**SEND OFFER: Millennium Primary School**

| Type of school | Mainstream |
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| Mainstream | Admissions made via the Local Authority admissions panel |

**All Maritime schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.**

A. **PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:**

| School based information | People | Summary of responsibilities |
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| Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? And how can I talk to them about my child if I need to? | Class/subject teacher | **She is responsible for:**<br>● Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). ● Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the Inclusion Manager as necessary. |

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| | Special Education Needs and Disabilities Coordinator – Ariadne Blyth | • Writing Assess Plan Do Review cycles (or PLPs) and sharing and reviewing these regularly with parents at least once each term and planning for the next term.<br>• Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.<br>• Ensuring that all staff, working with your child in school, are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.<br>• Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.<br><br>Contacted by appointment through the school office or by direct daily contact.<br><br>**She is responsible for:**<br>• Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.<br>• Ensuring that you are:<br>• involved in supporting your child's learning<br>• kept informed about the support your child is getting<br>• involved in reviewing how they are doing<br>• part of planning ahead for them. |

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| | | • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc. • Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs. |

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| | Learning Support Assistant (LSA) may be allocated to some pupils with SEN and or disabilities)<br><br>Head of School – Cara Took | • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.<br>• Supporting your child's class teacher to write Personalised Learning Plans (Assess, Plan, Do, Review APDR form) that specifies the targets set for your child to achieve.<br>• Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.<br><br>Contacted by appointment through the school office or by direct daily contact.<br><br>A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. Of course, as a school we welcome daily dialogue between parents and LSAs on how a child's day has been and we do actively encourage this continued feedback.<br><br>**She is responsible for:**<br>• The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. She will give responsibility to the SENDCo and class/subject teachers but is still responsible for ensuring that your child's needs are met. • She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.<br><br>Contacted by appointment through the school office or by direct daily contact. |

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| | | **She is responsible for:**<br>• Making sure that the school has an up to date SEND Policy<br>• Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school |

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| | • SEND Governor: Ms Claire Glia | • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.<br>• Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.<br><br>Contacted by appointment through the school office or by direct daily contact. |

B. **HOW COULD MY CHILD GET HELP IN SCHOOL? :**

**Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:**

- **Other staff in the school**
- **Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service ( for students with a hearing or visual need)**
- **Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.**

| | **Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN and/or disabilities input) children will be at when receiving this input.** | **What would this mean for your child?** | **Who can get this kind of support?** |
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| What are the different types of support available for children | **Class teacher input via good/outstanding classroom teaching.** | • The teacher will have the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. | All children in school receive this. |

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| with SEN and /or disabilities in this school? | | • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.<br>• Putting in place specific strategies (which may be suggested by the SENDCo or staff from outside agencies) to enable your child to access the learning task. | |

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| | **Specific small group work. This group may be**<br>• **Run in the classroom or outside.**<br>• **Run by a teacher or (most often) a Learning Support Assistant who has had training to run these groups.**<br><br>These are often called Intervention groups by schools.<br><br>(Stage of SEND Code of Practice: **SEN Support,** which means they have been identified by the class teacher as needing some extra support in school, after putting strategies in place at class level.) | • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers.<br>• He/ She will plan group sessions for your child with targets to help your child to make more progress.<br>• A Learning Support Assistant/teacher (or outside professional (like a Speech and Language Therapist)) will run these small group sessions using the teacher's plans, or a recommended programme. | Any child who has specific gaps in their understanding of a subject/area of learning.<br><br>Some of the children accessing intervention groups may be at the stage of the SEND Code of Practice called **SEN Support**, which means they have been identified by the class teacher as needing some extra support in school, after putting strategies in place at class level. |

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| | **Specialist groups run by outside agencies e.g Speech and Language therapy OR Occupational therapy groups**<br><br>**AND/OR Individual support** for your child, as a guide of around 20 hours/band 1 and below in school<br><br>Stage of SEN Code of Practice: **SEN Support,** which means they have been identified by the class teacher/SENDCo as needing some extra specialist support in school from a professional outside the school. This may be from:<br>• Local Authority central services such as the ASD Outreach Team or Sensory Service ( for students with a hearing or visual need)<br>• Outside agencies such as the Speech and Language therapy (SALT) Service. | • If your child has been identified as needing more specialist input instead of or in addition to good and outstanding classroom teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.<br>• Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.<br>• If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.<br>• The specialist professional will work with your child to understand their needs and make recommendations, which may include:<br>○ Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better<br>○ Support to set targets which will include their specific professional expertise<br>○ Your child's involvement in a group run by | Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups. |

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| | | school staff under the guidance of the outside professional e.g a social skills group or sensory circuit<br>○ A group or individual work with outside professional | |

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| | | • The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place. | |

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| | **Specified Individual support** for your child of, as a guide, 21 hours or more, in school.<br><br>**This is provided via an Education, Health and Care Plan (EHCP)** This means your child will have been identified by the class teacher/SENDCo as needing a **particularly high level of individual and small group teaching (as a guide, 21 hours or more, in school)**, which cannot be provided from the resources already delegated to the school.<br><br>Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:<br>• Local Authority central services such as the ASD Outreach Team or Sensory Service ( for | • The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Royal Greenwich web site: www.royalgreenwich.gov.uk<br>• The school will have been putting together a profile of your child's aspirations and needs over time, and you will have been involved in Team around the Child (TAC) meetings as part of this process. The school will then meet with you and other professionals involved, and decide if it would be helpful to apply for a statutory assessment, and agree any additional information and evidence that should be included from you, other involved professionals and them.<br>• After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will look at the advice submitted and ask you and any other professionals involved with your child to write a report outlining your child's needs, if this is not already included, or information is missing. If | Children whose learning needs are: • Severe, complex and lifelong • Need more than 20 hours/band 1 of support in school |

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| | students with a hearing or visual need)<br>• Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS | your child needs this, they will ask the school to continue with the support at SEN support.<br>• After the reports sent in to the Local Authority will decide if your child's needs are severe, complex and lifelong as a guide, they need 21 hours of support, or more, in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at SEN support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.<br>• The EHC plan or statement (if your child still has one) will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.<br>• The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. | |

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| How will we support your child with identified special needs starting at school? | • We will first invite you to visit the school with your child to have a look around and speak to the Head of School and SENDCo.<br>• If other professionals are involved, a team around the Child (TAC) meeting will be held to discuss your child's needs; share strategies used, and ensure provision is put in place before your child starts at school.<br>• Those children starting in our Nursery and Reception classes will be visited at home by the class teacher and nursery nurse, to discuss successful strategies used at home and to gain an understanding of your child's strengths and interests.<br>• We may suggest adaptations to the settling in period to help your child to settle more easily |
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| How can I let the school know I am concerned about my child's progress in school? | • If you have concerns about your child's progress you should speak to your child's class teacher initially.<br>• If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo or Head of School.<br>• If you are still not happy you can speak to the school SEN Governor. |
| How will the school let me know if they have any concerns about my child's learning in school? | • When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENDCo.<br>• Schools also have meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.<br>• If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group.<br>• If your child is still not making expected progress the school will discuss with you |

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| | ○ Any concerns you may have<br>○ Discuss with you any further interventions or referrals to outside professionals to support your child's learning<br>○ To discuss how we could work together, to support your child at home/school. |
| How do we ensure that the views of your child (and other children with SEND in school) are used to plan for them and for SEND within our school? | ● Children are part of target setting meetings 3 times a year. They can discuss what they feel they need to work on and also what support they will require.<br>● There are regular meetings with LSAs who feedback children's responses to the interventions and class work. This is then responded to via teacher's planning.<br>● Each class has 2 school council representatives. In each class there is a space for children to write their views and for those to be shared at the next school council meeting by the representatives. |
| How is extra support allocated to children and how do they move between the different levels? | ● The school budget includes money for supporting children with SEN.<br>● The Head of School decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.<br>● The Head of School/SENDCo discuss all the information they have about SEN in the school, including<br>○ the children getting extra support already<br>○ the children needing extra support<br>○ the children who have been identified as not making as much progress as would be expected. And decide what resources/training and support is needed. |

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| | ● All resources/training and support are reviewed regularly and changes made as needed. |

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| Who are the other people providing services to children with SEN in this school? | A. Directly funded by the school | • Counselling/therapeutic input such as ELSA<br>• Additional Speech and Language Therapy input to provide a higher level of service to the school<br>• Specialist LSA support for children with Down Syndrome, Dyslexia, ASD, ADHD and those children using Makaton. |
| | B. Paid for centrally by the Local Authority but delivered in school | • Autism Outreach Service<br>• Educational Psychology Service<br>• Sensory Service for children with visual or hearing needs • STEPS (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia)<br>• Speech and Language Therapy (provided by Health but paid for by the Local Authority).<br>• Occupational Therapy<br>• Physiotherapy<br>• Professional training for school staff to deliver medical interventions<br>• Waterside Behaviour advice service<br>• Parent Partnership Service (to support families through the SEN processes and procedures). |
| | C. Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school | • School Nurse<br>• Occupational Therapy (some Special schools only)<br>• Physiotherapy (some Special schools only)<br>• CAMHs |

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| | | • Music Therapy |
| | D. Voluntary agencies | • National Autistic Society<br>• MENCAP<br>• Greenwich Parent Voice |
| How are the adults in school helped to work with children with an SEND and what training do they have? | • The SENDCo's job is to support the class teacher in planning for children with SEND.<br>• The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc..<br>• Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.<br>• Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service, STEPS and Sensory service or medical /health training to support staff in implementing care plans.<br>• Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Head of School/SENDCo. | |

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| How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities) | • Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.<br>• Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.<br>• Specific resources and strategies will be used to support your child individually and in groups.<br>• Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer. |
| | • Your child's progress is continually monitored by his/her class teacher. |

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| How will we measure the progress of your child in school? And how will I know about this? | • His/her progress is reviewed formally every term and a level given in reading, writing, numeracy and science as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour.<br>• If your child is in the Summer term of Year 1 or above, but is not yet working within the learning ladder assessment, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'Pre-key stage levels'. Some children may be assessed against 'The Engagement Model'.<br>• At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally.<br>• Children at SEN support may have a personalised learning plan which will be reviewed with your involvement, regularly and the plan for new targets moving forward.<br>• The progress of children with an EHC plan/ Statement of SEN is formally reviewed at an Annual Review with all adults involved with the child's education.<br>• The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in. |

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| | • Children's levels will be reported in Parent/Teacher conferences and in the End of Year reports.<br>• Additional progress meetings can be arranged where necessary with the class teacher and SENDCo. |
| How will we make arrangements to ensure that the social emotional needs of your child are met in school? | • Our ELSA programme is run by a qualified member of staff.<br>• There are assemblies every day that cover the SMSC and British Values on a whole school level.<br>• Social Skills groups are run by our Learning Support Assistants.<br>• PSHE is timetabled weekly into each class and a theme of the term is identified.<br>• Please also refer to the PSHE policy and SRE Policy |
| How is our school made accessible for students with SEND? | • Please see our accessibility plan- available on school website or from the school office. |
| How does our school make special arrangements for Looked after Children (LAC) and Previously LAC with SEND? | • We consult with the virtual school – Head of School and SENDCo as appropriate for personalised support as required. We also liaise with the allocated social worker, to ensure all agencies are working collaboratively to develop an appropriate support package (PEP/EHCP/Statement) for each child.<br>• We review the child's needs and progress regularly, for example before entering the school to ensure a smooth transition from their previous setting and then at regular intervals.<br>• We ensure Pupil Premium Plus is being used to effectively enable the child to meet their outcomes |

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| | • The Head of School ensures that training and policies are supportive of looked after children with SEND |

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| What support do we have for you as a parent of child with an SEN/and or disabilities? | • We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.<br><br>• The SENDCo/ Head of School is available to meet with you to discuss your child's progress or any concerns/worries you may have.<br><br>• All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENDCo can also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.<br><br>• If your child has a personalised learning plan it will be reviewed with your involvement<br><br>regularly.<br><br>• Home learning will be adjusted as needed to your child's individual needs<br><br>• A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.<br><br>• Positive parenting classes are also available to parents.<br><br>**In addition:**<br><br>If your child is undergoing statutory assessment you will also be supported by the Children's Services |

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| | SEN Team. They will ensure that you fully understand the process. |
| How have we made this school physically accessible to children with SEND? | ● The school is accessible to children with physical disability via ramps, handrails and lift.<br>● We ensure that equipment used is accessible to all children regardless of their needs. |

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| | ● The school ensures that children with poor fine motor control have access to specific pencil grips, scissors and sloping desks as directed by the OT. |

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| How will we support your child when they are leaving this school? OR moving on to another class? | We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.<br><br>● If your child is moving to another school:<br>○ We will contact the new school's SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.<br>○ We will make sure that all records about your child are passed on as soon as possible.<br>○ Staff from the new school will be invited to the final review of your child's statement.<br>● When moving classes in school:<br>○ Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. There is a handover day for class teachers and LSAs to pass information about the children onto their next teacher. All PLP's(Assess, Plan, Do, Review) will be shared with the new teacher.<br>○ If your child would be helped by a book to support them understand moving on then it will be made for them. The children will visit their new classes and be introduced to their new environment.<br><br>● In Year 6<br>○ The SENDCo will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate.<br>○ Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.<br>○ Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school. |

| GLOSSARY OF TERMS | |
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| PLP / APDR | Personal Learning Plan |
| S | Statement stage of the SEN Code of Practice |
| SEN S | SEN support |
| SEN | Special Educational Needs |
| SEN Code of Practice | The legal document that sets out the requirements for SEN |
| EHC plan | Education, Health, Care Plan |
| SEN | Special Educational Needs |
| SEND | Special Educational Needs and or disabilities |
| SALT | Speech and Language Therapist |
| CAMHS | Child & Adolescent Mental Health Service |
| EP | Educational Psychologist |
| SENDCO | Special Educational Needs & Disabilities Coordinator |
| ASD | Autistic Spectrum Disorder |