



SEND Information Report 2021-22



At Two Mile Ash School, high standards of achievement, behaviour and respect for each other, underpin everything we do. Our teachers strive to create independent, articulate thinkers and learners who have the confidence to realise their ambitions. Our pupils are happy, highly engaged and thrive from a rich and vibrant curriculum. This drives us in our pursuit for achieving excellence every day.

At IFTL Trust Schools, we believe that all children can succeed and reach their full potential, in line with their individual needs and abilities. We value the importance of a nurturing environment where the children feel supported whilst also gaining independence on their developmental journey. At IFTL schools we look beyond the external presentation of behaviour to fully understand the specific needs of pupil and continually reflect on best practice and provision that would facilitate their progress.

At Two Mile Ash School, we believe there can never be another you. You are more than special ... you are unique.

What kinds of Special Educational Needs and Disabilities are provided for?

The Code of Practice (2014) explains that 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 him or her. This is due to a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same.

The four main broad areas of SEND are as detailed below:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and /or Physical Needs.

These areas of SEND offer an overview of the range of needs and in many cases, children do have needs that cover more than one of these areas. The purpose of identification within the broad areas is to help in the decision behind the support for the individual and ensure this takes into consideration the needs of the whole child as well as their Special Educational Needs. This allows for the most appropriate intervention to support the individual pupil and ensure their needs are fully catered for. We are a fully inclusive school and continuously strive to provide the best for all our children, including those with SEND.

How does our school identify children with Special Educational Needs and Disabilities? How does our school assess their needs?

At Two Mile Ash School children are identified as having SEND through a variety of different strategies and assessments including:

- Concerns are raised by parents/carers.
- Concerns are raised by teaching staff or previous school.
- Assessment and tracking data.
- There is a change in the child's behaviour or self-esteem which impacts on their learning.
- Liaison with external professional.

- A medical diagnosis.
- At TMA, we believe parents, carers and class teachers are central to the identification process.

The class teacher has overall responsibility for the planning and teaching of the curriculum for all children which is monitored by senior leaders throughout the school. If a child has a Special Educational Need, a SEND Pupil Support Plan will be produced in conjunction with the parent and pupil. It will highlight the long and short-term outcomes specific to the child's needs. Should a child require additional support in order to meet their short-term outcome, they may be included in targeted intervention as a group or individual, which will be conducted by a teacher or teaching assistant. Alternatively, they may need small adaptations to support them with the learning within the classroom. The provision that a child needs is recorded on their Provision Map. At Two Mile Ash School we pride ourselves on the quality of provision conducted by our Pupil Support Team and constantly review provision to ensure it has the desired impact.

How will you support and communicate with me to help my child?

Each term parents and pupils will be invited to a Pupil Review Meeting to review the provision that has taken place that term and assess if the children have achieved the short-term outcomes on their SEND Pupil Support Plan. This will be conducted by the class teacher.

If the child has an Education, Health Care Plan, then parents are invited to planning, review and transition meetings as required as well as the termly Review Meeting. The school's specialist teacher, who is the provision lead for all children with Educational Health Care Plans, will also be present, alongside the class teacher and parents within this meeting. Parents and the school team around the child will also be invited to a Person-Centred Annual Review. If appropriate, and through liaison with parents, a decision about child participation in the meeting will also take place. If a child is not able to be involved in the process, for whatever reason, their views will be collected and shared during the meeting.

In addition, we always adopt an open-door policy and actively encourage any parent/carer to share any concerns, however small.

What will the review process look like?

All interventions are planned in consultation with the Head of Pupil Support, SENCO and Head of Year. All interventions for a child are recorded on the child's provision map. The impact of interventions is measured and discussed at termly Pupil Progress Meetings and shared with pupils and parents through the internal Pupil Support Profiles. The SENCO and Head of Pupil Support also analyse Provision Management which evaluates the effectiveness of the intervention against the aims and base line assessment. This evaluation and review then contributes to the discussion regarding new interventions. The Head of Pupil Support or link SLT member regularly presents to Governors to ensure a high level of challenge regarding intervention effectiveness.

How will my child be prepared and supported during transition?

When children with SEND transition to Two Mile Ash School, all information from the previous school will be requested and shared with the new teaching team in order to ensure timely intervention and awareness of needs. If required, an observation may also take place at the previous school to gain a full understanding of successful strategies and the provision in place. Additional visits to our school may also be organised as part of the transition process in order to make children more familiar with the routines and layout of the school. These opportunities are all tailored to the individual needs in order to support smooth transition to the school. During the last academic year, the very close relationship Two Mile Ash school has with both feeder and receiving schools was maintained and improved.

If a child is transitioning from Two Mile Ash School, all SEND information is passed on to the receiving school and a transition meeting may be set up with the SENCo of the receiving school, the parents and the pupil (if appropriate). Two Mile Ash School will also support any additional transition visits to the receiving school or for members of staff to come into our school in order to build the relationship with the pupil. Invitations are also extended to the receiving school for Annual Review Meetings.

How will my child be taught within the school?

All children are entitled to universal high-quality teaching, adapted to children's individual needs to enable them to access the curriculum. Lessons will be differentiated to support children in accessing the lesson at a level appropriate to their learning and developmental stage. Lessons will use a range of visual, aural and kinaesthetic elements to interest and engage children. The lessons take into account children's needs and they are planned in order to remove any barriers to the curriculum. As a school, we believe in 'mastery at every level' to ensure children can deepen their understanding and thinking across the core and non-core curriculum.

How will the curriculum and school environment be matched to my child's needs?

Some children may require the curriculum to be adapted in order to remove any barriers that would prevent them from assessing lessons. We therefore find ways in which all pupils can take part in lessons and out-of-school activities. As a school we regularly review the way in which resources are matched to the needs of all the children. Adjustments may be in the form of using word processors or oral recording devices instead of recording information in a traditional format. It may also be in the form of specialist equipment, such as coloured overlay, pencil grip or fiddle bands. The environment and seating plan within the classroom may also be tailored to support individual children, dependent upon their needs. Advice from external agencies is sought and welcomed in order to further develop and train staff in adaptations to lessons.

Within some year groups, the number of children within each group for English and Maths may also be smaller to allow for more focused teaching of children with higher level needs. As a school, we adopt dyslexia and autistic friendly strategies shared with us by the Pupil Support Team within the learning environments across the school.

At TMA, we feel access to all areas of school life is important and have a policy and accessibility plan detailing how we ensure this happens.

What training has been provided for staff at our school?

The pupil Support Team at Two Mile Ash School consists of the Head of Pupil Support (Qualified SENCO), a Specialist Provision Teacher, Speech and Language Therapist and a Children's Wellbeing Specialist. The school also employs Learning Support Assistants who work with children within the different year groups.

Within the year groups, there are also interventions carried out by experienced teachers. All staff within the school receive access to regular training related to special educational needs and disabilities. Two Mile Ash School also has access to local authority training as appropriate. We provide our staff with specific training as the needs of the children arise. During the last academic year both support staff, or class teachers have been involved in training for specialist areas such as ELKLAN Speech and Language, Zones of Regulation and the use of the Bells Foundation for the accurate assessment and supporting of EAL students.

How can specialist expertise be accessed?

The Pupil Support Team at Two Mile Ash School consists of the Head of Pupil Support (Qualified SENCO), a Specialist Provision Teacher, Speech and Language Therapist and a Children's Wellbeing Specialist. The school also employs Learning Support Assistants who work with children within the different year groups. Within the year groups, there are also interventions carried out by experienced teachers. All staff within the school receive access to regular training related to special educational needs and disabilities. Two Mile Ash School also has access to local authority training as appropriate. We provide our staff with specific training as the needs of the children arise. During the last academic year both support staff, or class teachers have been involved in training for specialist areas such as ELKLAN Speech and Language qualifications, TalkBoost and specific Autistic Spectrum Disorder strategies, Zone of Regulation, Attachment and Trauma, Emotional First.

Occasionally a child or family may need more specialist support from an outside agency – this may be from within the IFTL Trust, or from the Local Authority. Joint strategy meetings with the IFTL trust take place termly to offer support and challenge to the school regarding SEND provision and strategy. If the advice of a Specialist is required, parents' consent will be required which will then trigger the involvement of the relevant external specialist. For other external agencies such as Educational Psychologists and Speech and Language Therapists, parents' consent will be initially required, and a consultation appointment will be arranged.

How do we evaluate our practices within our school?

INVOLVEMENT OF PARENTS

We strongly believe parents/carers are central to all we do at Two Mile Ash School. We therefore operate an open-door policy and actively welcome the involvement from parents. Class teachers are available at the end of the school day if you want to have an informal chat. If parents required a more detailed conversation, an appointment can be made with the class teacher and/or Head of Pupil Support (SENCO). All parents are also kept informed of their child's progress through parental consultations and the child's annual school report.

When children have a SEND Pupil Support Plan and a provision map, parents and pupils will be invited to termly Pupil Progress Review Meetings. This is where outcomes and interventions will be agreed upon in collaboration and previous ones reviewed. If a child has an EHC Plan, parents will be invited to an annual review in order to discuss progress towards set outcomes and provisions in place.

INVOLVEMENT OF PUPILS

At Two Mile Ash we believe that the child's opinions are fundamental in ensuring they are happy and achieve within school. Pupils are therefore involved in all meetings with regards to their provision. SEND Pupil Support Plans and provision maps are written in conjunction with the pupil and their parent.

The format of the Annual Review process for children with statements or EHC Plans also is focused on a more child centred approach where the pupil will be invited to participate in the meeting or part of the meeting to present their views if appropriate.

INVOLVEMENT OF GOVERNORS

Our governing body is very active and fully supportive in all areas of school life, including SEND. We have a Pupil Support Governor, who meets with appropriate school staff and information is regularly fed back and shared at the governor's meetings. The Head of Pupil Support, or link SLT Member presents termly to Governors in order to discuss interventions in place. This regular level of challenge allows the school to strive towards the highest level of standards. Any complaints would follow our complaints procedures and would include the Governors as appropriate.

How does the school ensure an inclusive environment for all?

At Two Mile Ash School we work extremely hard to make sure children are fully included with their peers within learning experiences both inside and outside the classroom. Risk assessments are carried out and procedures put in place to enable all children to participate, wherever possible, in consultation with parents/carers. If a health and safety risk assessment suggest that an intensive level of 1-1 support is required or that an activity may not be suitable for a child, then this will be discussed with the parents prior to the trip or activity. Every measure is taken to fully include every child as long as it is safe to do so.

At Two Mile Ash School we strive to increase the range of equipment used within school for children with SEND as well as the facilities we offer. Equipment within school can range from specialist equipment to support children in accessing their lessons such as coloured overlays, pencil grips and different methods of recording. It may also include equipment that supports children with their attention within lessons such as chewellery, tangles or visual support cards. Specialist equipment for subjects such as PE is used within school to support children with their gross motor skill development and adapt the curriculum for children with disabilities.

At Two Mile Ash we also have facilities such as a medical room with a full time Matron in order to support children with medical needs or disabilities in school through liaison with physiotherapists or school nursing teams. Our Head of PE also works closely with children during individual time tabled slots in order to support regular SEND Physical Education and gross motor skill work. Our school also has a disabled toilet within the lower school building. A small specialist provision room is also within school where a teacher conducts small group work for children with a focus on their specific needs. In addition to this, we also have three Pupil Support Bases (**The Hideaway, The Nook and The Snug**) where children work with the specialists including our Specialist SEND Teacher, Speech and Language Therapist and Children's Wellbeing Coach.

How does the school support my child's wellbeing?

At Two Mile Ash School we pride ourselves on outstanding pastoral support and acknowledge that at some time within their school life all children may need extra support from their class teacher, or another professional within the school community.

If, however, children need further opportunities this may include:

- Opportunities to talk through concerns with members of staff.
- Time with the Children's Wellbeing Specialist or SENCO to further explore feelings, anxieties and behaviour.
- Access to small group work to promote confidence, self-esteem, emotional awareness, anger management or social interaction with our Children's Wellbeing Specialist, within the 'Sanctuary' environment.
- Play time support such as a play buddy, Learning Support Assistants or positive play worker to promote games, activities and social interactions.
- A personalised approach directed by our Pupil Support Team within **The Nook** and **The Hideaway** environment.

What additional support is available for a child who is looked after by the Local Authority and Special Educational Needs and Disabilities?

Other professionals involved can be:

- A social care team – who support the family and engage with the school
- The virtual school – who provide schools with information, tools to raise attainment and training Additional financial support
- Pupil Premium Plus - additional funds to help school meet the needs of a child
- The Inclusion and Intervention Team – who provide schools with advice, strategies and programmes to help support children in school who may have difficulties accessing their learning.

Who do I contact if I need further support or information about the provision for my child?

At Two Mile Ash we endeavour to get it right as we unashamedly put the needs of the pupils first. Our staff have also earned a reputation for being very approachable and good listeners. TMA parents are positively encouraged to come into school to talk about any aspect of their child's education. Initial contact is usually made through the child's class teacher, and in the vast majority of cases, concerns or anxieties are usually resolved at this stage. If not, then the Head of Year, Head of Pupil Support, SENCo, Senior Leadership Team and ultimately the Head Teacher will always strive to resolve any concerns.

However, in the very unlikely event this fails, and a parent wishes to make a formal complaint, the governing body has published guidelines for parents detailing the necessary stages in the formal complaints procedure.

Meetings can also be arranged with the Head of Pupil Support (SENCo) or the Head of Year.

Head of Year 3: Ms Heather Cormack

Head of Year 4: Mr Adam Shirley

Head of Year 5: Miss Charlotte Baldwin

Head of Year 6: Mr Tom Ruffett

Head of Pupil Support and SENCo: Mrs Chloe Glackin

External Agencies:

Milton Keynes Council - 01908 253414

Parent Partnership - 01908 254518

Educational Psychology Service – 01908 367333

Children’s and Families Practices – 01908253169

Speech and Language Therapy Team – 01908 209305

Children and Adolescent Mental Health Services – 01908 607501

Further contact information for external agencies is available in the Local Authority’s Local Offer (see below).

Local Authority Local Offer

Milton Keynes local authority has also devised a local offer. This has been written in order to show the availability of provision within the local area and to support parents/carers with more information with SEND procedures.

This can be found on the following link: <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

Version:

V1 – Monday 12th July 2021

Approval:

This policy was ratified by Two Mile Ash Governing Body.

Next Review on or before:

September 2022

This policy will be reviewed annually by the Two Mile Ash Strategic Leadership Team and approved by the Governing Body at least on an annual basis (although amendments prior to this may occur to reflect the key changes and proposals within curriculum currently occurring)