



SEND Information Report 2022-23



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, we believe parents, carers and class teachers are central to the identification process. If the class teacher or a support member of staff notices that a child may be struggling with a specific learning area, they will try different approaches to address their needs and monitor progress. This is part of Quality First Teaching. Class teachers can also complete a Panel Referral Form outlining specific areas of need and what is already in place for that child. This is then shared during a panel meeting with the Head of Inclusion (named SENCo), a deputy SENCo, Speech and Language Therapist, Children's Wellbeing Specialist and Head of year, for further discussion, exploration and recommendations.

Monitoring is an important part in assessing whether a child is underachieving or has SEND. If a child has a persistent difficulty raised by the class teacher, the SENCo (Sally Scriven) and Deputy SENCo (Ailsa Sims) will complete observations of them in class and the class teacher, supported by the SENCo will complete a range of assessments to assess specific areas of difficulty. The class teacher will then use these assessments to target areas the child has difficulty with. If after these strategies and interventions are implemented, and the child continues to not make sufficient progress the class teacher (with support from the SENCo) may decide that further intervention is required. This may involve seeking support and advice from external agencies. This may include Inclusion and Intervention workers (Specialist Teaching Team), Educational Psychologists or the Speech and Language Team.

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.

A range of assessments are used to establish an individual pupils' needs. The academic progress of SEND pupils in Two Mile Ash is monitored in the same way as all pupils across the school, using our school assessment system 'O track'. The 'Engagement Model' is also used to support pupils who are working below National curriculum expectations. All children from Cornerstone Assessments in Maths, Reading and Spelling, Punctuation and Grammar (SPAG) termly. These curriculum assessments show if a child is working towards, working at or working above age expectations.

At TMA, we promote children as unique individuals. This is evident with every child's learning style, and for some children we recognise this can be in smaller steps, therefore we believe that this should be celebrated for all learners. For this reason, as a school, we also use BSquared as an assessment tool.

In addition to this, teachers may also use more personalised assessments that support their individual area of need e.g FACT or Boxall Profile with the support of the pupil support team. This along with the background history, evidence of intervention and tracking of progress over time paints a picture of whether a child has SEND. If external agencies are involved, with parental consent they may also conduct assessments to examine an individual child's strengths and difficulties and set targets.

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

There are several ways that we will inform you throughout the school year regarding your child's progress and how you can support them outside of school. This opportunity is available for all pupils during parent's evenings in the Autumn and Spring terms. We also offer workshops, parent/carer drop ins which will provide you with information and support about your child's current stage of learning.

For all children that are on the SEND register a ‘Pupil Support Plan’ (PSP) is sent home at the end of cycle. This informs you of the current progress and provision that is in place for your child. This takes place 3 times a year (October, March and June). Parent and pupil voice is also considered within the PSP with both parents and pupils having the opportunity to share and input their thoughts about the terms learning and progress on the 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 SENCo and Deputy SENCO, 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?

Teachers set personalised targets appropriate to an individual pupils area of need at the start of each cycle on their ‘Pupil Support Plan’ (PSP). These are then reviewed at the end of the cycle using any available evidence e.g. observations, class work or intervention sessions. Teachers will then clearly specify on the PSP whether the child has achieved the set target or not. Wherever possible teachers will conduct a ‘Pupil contribution’ where pupils are asked for their view to their plans, reflecting on their learning for the term. These are then shared with parents and carers with an opportunity to review the terms provision.

If your child has an Education, Health Care Plan or SEND Support Plan this will be reviewed annually whereby parents/carers, the class teacher and SENCo/Deputy SENCo will meet and discuss the plan. The provision in place and targets are reviewed with both teachers and parents providing feedback on the child’s progress and current attainment. Where appropriate, the child will also attend the meeting to share their views about their learning.

All interventions are planned in consultation with the Head of Inclusion, Deputy SENCo, Head of Core subjects 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 Deputy SENCo and Head of Inclusion 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 Inclusion 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?

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching” (SEND Code of Practice, p99).

At Two Mile Ash 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 adaptive to support children in accessing the curriculum 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.

Using Quality First Teaching strategies from the beginning is the best way to support all learners and reduce the number of pupils who need extra support. All children who are on the SEND register as well as accessing Quality First Teaching will have additional targeted support and provision. This may consist of adult support, interventions, resources, environmental adaptations, additional assessments and the involvement of external professionals where needed.

Children who have an Education, Health Care Plan, SEND Support Plan or receive top up funding may receive a more personalised provision depending on the needs of the individual pupil. This does not mean 1:1 adult support across the curriculum. At Two Mile Ash we promote the independence of all our learners and adult support is used carefully when it is appropriate.

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?

At Two Mile Ash we draw on support and training as and when it is required in response to the needs of our pupils. Training is regularly reviewed by the Strategic Leadership Team. All staff within the school receive access to regular training related to Special Educational Needs and Disabilities. Two Mile Ash also has access to Local Authority training as appropriate.

All teachers, teaching assistants and communicators receive SEND training on an annual basis from the SENCo, Pupil Support Team or external professionals. This covers additional needs within the four areas of learning as well as appropriate provision, strategies, planning and assessment for SEND.

Recent SEND training covered:

- Whole school approach to inclusion and awareness of budgets
- Writing SMART targets SEND specific training
- Quality First Teaching a focus of AfL

All staff who run Phonics sessions have had appropriate Read Write Inc. training. The Deputy SENCo has had recent training in The Engagement Model, Precision Teaching, TEAM Teach, ASC for Girls, CATHS and Emotional Based School Avoidance Learning Support Assistants have also had training in the following areas depending on their specialism:

- CATHS
- Precision Teaching
- Intensive Interaction
- Attention Autism
- TEAM Teach
- Supporting ASC
- Emotional Based School Avoidance
- Positive Behaviour Support
- Emotional Regulation/Zones
- Sensory Activities

The SENCo, as required within the Special Educational Needs Code of Practice (2014), is currently undertaking The National Award for Special Educational Needs Co-ordination (NASENCo). The

SENCo and Deputy SENCo also regularly attend Pupil Support Network groups within the multi-academy trust and the Local Authority SEND locality meetings.

How can specialist expertise be accessed?

The Pupil Support Team at Two Mile Ash School consists of the Head of Inclusion (SENCo), a deputy SENCo, 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 Condition strategies, Zones 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?

At Two Mile Ash we continually review our practices within school. We use the 'Assess, Plan, Do, Review' cycle.

Assess: To assess the impact of provision across our setting. All pupils on the SEND register will have an individual 'Pupil Support Plan'. Teachers will observe and assess pupils to identify and analyse their needs.

Plan: A plan of support will then be put in place to meet individual needs with clear targets and provision specified.

Do: This support will then be implemented over a set time. At the end of the set period the effectiveness of the support and provision will be reviewed. Next steps will be planned carefully involving parents and the child themselves (where possible). The cycle will then begin again.

There are key times throughout the year where our practices are reviewed with other stakeholders. These include:

- Reviews with external agencies on the progress of a child
- Assessment data and analysis by the Senior Leadership Team
- Annual meetings with the SEND Governor. Teachers complete regular assessments on all pupils and use this evidence to inform their teaching, Analysing pupils' gaps and misconceptions allows teachers to adapt their planning and provision accordingly.

In line with the new OFSTED Framework all subject leaders will be carrying out regular checks on their subject area by monitoring books, completing learning walks and meeting with teachers and pupils to monitor the practice within their area across the school. This includes the SENCo or Deputy

SENCo completing regular spotlight checks on the quality of individual Pupils Support Plans (PSP's) and SEND pupil's provision within the classroom.

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 Inclusion (SENCo) and Deputy 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, EHCP 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. Where possible, 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 EHC Plans 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. All children in our school have access to Quality First Teaching ensuring adaptive tasks for all individual needs.

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 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 Nest, The Nook and The Snug**) where children work with the specialists including our 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 Nest** environment.

We have also implemented the 'Zones of Regulation' as an approach across the whole school. This has allowed pupils to develop their understanding of different emotions and how these can make them feel. During values assemblies' pupils continue to explore different strategies to self-regulate when they are feeling different emotions. Classes complete daily check ins so pupils are given the opportunity to share how they are feeling with key adults.

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 Inclusion, 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.

Head of Year 3: Mrs Heather Cormack-Mattu

Head of Year 4: Mr Adam Shirley

Head of Year 5: Miss Charlotte Baldwin

Head of Year 6: Mr Tom Ruffett

Head of Inclusion and SENCo: Miss Sally Scriven

Deputy SENCo- Mrs Ailsa Sims

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

V2 – Thursday 21st July 2022

V3 – Wednesday 23rd 2022

V4 – Wednesday 25th 2021

Approval:	Next Review on or before:
This policy was ratified by Two Mile Ash Governing Body.	September 2023 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)