



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



SEND report for Governors 2021/2022

**June 2022
Stella Wheatley**



SEN Register and school context

The national trend for SEND pupils is 16.6%, 12.6% SEN support, 4% EHCP. At Millbrook we are slightly above this average with 13.4 % at SEN support and 2.4% EHCP. The total on the SEND register is 15.9%.

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

	SEN support	EHCP	Communication and Interaction difficulties (Inc. Speech and language)	Cognition and Learning	Sensory, physical, medical	Social, emotional, mental health
Nursery	3	0	2	1	0	0
Reception	5	2	3	0	2	0
Year 1	5	1	3	2	0	0
Year 2	6	1	3	2	1	0
Year 3	8	1	3	3	2	0
Year 4	10	1	2	7	0	1
Year 5	12	1	3	8	0	1
Year 6	15	3	4	7	0	4
Total	64	10	23	30	5	6

Gender of pupils on the SEND register June 2022

Nationally boys are almost twice as likely to be on SEN support - 15% compared to 8% of girls. (DfE Special Educational Needs statistics 2019). At Millbrook we are following this trend; we have 10% of boys and 6% of girls on the register.

SEN

Total number of boys	Total number of girls
40	24

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 child 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 from 46 pupils in 2020, 56 in 2021 and 64 in 2022.

8 children have been added to the register, mainly in KS1 following moderation for SEND needs.

Along with the children who have been moderated and added to the register we have identified with the Nursery team a further 11 children in F2 and 8 two-year old's who have scored very low on the Wellcom assessment. Most of these children have been referred to SALT or the health visitor. Delayed speech and language are the main barrier for these children, additional narrative language work individually and in small groups is being used to improve their language skills.

Vulnerable children- Looked after and Formerly Looked after

We have four children who are *children we care for* and are supported through the LAC review and PEP process. Two of these children have an EHCP. One of these children is receiving play therapy. 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 been able to go to secondary schools that our children will transition to. We have been able to take a group of children to King Alfred's Academy to have a pre -transition visit, talk to their student manager, met SEND and support staff who will support them. All of these children commented that they feel less anxious about the move up in September following the visit.

We have held 3 annual review meetings to enable a smooth transition for our 3 pupils who have an EHCP. This year almost all children are going to King Alfred's school.

One pupil is going to a specialist setting, one to a communication base, and a few are going to Faringdon Community college.

We have held one early annual review for a pupil currently in Y5, who is seeking a specialist secondary school placement.

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.

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 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 the SWIFT course for parents of children with communication and interaction difficulties, Family Links parenting course, and 1:1 sessions to help with a whole range of requests including referrals to camhs, mental health and anxiety support.

During the OFSTED inspection, the inspectors walked around the school and in 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. OFSTED 23 June 2021

Provision mapping

This year the SENDCo interviewed each pupil to gather their pupil voice on what the classroom experience is like for them. We looked through their books, talked about the scaffolding and provision that was made for them, and sat I the class with them. The children were very articulate in being able to identify what helps what helps and

hinders their learning. This information was fed back to the teachers, with specific feedback for each pupil, and the SENDCo was able to offer bespoke strategies and resources to address the barriers identified. This approach was designed to empower the children in being independent in their learning, being able to know which strategies work for them, and know when to use them.

Record keeping

Each child has an individual file 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
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.	5 children had direct work with the EP. 10 children were discussed in a no names basis. The EP met with 2 parents and teachers about specific children.
Communication and Interaction (C&I) (Rhonda Oliver, Laura Webster) Support for pupils who have ASD needs or struggle to communicate and interact.	11 children have had direct work from communication and interaction team including sessions with Laura Webster in school. 3 of these were part of the EHCP annual review process.
Speech and Language Therapy (SALT) (Fiona Johns) Direct work with children assessing progress in speech and language.	16 children are currently receiving SALT F1-Y6. We have made 11 referrals to SALT in Nursery setting this year. There is a significant number of children with delayed speech.
Downs and complex needs team (Rachel Claire) A specialist service for children who have more than one diagnosis and are significantly impaired.	2 Referrals have been made, both accepted for direct work observing the child in school training and resourcing for staff. Excellent service.

<p>Camhs referrals for pupils who need a formal assessment and diagnosis, and mental health support.</p> <p>We have a link called Karen Spasic who is able to offer mental health support and offer advice for children who are waiting on the neurological pathway.</p> <p>The waiting list is 3+ years for a diagnosis, we do not wait for this formally, we support the child based in what we see in school and what parents experience at home.</p>	<p>3 referrals for camhs assessment. Single Point of access (SPA) have closed parental referrals. Parents usually ask the GP to refer.</p> <p>3 pupils received a diagnosis of ASD or ADHD this year.</p> <p>We have 17 children diagnosed with Autism.</p> <p>7 children are medicated for ADHD by camhs.</p>
<p>School health nurse is used for a variety of reasons, sleep issues, hygiene, healthy eating, puberty/ sexual curiosity.</p>	<p>3 referrals, ongoing neglect, diet and head lice.</p>
<p>EYSENIT early Years SEND support for pupils in Nursery and Foundation up to the age of 5.</p>	<p>4 pupils supported, two of which have physical needs.</p>

SEND outcomes year 2 and year 6

We do not have data for Y2 and 6 yet

Attendance for SEND pupils (all pupils 92.73%)

Not SEND	SEN support
93.49% All pupils	<p>89.81%</p> <p>1 pupil on a reduce timetable with medical needs.</p> <p>1 pupil and a flexi timetable waiting for specialist school.</p> <p>There is an pupil who we have taken to local authority prosecution for non- attendance.</p>

Interventions at Millbrook School

Intervention	Focus	Impact
Precision Teaching	Quick recall in Reading/Phonics and key number skills.	Good progress in recall skills.

	Overlearning in a multi- sensory way.	
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 6 girls' group	We have seen a significant rise in emotional and mental health concerns in Y6 girls, including safeguarding concerns around access to adult online chat rooms.	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.
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.

CPD staff training

	Focus / Impact
Read write Inc	Whole school training on the new phonics scheme. TAs trained to teach phonics groups. They are able to deliver quality group sessions, and move children on more quickly.
SEND at Millbrook	Teacher staff meeting session on how we teach SEND at Millbrook, graduated approach, Dyslexia strategies, scaffolding, adapted teaching.
Communication and Interaction Team training for TAs.	<ol style="list-style-type: none">1. Pathological demand avoidance training for 5 members of staff working with autistic pupils who struggle to regulate and take direction. They are more skilled in identifying where the child is, and how to reduce overload and demand.2. Training in graded interaction approach for a pupil with autism.3. SWIFT training with SENDCo so that we can deliver the SWIFT course.
Team Teach training	4 members of staff who are dealing with challenging situations with deregulated children were trained in de-escalation techniques.
Complex needs training	3 members of staff trained in intensive interaction and people toys strategies for autistic pupils.

Key success this year

- Children were heard- they helped to identify barriers and strategies for themselves. Children then come and share their improved learning.
- TAs have been trained in bespoke strategies for SEND pupils to empower them.
- Individual teachers supported to meet the needs of their children and can plan an adapted Curriculum.
- Teachers come to SENDCo with concerns about their class, and want to improve their provision.
- Parents views have been sought, and they have been able to come into school again to discuss their children.

Identified strategic direction for next year:

- **SEND Vision and mission statement to be completed- need to seek stakeholder's input.**

Parents;

- **Weekly SEND parent drop in session held with home school link worker. (We have seen an increase in emotional based school avoidance, possible ASD and ADHD, behaviour issues at home)**
- **Parenting and SWIFT courses throughout the Year for parents to empower them.**

Teachers and TAs

- **Continue 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)**

Pupils

- **Group work for pupils covering Communication, managing anxiety, friendship, Zones of regulation. (we have seen a big increase in deregulation this year following covid school closures)**
- **Continue to speak with children about their learning, and help them to become independent.**