



This Information Report outlines Millbay Academy (primary phase)'s approach to Special Educational Needs and Disabilities (SEND), their identification, management, opportunities, provision and the overall programme.

Date: September 2024

Review date: September 2025

The Governors and staff of Millbay Academy have accepted the duties and responsibilities placed upon them by the 1996 Education Act the 2010 Equalities Act and have adopted the principles of the SEN Code of Practice (originally written in 2014 and updated in 2015) concerning children with SEND.

**Aims - Our Special Educational Needs and Disabilities (SEND) information report aim to:**

1. Set out how our school will support and make provision for pupils with special educational needs (SEND)
2. Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.



**At Millbay Academy (primary phase), we are committed to offering an inclusive curriculum to ensure the best possible progress for all our children whatever their needs or ability. We believe that:**

## Our School



1. All pupils are entitled to a broad, balanced, relevant and differentiated curriculum
2. All pupils are entitled to be valued by all staff for the individual contribution they make and therefore, are entitled to experience success and feel positive about themselves
3. The members of the Academy Trust together with the Senior Leadership Team and teachers will accept responsibility for pupils with SEND. All teachers are recognised as teachers of SEND.
4. More able pupils who also have SEND may require special provision or consideration, even though the needs of these children are not advertised by the SEN Code of Practice
5. Many pupils, other than those identified by the Academy may need temporary help and support during their school life as they face setbacks.

### **What does having a special educational need or disability mean?**

A child or young person has SEND (Special Educational Needs and Disabilities) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability that prevents or hinders them from using educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (SEND Code of Practice 2015)

### Supporting SEND Pupils & the 'four broad' areas of need are:



As a mainstream school, we must make reasonable and appropriate adjustments for pupils with additional needs across the four broad areas of the code of practice.

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Emotional, and Mental Health difficulties
- 4) Sensory and / or physical needs

### Special Educational Needs

This means that a child may need additional support in order to access learning, such as:

- specialised resources to help them with their learning differentiated,
- individualised activities
- targeted Interventions
- support to take part in all school activities
- access to outside agencies (if required)
- an Academy Pen Portrait which will state the preferred learning style and strengths of learning for all staff to access



### Frequently asked questions by parents (FAQ's)

#### What types of SEN does Millbay Academy (primary phase) support?

Millbay Academy (primary phase) has experience in supporting a wide range of Special Educational Needs, including:

- Cognition and Learning difficulties
- Speech, Language and Communication difficulties
- Autism Spectrum Disorder
- Social Communication Difficulties
- Specific learning difficulties such as Dyslexia, Dyspraxia, and Dysgraphia
- Physical difficulties and medical needs
- Sensory difficulties including Hearing Impairment and Visual Impairment
- Social, Emotional and Mental Health difficulties

### Who is responsible for children with SEND at Millbay Academy (primary phase)?

Class teachers and Lead Practitioners are responsible for the day-to-day teaching of children with SEND in their class.



## Meet our Inclusion Team



Mrs Charlotte Parry holds the National Qualification for SENCo and as SENCo, maintains overall responsibility for pupils with SEND at both the primary phase of Millbay Academy and High Street Primary Academy . If you have any concerns regarding your child's learning, she can be contacted directly via the Academy email address, [high.st.primary.school@plymouth.gov.uk](mailto:high.st.primary.school@plymouth.gov.uk) or an appointment can be made to see her through our admin team.

Mrs Steph Macdonald is the Headteacher of both the primary phase of Millbay Academy and High Street Primary Academy. If you have any concerns regarding your child's learning, she can be contacted directly via the Academy email address, [high.st.primary.school@plymouth.gov.uk](mailto:high.st.primary.school@plymouth.gov.uk) or an appointment can be made to see her through our admin team.



Steph Blake  
Headteacher

Mrs Steph Macdonald, Mrs Parry and Miss Leea Jolly (KS1 Leader) work closely together and with outside agencies if necessary, to guarantee the learning, care and safety of all children in our Academy.

### **What is the Academy's approach to teaching children with SEND?**

We passionately believe that all teachers are the teachers of children with SEND. High Quality Teaching is a non-negotiable for every child in our Academy. There is an expectation that teachers will be highly aware of the learning needs of all children and will ensure that the learning is coherently sequenced to SEND pupils needs, starting points and aspirations. All curriculum areas include retrieval practice and lessons are planned with cognitive overload in mind. Learning links build upon previous lessons and years and these links are made explicit to the children. Lessons are planned with scaffolds and we build in additional time for guided student practice. We have minimised the amount of interventions and when they happen. The best teaching takes place in class and we do not want children missing out on any part of the curriculum as this could be a barrier to them achieving an aspiration for the future. As an academy we are fully committed to carrying out the Graduated Approach when managing SEN across the nursery and academy.

The SENCo will liaise with external professionals where appropriate and will work with staff to ensure that every child is able to access the curriculum.

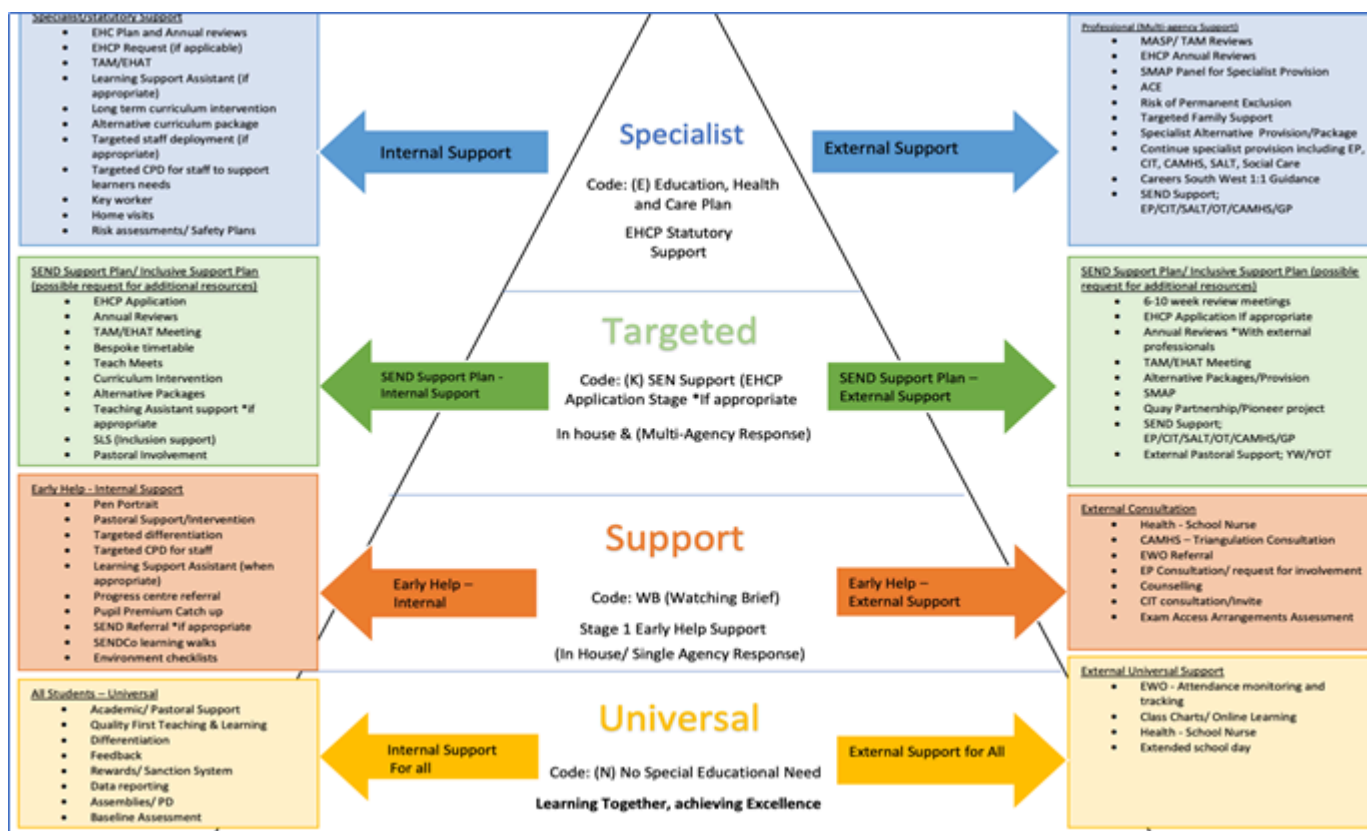
### **How will the Academy know if my child has special educational needs?**

We have highly trained teachers and teaching assistants who can identify and help support children who are experiencing any difficulties and the SENCO coordinates this work across the whole Academy. There are many ways that we may identify a SEND for example:

- Liaising with all Nursery providers and other primary schools to ensure that information on children transitioning into the Academy to ensure information is shared effectively.
- Teachers and Nursery Practitioners carry out regular assessments, so that they are able to quickly identify any child who is experiencing particular difficulties (including ongoing, at two years and at the end of Reception class) in line with the Early Years Foundation Stage Statutory Framework.
- Parents may raise concerns about their child.
- Other professionals working with a child outside of the Academy may raise concerns or highlight a specific need.

### **How does the Academy assess and review the progress of children with SEND?**

- As an Academy, we track and analyse children's progress in learning against age related expectations on a termly basis.
- The class teacher continually assesses children and notes areas where they are improving and where further support is needed.
- Pupil Progress meetings are held three times a year with the class teacher and a member of the Senior Leadership Team. In these meetings, children who are not making at least expected progress are highlighted and a plan is created. Where specific needs are apparent, the Academy has a range of assessments which can be used to explore a child's strengths and difficulties in more detail.
- Charlotte Parry reports regularly to the Governing Body. We have a Governor who is responsible for SEND, who attends meetings where possible, and who reports to the Governing Body.
- The Plymouth Graduated Approach to Inclusion framework is used as an electronic tool to support teachers and school leaders to identify, assess and record and review the needs of children and young people requiring additional or special educational provision. There are four broad stages of support, all which are implemented using an Assess, Plan, Do, Review cycle. The primary aim of this framework, is to ensure that levels of support at an early stage, which are part of a school's universal offer, are implemented before a pupil progresses through to targeted or specialist levels of support.



Graduated approach at Millbay Academy. Thank you to the working party of parents at Millbay Academy (primary phase) for contributing to the design of our GATI Triangle.

### How will the parents and children be consulted regarding the education and progress of children with SEND?

- The progress of all children is reported to parents verbally three times per year and in writing through Annual Reports at the end of every academic year.
- Children are helped to complete an 'All about Me' page which is made up of information collected in school and information collected from home. Personalised targets can be set, agreed and reviewed with children and parents.
- Children and parents of children who have Education and Health Care Plans (EHCPs) will be invited to meet the SENCo to review progress annually. The views of the child and the parents will form a key part of these discussions.

- Parents/Carers will be involved in all decisions to add or remove children from SEND support, in any changes to EHCPs, or if referral to outside agencies is being considered.
- Class teachers will be available at the beginning and end of each day if you wish to raise a concern. Arrangements can be made to speak in more detail to the class teacher or SENCo by appointment.
- Parents can access the services of Plymouth Information and Advice for SEND who provide impartial and confidential support relating to special educational needs. They can be reached by phone on 01752 258933 / 08009531131 or via email [pias@plymouth.gov.uk](mailto:pias@plymouth.gov.uk)

#### **How will the curriculum be matched to the needs of children with SEND?**

When a child has been identified with special educational needs, the class teacher will ensure that the child can access the curriculum appropriately and this will be discussed with the parents formally at Parents/Carers' meetings. Class Teachers Teaching Assistants (TAs) and/or Nursery Practitioners may work with the child in a 1-1 or small focus group to target more specific needs. The child's progress will be monitored by the SENCo/Assessment Leader. If appropriate, specialist equipment may be given to the child e.g. writing slopes, pen/pencils grips or wobble cushions.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons:

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND



**How will we evaluate the effectiveness of the provision made for children and young people with SEN?**

- Subject leaders and the SENCo measure the effectiveness of provisions made for pupils as part of their subject monitoring cycle. This will include learning walks, book looks and pupil conferencing.
- The effectiveness of interventions are measured on a Provision Map which shows the pre-assessment data, expected outcomes, post data and evaluations. Interventions will be monitored by the Classroom teacher and SENCo and where necessary, appropriate additional training will be provided to staff running interventions.

- If a child is supported through the ‘Team Around Me’ process or an ‘Early Help Assessment’, the multi-agency team working with the child will meet regularly with a school leader or child protection officer to review progress against outcomes.
- Pupils with an EHCP will have an annual review where the progress towards outcomes and the appropriateness of provisions in Section E and F of the EHCP will be reviewed.

### What specialist support can be accessed by the Academy to support children with SEND?

There may be times when children require additional support from outside agencies to receive more specialised expertise; the agencies used by the Academy are:



### Outside Agencies

- The Educational Psychology Service
- NHS Speech and Language Therapists (SaLT)
- The Communication and Interaction Team (CIT/CITEY)
- School Nursing Service
- Child Development Centre (CDC)
- Multi-Agency Support Team (MAST)
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Welfare Officer
- Social Care
- Plymouth Information Advise and Support Service (PIAS)
- Health Visitor
- Therapy Dog visits
- Specialist school outreach program

### How will children be supported when moving to a new class or when joining or leaving Millbay Academy (primary phase)?



### Transition Support

- Many effective strategies are in place to enable each child’s transition to be as smooth as possible. Charlotte Parry or the class teacher will liaise with the SENCo or class teacher from the previous setting/school to pass on information regarding children with SEND.
- Where a child may have more specialised needs, a separate ‘Enhanced Transition Meeting’ may be arranged with Charlotte Parry, Steph Macdonald, staff from the new school, any outside agencies involved, the parents/carers and where appropriate, the child.
- When children move between year groups, children spend time in their new classroom with their new teacher and if necessary a meeting between the current class teacher, the new class teacher and the parents.

### How are Academy staff trained and supported to work with children with SEND?

We have a culture of sharing good practice and expertise which enables us to ensure that staff have the skills needed to effectively support children with SEND. We work

closely within our federation, external agencies to support staff training and development of expertise. We aim to ensure we have a variety of skills among the staff. Charlotte Parry holds the National SENCo Qualification and two members of staff have previously worked at specialist provisions. All Academy staff receive training when required.

### **How accessible is the Academy environment to children with SEND?**

The pupils of Millbay Academy (primary phase) are taught at the High Street Primary Academy site. High Street Primary Academy are federated with Millbay Academy and as a result the children may use some of their facilities or be taught by teachers from High Street Primary Academy.

We are fully committed to ensuring that Millbay Academy (primary phase) is accessible to all children, and will always be happy to discuss individual requirements where necessary. The Academy has a number of ways in which it is accessible to all:

- Designated disabled parking space in the main car park on High Street site
- Accessible toilet facilities; on High Street Primary Academy site it is in the Nursery building



However please note, KS2 is based in a three storey building. At present there is not a lift available in the building. Nursery, Early Years, KS1 and the main school hall are all located on the ground floor and are accessible to all. The school field and playground are also accessible but please note there is a steep slope leading to our playground. Please see the High Street Primary Academy [Accessibility Policy](#) for further details.

### **How will children with SEND be included in activities outside the classroom including school trips?**



We have a range of extra-curricular activities and off-site visits that happen throughout the year. These are available to every student, including those with SEND. Risk assessments are carried out and procedures are put in place to enable all children to participate. When appropriate, extracurricular activities specifically tailored to SEND children are delivered by specialist teachers.

#### **Clubs and Trips**

### **How does the Academy support the emotional well-being of children with SEND?**

The Academy offers a variety of pastoral support for children who may be encountering emotional difficulties, starting with the support offered to children in class. This is achieved through a comprehensive curriculum for children's spiritual, moral, social and cultural development. The services of our nurture leader enhance the curriculum and the nurture space provides children with a place they can feel safe and is available to all children. Children identified with social and emotional issues may partake in group or one to one intervention programmes organised by the SENCo and led by the nurture leader. There is also a referral process which can lead to specialist services being provided to your child. These services may include: play therapist, drama therapist, counselling and time with our School Therapy Dog.

School SEN  
Information Report  
- Local offer

**Where can I find out more information regarding the services available for children with special educational needs or disabilities?**

The Plymouth Online Directory (POD) contains a directory of services available. The link below will take you to the POD and provides information on how the Local Authority expects schools to meet the needs of children with SEND and their families; this is called 'The Local Offer' and can be found by visiting this website: <https://www.plymouthonlinedirectory.com>

**Concerns**

If you have any concerns, please contact Charlotte Parry or Steph Macdonald on the details provided earlier in this Information Report. If you would like to make a complaint, then please follow the Academy's Complaints Policy, which can be found by visiting: [www.highstreetacademy.org](http://www.highstreetacademy.org)