculum match my child's needs?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met
- Support staff can adapt the teachers planning to support the needs of your child where necessary
- Specific resources and strategies will be used to support your child individually and in groups
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs
- The curriculum will be taught in a variety of ways including visuals to support learning
- Key words and vocabulary that the children require for the unit of learning may be pre taught

## What training has staff had?

- The SENCO has the National SENCO award
- All new staff complete an induction programme to ensure they have the skills needed to support the children
- The Head Teacher and SENCo ensure that all staff have the skills they require to support pupils and appropriate training will be delivered. Training is given as a result of individual needs of the children, through monitoring and requests from staff
- This last year, all teaching staff had level 1 autism awareness training and dyslexia training
- Coaching programmes take place which allow staff to observe and shadow
- Medical training to support pupils with medical care plans such as epilepsy, and epi-pen training
- As need arises, specialists will deliver training to staff
- Staff will disseminate training to each other

## How effective is the provision your child receives?

- All targets, interventions will be closely monitored to ensure that there is a positive impact for your child
- Data is closely monitored to ensure that your child is reaching their maximum potential
- Pupil progress meetings explore what is being done to meet the child's needs and what needs to be done further
- Individual provision maps are created for those children who require additional funding
- All children with additional needs will have small step targets (gap attacks) and the impact of these will be monitored
- CPD is delivered to give staff the skills needed to teach all children
- Lessons are monitored to ensure all children have the opportunity to be successful
- Planning and book scrutiny ensure children are being taught appropriately and they are achieving their potential

## What additional support will be given to aid my child?

- Each child is assessed individually according to the SEN Code of Practice and LEA guidance and personalised or group learning support programme (s) will be developed dependent on need.
- Additional assessments from outside services, such as educational psychologists, language and learning support, speech and language will inform the types of support and/or resources needed.

- Regular review meetings with appropriate staff are carried out to discuss your child's progress and any additional needs that require support.
- Pupil progress meetings are held with the Head Teacher and class teacher to track progress and decide upon further support.

### What equipment and facilities, are there to support my child?

- There are a range of resources available to support your child
- We have resources available to support specific learning needs such as voice recorders, pencil grips, handled rulers.
- There are resources available to support attention, such as, individual work stations, tangle teasers.
- We have practical equipment to support/compliment your child's learning
- There are visuals to support learning
- All children have access to element 1 funding (a basic entitlement within the schools delegated budget) and element 2 (additional funding through the schools delegated national SEN budget). For those children with the most complex needs, additional 'top up' funding may be required -this is centrally retained by the local authority.

### How will my child be included in activities outside the classroom?

- We make sure that our activities outside the classroom and school trips are available to all
- Risk assessments are carried out for each trip and a suitable number of adults accompany the trip
- After school clubs are available to all pupils (**for a current list see the office**)
- Children who are vulnerable during unstructured times are given support
- All children will have the same opportunities as their peers, there are a number of sporting competitions just available to those on the SEN record, to ensure there are opportunities for all children to succeed and represent the school

### How will you help to develop my child's emotional and social development?

- Social skills and friendship groups
- Self-esteem groups
- Meet and Greets
- Before and after school clubs
- Personalised behaviour targets
- 'Pupil voice'
- School council
- There is a whole school reward programme and clear consequences

- When appropriate a child may have a personalised behaviour plan with their own targets
- All class teach discrete personal social health and emotion lessons

At Millfield we have a full time ELSA (emotional, literacy, support assistant. If you have any concerns about your child, pass information onto your child's class teacher, the SENCo or Mrs Cope ELSA. Class teachers can make a referral, if they are concerned about a child's emotional or social development and these referrals are sent to the ELSA.

### What to do if you have a complaint?

- If you have any concerns about your child's education, discuss the matter with your child's class teacher
- If you feel that the matter has not been effectively resolved, you should make an appointment with the Head Teacher. The Head Teacher takes all concerns seriously and will investigate thoroughly
- If the school cannot resolve a complaint, those concerned should contact the chair of Governors, Mr Nick Brown
- A copy of the schools complaint policy is available on request

### How does the governing body involve other bodies, in meeting the needs of pupils with special educational needs and their families?

- The school budget includes money for supporting children with SEND
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school
- The Governing body, Head Teacher and SENCO discuss information about SEND in the school, including: the children getting additional support, the children requiring additional support, children who have been identifies as not making as much progress as expected and decide what support/training is needed to support these pupils.
- The Governing body ensures that the school works effectively with outside agencies when pupils' needs can't be met by school alone

Link to Leicestershire local offer

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>