



Millbrook Primary School
School Lane, Grove, Wantage, Oxon, OX12 7LB



SEND report for Governors

2023/2024

June 2024
Stella Stockwell
Assistant Head (SENCo)



SEN Register and school context

The national trend for SEND pupils is 13.6% SEN support, 4.8% EHCP (2023/2024).

At Millbrook total pupils on the Special Educational on SEN support is 12% and 2.8% EHCP.

SEN profile by year group Primary area of need (reason they are on the SEND register)

	Total SEND	SEN support	EHCP	Communication and Interaction difficulties (Inc. Speech and language)	Cognition and Learning	Sensory, physical, medical	Social, emotional, mental health
Nursery	5	3	2 C&I, C&I	3	0	0	0
Reception	7	7	0	5	2	0	0
Year 1	2	2	0	2	0	0	0
Year 2	9	5	4 PD, PD, C&I, C&I	1	3	0	1
Year 3	7	6	1 C&L	3	3	0	0
Year 4	10	8	2 C&I, SEMH	3	1	1	3
Year 5	12	12	0	4	4	0	4
Year 6	13	10	3 C&L, C&I, C&I	2	4	0	4
Total	65	53	12	23	17	1	12

Gender of pupils on the SEND register June 2024

The most common type of need amongst pupils nationally is Communication & Interaction with 25.6%, at Millbrook 33% of our register are for C&I needs. The next highest category is Cognition and Learning at 22.3%, we have 20% on our register, Learning Difficulty is 15.8% and we have 28%.

Gender of pupils on the SEND register June 2024

Nationally 66% of boys compared to 44% of girls. (DfE Special Educational Needs statistics 2023/24) have SEND needs. At Millbrook we are loosely following this trend;

SEN Support Years 1-6

Total number of boys	Total number of girls
28 (56%)	22 (44%)

Identification of SEND needs at Millbrook School:

At Millbrook School we work together with teachers and parents to identify pupils who may have additional needs. We use a variety of ways to gather evidence in order to make a decision. We moderate using the *Identifying Pupils with SEND* document, and discuss the outcome with parents.

If the pupil meets the criteria, then they will be added to the register. The teacher will then begin to add evidence to the child's profile and begin the assess, plan, do, review cycle.

This year, SEND pupils on the register have increased to 60 pupils from 58 pupils in 2023, 64 in 2022, 56 in 2021 and 46 in 2020. We are constantly assessing children's needs and are in the process of assessing 6 additional children to add to the register and plan to apply for 3 EHCP's.

Vulnerable children- Looked after and Formerly Looked after

We have two pupils who are *children we care for (CWCF)* and are supported through the CWCF review and Personal Education Plan process. Both of these children have an EHCP. One of these pupils is receiving Psychotherapy, the other is under the ATTACH team and has been diagnosed with moderate to severe learning disability. We work closely with the Virtual school, social workers, and other agencies to ensure these children have a secure plan to meet all of their needs.

Transition to secondary

This year we have identified 12 pupils who are having an enhanced transition process. They have already been on an additional visit to King Alfred's Academy, along with an additional discussion with the KS3 transition team who also saw them in class. We are also holding 3 annual review meetings this term to enable a smooth transition for our 3 pupils who have an EHCP. Two of these are attending the nurture group at King Alfreds Academy, one is attending Orion academy in Blackbird Leys, a specialist provision.

We have 8 pupils not attending King Alfred's academy out of the Year 6 cohort, 1 of these is going to a specialist setting. Each pupil has a bespoke transition program in place.

We have held one early annual review for a pupil currently in Y5, who may choose to seek a specialist secondary school placement. Several of our Y5 cohort are considering applying to the new St Johns Academy opening Autumn 2025. Furthermore, 2 children with EHCPs in Year 4 are leaving at the end of this year. One to a specialist setting and one to a school closer to home as they live in Oxford.

Plan do review process:

Pupil profiles

All pupils who are on the SEND register have an individual pupil profile which is shared with the parent at a meeting 3 times a year. The purpose of the profile is to capture the specific support that is planned for each pupil based on their individual needs. The SENDCo arranges a staff meeting to work with teachers to write the new outcomes and is available for continual support.

Parents

The SEND profiles are evaluated throughout the year, and shared with parents in terms 1,3 and 6 at SEND meetings which are in addition to parents' evenings. It is a time to share what special and different support their child gets on top of the quality first teaching every child gets. Following each SEND meeting, parents are asked for their views on their child's provision and progress. Nearly all parents felt they understand and agree that their child is well supported and making progress that is good for them. Any time parents communicate that they feel their child's needs are not being met, the SENDCo with the class teacher meet to address their concerns

and rectify the situation. The SENDCo is available to meet with parents in person online or via phone call.

This year we have been able to offer 5 sessions with practitioners from camhs Mental Health Support Team (MHST) where parents could request bespoke support for their particular behavioural challenges at home, 12 families attended this course and reported the strategies to be very effective. We gave each of these families a copy of the book camhs use in order for them to continue working on them at home.

We are running the SWIFT course (a 4 -week course) for parents of children with communication and interaction difficulties, this is for families who have a child diagnosed or suspected Autism, 7 families are attending this course at present. The SENDCo also meets many families on a 1:1 basis to help with a whole range of requests including referrals to camhs, mental health and anxiety support.

During the OFSTED inspection in November 2023 their report stated;
Staff are supporting pupils with special educational needs and/or disabilities well in lessons. They rehearse specific knowledge and vocabulary to help pupils' memory and understanding of what they will be learning in lessons... classrooms are calm places for pupils.

Provision mapping

The SENDCo keeps a spreadsheet of the SEND register and monitors termly any additional observations, agency support, assessments or provision needed for each pupil.

This support takes on many forms; 1:1 sessions with pupils, in class observations, assessments, book looks, observing teachers, offering bespoke support and feedback. We focus on the 5 a day principle, and use the walkthrough books to support this work which ensures consistency. This approach is designed to identify what support is needed and then put into place. This has meant the right support is put into place at the right time with most success and impact on learning

Record keeping

Each child has an individual file on TEAMS where all reports and profiles are stored. Teachers have access to the reports and strategies that outside agencies send us. These files form an important chronology of all referrals and reports for each pupil. It is then easily transferred on to the next school when they leave.

Outside agencies/ referrals

We use a number of outside agencies for a variety of reasons:

Outside agency used	No pupils received support this year
<p>Educational Psychology (EP)- we bought in 4 days of support from Anne Marie Baverstock. Time is carefully planned to help identify barriers and offer practical strategies, as well as problem solve situations where the direction is not clear.</p>	<p>4 children had EP time this year, along with 2x complete year group support for multiple needs, one of these led to an EHCP.</p>
<p>Communication and Interaction (C&I) (Rhonda Oliver, Chelsea) Support for pupils who have ASD needs or struggle to communicate and interact.</p> <p>Speech and Language Therapy (SALT) (Gail Kidd) Direct work with children assessing progress in speech and language.</p>	<p>8 pupils have benefited from direct work from the C&I team.</p> <p>18 children are currently receiving Speech and language support</p>
<p>Downs and complex needs team (Fiona Bates) A specialist service for children who have more than one diagnosis and are significantly impaired.</p>	<p>1 pupil benefit from bespoke specialist planning & CPD for staff working with our most complex SEND children. We have made a referral for our CWCF in term 6.</p>
<p>Camhs referrals for pupils who need a formal assessment and diagnosis, and mental health support. The waiting list is 4+ years for a diagnosis, we do not wait for this formally, we support the child based on what we see in school and what parents experience at home.</p>	<p>We have made 6 referrals to camhs this year.</p> <p>7 children have received a diagnosis of ASD this year. 2 pupils received a diagnosis of ADHD this year. We have 21 children diagnosed with Autism. 2 children are medicated for ADHD by camhs.</p>
<p>Occupational Therapy/Physiotherapy Offering bespoke equipment and exercises for pupils with physical needs</p>	<p>2 children are supported by the OT, they have physical disabilities. New referrals have been made for 2 children. 4 children have regular physiotherapy.</p>

<p>Hearing & Visual Impairment Part of the physical disability team, assessing the school environment and offering strategies.</p>	<p>1 pupil is supported using hearing aids/EDU mic to hear the teacher. 3 pupils have visual impairment, they have enlarged print when required.</p>
<p>School health nurse is used for a variety of reasons, sleep issues, hygiene, healthy eating, puberty/ sexual curiosity.</p>	<p>Parents can now refer themselves to the school health nurse, we have given this information out to many families for a variety of reasons including, diet and nutrition, sleep, toileting, head lice and anxiety.</p>
<p>EYSENIT (Paula Hardy) early Years SEND support for pupils in Nursery and Foundation up to the age of 5.</p>	<p>4 pupils supported by the Early Years SEND teacher. Two have an EHCP and we are applying for one more.</p>

SEND outcomes year 2 and year 6

We do not have the statutory data for Y2 and 6 yet

Attendance for SEND pupils 2023/24

All pupils **95.40%** (92.73% for 2022/23)

Not SEND	SEN support
<p>95.69% (93.49% 2022/23)</p>	<p>93.09% (89.81% 2022/23)</p>

This year we have worked on bespoke support to enable all children with SEND can attend school. No child has been on a reintegration timetable this year and we have not had any fixed term suspensions. One SEND child with Duchene Muscular Dystrophy (DMD) was off school due to an extensive medical trial. Use of the NEST has been pivotal for soft starts to ensure attendance for those children suffering with anxiety and emotional school avoidance.

Interventions at Millbrook School

Intervention	Focus	Impact
Precision Teaching	Quick recall in Reading/Phonics and key number skills. Overlearning in a multi- sensory way.	Good progress in recall skills.
Pre- teaching and overlearning in small group work. Looking back over learning, or getting a head start on future learning concepts.	All year groups, especially children who have processing and memory difficulties.	Quicker and more reliable recall of key learning.
Talk-about communication groups	Improving communication, interaction, friendship, self- awareness emotional literacy skills.	Teaching self-awareness and social skills to groups of Y3-6. Improving relationships and understanding of themselves and others. Improved interactions.
Year 5 girls' group	We have a small group of year 5 girls who have friendship issues which was impacting their learning time.	Girls are well supported and know they have a safe space to talk and share their concerns. They are more likely to be able to focus in class knowing they have a time and space to talk about all of their issues.
ELSA- We have a trained ELSA who is able to support individual pupils and small groups	Emotional support for anxiety, anger, bereavement, friendship issues, ASD communication.	Bespoke support in a confidential space, very important due to the long waiting list for camhs. On average 6-8 children are seen in 6-week blocks.
Forest School	Team building and problem solving.	All pupils benefit being outside, exploring the forest school, problem solving, especially good for mental health.
The Nest – nurture support	Nurture support for whole school.	Our children love using the nest for nurture support, it provides a safe space to regulate using zones of regulation. Teachers are able to

		teach uninterrupted knowing their pupils are being well supported.
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CPD staff training

	Focus / Impact
Read write Inc	Whole school training on the new phonics scheme. TAs trained to each phonics groups. They are able to deliver quality group sessions, and move children on more quickly. We have seen an increase in all children achieving the phonics score required to be a competent reader. We are now focusing on those few children who have not made progress on the scheme.
SEND at Millbrook	Termly staff meeting focused on aspects of teaching SEND children, writing profiles, 5 a day approach, scaffolding and questioning.
Physiotherapy training for staff	2 children at Millbrook have Duchene muscular dystrophy and need daily physio, another pupil has Chung Junsen syndrome and has poor muscle tone and as daily physiotherapy. We make sure the staff are well trained in how to deliver this therapy.
Occupational therapy training and referrals	We have made 2 referrals for Occupational therapy for children who are undiagnosed ADHD and struggling to regulate their system. We have OT in for 2 pupils who also have Physiotherapy, and staff follow their advice.
SEND outreach support- Fitzwaryn school	3 members of staff and a class teacher have benefited from 4 sessions with Jenny Jura from Fitzwaryn outreach. This helped us to plan for a child who is functioning at 19 months in a year 2 class. We were also able to visit Fitzwaryn to see their provision in action and apply these strategies at Millbrook.

Key success this year

Parents;

- We have engaged the parents to access the support Millbrook can offer and have had a good response from the parents who came to the sessions either

with the SENDCo, Home school link worker, mental health support team and SWiFT. We made conscious effort to provide the support our parents were saying they needed, especially around children who are likely neurodiverse.

Next steps:

- We have booked MHST to come and run another set of sessions in October 2024. We need to engage with the parents we feel would benefit from these courses but did not attend them, especially those in a social care plan.
- We plan to hold a termly drop in afternoon with the SENDCo and HSLW.

Teachers and TAs

- We have continued to upskill SENDCo, teachers and TAs in providing inclusive adapted learning across the curriculum. (SEND is becoming more complex, with limited specialist school places, we are having to meet the needs of children who struggle to manage the mainstream offer). We have referred to many outside agencies and learn about each child's individual needs, the staff then get the appropriate training needed and use the specific strategies for the child. They engage with the agency directly and are able to ask questions and feel confident in their support.

Next steps:

- Ensure the correct adults, with the right fit for the child are in place for September. Training is planned to ensure they are skilled in the specific needs of the child.
- SENDCo to monitor the provision early in September and plan for any training needs.
- Monitor the teacher's provision across the school and plan the staff meetings based on gaps observed in expertise.

Pupils

- We ran a number of groups and individual work for children in our nest provision, this included Communication and interaction (our greatest SEND need), managing anxiety and mental health, friendships and relationships, Zones of regulation- emotional literacy. Year on year we see an increase in childhood anxiety. We monitor these sessions every week in our inclusion meetings which are attended by the ELSA, HSLW, SENDCo, Learning support mentor, Head of school and SENDCo assistant. We are able to discuss impact, and bring feedback from the child and teacher.
- Pupils receive individual observation and discussion if the teacher identifies a barrier to their learning, talking with the pupil, observing in class, and

discussions with parents are how we identify and understand the needs. Following this process 6 additional pupils in year 1 and 2 have been added to the SEND register this year.

Next steps:

- Unpick the barrier to those children who do not make progress on the Read Write Inc phonics program. Then plan the support they need to learn to read.
- Early identification of the new year 1 cohort who have many pupils showing SEND needs, currently 6 on the SEND register, but suspect there will be more as the learning becomes more formal.
- Refer for 5 additional Education health and care plan needs assessments. (2 in Y1, 2 in Y3, 1 in Nur)

Stella Stockwell
Assistant Head & SENCo
3rd July 2024