Millennium Primary School

Special Educational Needs and Disabilities (SEND) Information Report

Approved by: Governance / Trust Board | **Date:** September 2026

Last reviewed on: September 2026 | **Next review due by:** September 2027

1. Aims and Vision

Our SEND Information Report aims to set out how Millennium Primary Academy supports and makes provision for pupils with Special Educational Needs and Disabilities (SEND), and to explain the roles and responsibilities of everyone involved.

At Millennium Primary Academy (part of Maritime Academy Trust), we believe that every child is entitled to a broad, balanced, and ambitious curriculum. We are committed to narrowing the attainment gap between SEND and non-SEND pupils through tailored provision, high expectations, and inclusive classroom practices. We aim to foster self-worth, emotional resilience, independence, and life skills in a caring, safe, and supportive environment.

The quality of teaching, learning, and interventions for pupils with SEND is monitored rigorously by the Leadership Team through lesson observations, learning walks, and regular reviews. The SENDCo works closely with class teachers, Learning Support Assistants (LSAs), parents, and external agencies to ensure high expectations and evidence-based support across the school.

Further details regarding the Royal Borough of Greenwich's Local Offer can be found online at:

https://www.royalgreenwich.gov.uk/info/200034/disabilities/1671/about_the_local_offer

2. Number of Pupils in the School with SEND with approx. 388 pupils on roll

NC Year	Gender M/F	SEN K	EHCP	SLCN	ASD	MLD	ADHD	Dyspraxia Dyslexia	Dyscacula	SEMH	Medical needs/ physical	Total SEND	% of SEND approx
N	Male	0	0	0	0	0	0	0	0	0	0	0	0
N	Female	0	0	0	0	0	0	0	0	0	0		
R	Male	0	0	0	0	0	0	0	0	0	0	0	0
R	Female	0	0	0	0	0	0	0	0	0	0		
1	Male	6	0	5	1	0	0	0	0	0	0	8	2%
1	Female	0	2	0	2	0	0	0	0	0	0		
2	Male	3	5	6	6	0	0	1 Dyslexia	0	0	1	9	2.3%
2	Female	0	1	0	1	0	0	0	0	0	0		
3	Male	1	0	0	0	1	1	0	0	0	1	6	1.6 %
3	Female	1	4	0	2	0	0	0	0	0	0		
4	Male	2	4	3	3	2	1	0	0	0	1	8	2%
4	Female	0	2	2	2	0	0	0	0	0	0		
5	Male	3	1	0	2	1	0	0	0	0	1 +1 medical Physical	7	1.8%
5	Female	2	1	1	0	1	0	0	0	0	1 Physical		
6	Male	3	0	0	0	3	0	0	0	0	0	9	2.3%
6	Female	5	1	0	1	5	0	1	0	0	0		
Total		26	25	17	20	13	2	2	0	0	6	47	12%
Total percentage EHCP's - 6.7% 3 x EHCP's applied for and awaiting outcomes.													

3. Early Identification and Assessment of SEND

At the start of each academic year, class teachers meet with previous teachers to discuss individual learner profiles. This handover is supported by SEND records containing reports, targets, and advice from external specialists.

We follow the statutory **Assess, Plan, Do, Review** (APDR) cycle as outlined in the SEND Code of Practice (2014):

- **Assess:** Class teachers make regular, termly progress assessments for all pupils. Pupils making slower progress than peers, failing to close attainment gaps, or dropping below baseline expectations are identified.
- **Plan:** If targeted Quality First Teaching (QFT) and adaptive strategies do not sufficiently close gaps, the teacher and SENDCo outline targeted interventions or Personalised Learning Plans (PLPs).
- **Do:** The planned support, small-group intervention, or individualised strategy is implemented in class or through targeted extraction.
- **Review:** Progress towards targets is formally reviewed termly with parents and the pupil to evaluate impact and determine next steps.

4. Accessibility Arrangements

Millennium Primary Academy is fully committed to physical and digital accessibility:

- **Physical Access:** The school building is accessible to children with physical disabilities via external ramps, handrails, and an internal lift.
- **Learning Aids:** Specialised equipment and resources—such as, specific pencil grips, adapted scissors, laptops, visual timetables, and enlarged fonts—are provided as recommended by Occupational Therapy or specialist services.
- **Sensory Spaces:** The school utilises a dedicated Sensory Circuit Room to help children regulate, release tension, and meet sensory needs throughout the school day.
- **Accessibility Plan:** The school's 3-year Accessibility Plan is regularly reviewed and available on the school website.

5. SEND Provision and Recent Developments

Millennium Primary Academy embeds a range of evidence-based interventions and specialist provisions to support diverse learning requirements:

- **Zones of Regulation:** Supported by our Educational Psychologist service and delivered by LSAs to help pupils develop self-regulation and emotional awareness.
- **Sensory Circuits:** LSA-led sensory circuit sessions.

6. Staff CPD and Training (Past 12 Months)

Staff undertake continuous professional development to ensure high-quality inclusive practice:

- **Autism & Communication:** ASD Awareness, ASD Bucket Training, and guidance from the Greenwich ASD Outreach Service.
- **Colourful semantics:** Colourful semantics is a speech and language therapy approach that uses colour-coded tokens to help children understand sentence structure and build clear, grammatically correct sentences by breaking down language into key components like "who," "doing what," "what," and "where."
- **Effective use of visuals:** Effective use of classroom visuals captures attention, reduces cognitive load, and enhances memory retention by translating complex concepts into clear, accessible formats for diverse learners.
- **Intensive interaction:** Intensive interaction is a child-led communication approach designed to help individuals with severe learning disabilities or autism develop fundamental social and communication skills by using their own natural behaviours, sounds, and movements as the basis for responsive, interactive exchanges.
- **Specialist Strategies:** Sensory Circuit implementation, and social stories, and bucket time support.
- **Professional Networks:** Participation in Maritime Trust SEND Networks, Greenwich Borough SENDCo Cluster meetings, and Inclusion Quality Mark (IQM) activities.

7. Parent and Partnership Activities

We view parents as key partners in their children's education:

- **Termly PLP/APDR Reviews:** Meetings held three times a year with class teachers to review targets and plan next steps.
- **Annual Reviews:** Formal annual review meetings for all pupils with an Education, Health and Care Plan (EHCP).

- **Co-Production & Referrals:** Parental consent and views are always sought prior to any external agency referrals or statutory EHCP assessments.
- **Information & Workshops:** Parent coffee mornings, workshops, and signposting to borough-wide activities in partnership with the Greenwich ASD Outreach team and local support groups

8. Kinds of Special Educational Needs Provided For

We provide adaptative support for a wide range of needs across four main areas:

- **Communication and Interaction:** Autistic Spectrum Condition (ASC), Speech, Language, and Communication Needs (SLCN).
- **Cognition and Learning:** Dyslexia, Dyspraxia, Dyscalculia, Moderate Learning Difficulties (MLD).
- **Social, Emotional and Mental Health (SEMH):** ADHD, anxiety, self-regulation difficulties, and emotional needs.
- **Sensory and Physical Needs:** Visual Impairments (VI), Hearing Impairments (HI), Physical Disabilities, Medical conditions, and Sensory Processing needs.

9. Support Services and Multi-Agency Involvement

Service / Agency	Key Role & Input	School Implementation & Follow-up
Educational Psychology (EP)	Consultation, observations, learning evaluations, and training on self-regulation programmes (e.g. Zones of Regulation).	EP recommendations embedded into PLP targets and daily classroom adaptations.
ASD Outreach Service	Assessments, staff modeling, environmental recommendations, and multi-disciplinary consultations.	Strategies implemented via QFT adjustments, visual schedules, and LSA support.

Waterside SEMH Primary Service	Specialist observations, behavioral advice, and outreach support for children with emotional and behavioural needs.	Implementation of targeted behavioral strategies and classroom routine adaptations.
Occupational Therapy (OT) / Sensory Service	Physical, fine motor, and sensory assessments; equipment recommendations.	Provision of adapted resources (sloping desks, pencil grips) and sensory circuit plans.
CENMAC	The Royal Borough of Greenwich contracts CENMAC to provide continuous support, assessments, and loans of Assistive Technology (AT) and Augmentative and Alternative Communication (AAC) devices for eligible pupils in the borough.	**Allocated Advisory Team:** Once referred, an Advisory Teacher or specialist therapist (SaLT/OT) visits the Greenwich school setting to conduct dynamic, on-site assessments. **Equipment Loans:** Equipment is loaned directly to the school/pupil (e.g., eye-gaze technology, specialised tablets, switches, screen readers, adaptive keyboards) and updated as the student grows. **Staff & Parent Training:** CENMAC provides 1-to-1 or group training for class teachers, TAs, and parents to ensure the technology is integrated smoothly across the curriculum. **Annual Reviews:** Outreach staff attend or feed into the annual review process to ensure the equipment

		continues to meet the pupil's EHCP outcome

10. Designated Special Provision (LARP) – England Class

Millennium Primary Academy hosts a Local Authority Resourced Provision **(LARP)** for up to 6 children with a primary diagnosis of Autism Spectrum Condition (ASC).

Ethos & Inclusion: The LARP is fully integrated into the school and does not run as a separate unit; all LARP pupils remain on the mainstream school roll. Children spend designated time within the specialist provision (England Class) receiving targeted intervention, while accessing their mainstream classrooms for daily learning and social integration as appropriate to their individual needs.

- **Admissions & Criteria:** Admissions are determined by the Local Authority (Royal Borough of Greenwich) designated special provision Panel. To qualify for a place, pupils must have an Education, Health and Care Plan (EHCP), a primary medical diagnosis of Autism, working-level abilities to access the National Curriculum at an adapted level, and the potential to integrate into mainstream environments.

Curriculum & Approach: The LARP provides a tailored curriculum focused on:

  - **Core Academics:** Differentiated English and Maths sessions covering National Curriculum coverage, place value, computation, oracy, sentence structure, and phonics.
  - **Functional & Life Skills:** Practical applications of money/budgeting, sensory processing, communication, orientation, physical development, and daily living skills.

Skills for Learning & Metacognition: Independent inquiry, team building, reflection, and problem-solving.

- **Staffing:** Led by dedicated LARP staff, including **Chantel Fekarurhobo** (DSP Lead) and specialist support assistants who facilitate sensory circuits, speech and language programmes, and transition into mainstream lessons.

11. Adaptations to the Curriculum and Learning Environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, some 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Workstations with visual now and next boards, sand timers and motivators.

We expect all teachers to be inclusive of all of our pupils. To do this they plan, deliver and assess effectively as ALL children are expected to make progress regardless of their need.

To support all children they:

- Identify and pursue training opportunities to enhance their practice for children with SEND.
- Reduce barriers to learning through high quality inclusive teaching practices.
- Ensure that the learning environment reflects the needs of their pupils.
- Are proactive in seeking advice or sharing concerns with the SENCO in a timely fashion for children with identified or unidentified needs.
- Plan appropriate work / activities for their pupils ensuring their targets are reflected within classroom learning.
- Celebrate achievement and have high aspirations and expectations for all.
- Ensure that supports are available for all children and encourage metacognition for all children to be able to independently select supports which help support their learning.
- Encourage and promote independence and learning for life through promoting and supporting the development of functional, life and metacognitive skills.
- Differentiate the curriculum to take account of different learning styles, interests, abilities and accessibility.
- Ensure that all children can be included in tasks / activities.
- Monitor individual progress.
- Identify those children who require additional or different support in order to make progress.

All teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age.

Support Staff

- Through high quality teaching, support the teachers in enabling all children to have access to the teacher.
- Be proactive in seeking support and advice.
- Support the teachers in enabling children with SEND to have access to an appropriate curriculum and resources.
- Encourage and promote independence through promoting and supporting the development of functional, life and metacognitive skills.
- Liaise with the class teacher.
- Help to prepare resources and adapt materials.
- Lead interventions to close the gap for children experiencing difficulty.
- Identify and pursue training opportunities to enhance their practice for children with SEND.
- Promote the inclusion of all children in all aspects of life at school.

12. Key Roles and Responsibilities

- **SENDCo (Reine Geldenhuys):** Coordinates SEND provision across the school, maintains the SEND register, liaises with external agencies and parents, monitors intervention impact, and provides strategic direction. *Contact email address: r.geldenhyus@mpsmat.org*
- **Head of School (Anna Bellou):** Holds overall responsibility for the day-to-day management of the school, including SEND provision and budget allocation, ensuring the Governing Body is kept updated.
- **Class Teachers:** Accountable for the progress and development of every pupil in their class through high-quality differentiated teaching and effective deployment of LSAs.
- **Learning Support Assistants (LSAs):** Deliver targeted interventions, implement individual learning plans, adapt resources, and support pupils' academic and emotional independence.
- **SEND Governor (Claire Glia):** Monitors SEND provision, visits the school, and ensures statutory duties and policies are fulfilled.

13. Transitions and Preparing for Adulthood

- **Entry to School / Early Years:** Transition visits, home visits for Nursery/Reception pupils, and Team Around the Child (TAC) meetings prior to entry for pupils with complex needs.
- **Class-to-Class Transitions:** Handover meetings between teachers and LSAs, sharing of PLPs, and transition books/extra visits for pupils requiring familiarisation. Class teachers home visits at the start of the academic year.

- **Year 6 to Secondary Transition:** The SENDCo attends Primary Transition Days and specialist ASD transition sessions. Pupils complete transition groups (creating 'Personal Passports') and participate in additional secondary school visits where appropriate.
- **Whole school home visits:** All teachers do home visits to all pupils in their new class.

14. Evaluating the Effectiveness of SEND Provision

Provision effectiveness is evaluated through:

- Termly review of PLP outcomes and intervention impact data.
- Regular pupil progress meetings, lesson observations, and learning walks.
- Annual EHCP reviews and Trust-level SEND audits.
- Feedback from pupil and parent questionnaires.