



THE SEND AIMS OF Mill Hill Primary Academy

- An ambitious curriculum that is differentiated, challenging and appropriate to the individual's needs and ability.
- Identification of all pupils requiring SEND provision as early as possible in their school career.
- Pupils who are identified as having SEND will have the curriculum and wider curriculum opportunities as children without SEND.
- Parents of SEND pupils are kept fully informed of their child's progress and attainment.
- Provide an environment where pupils can contribute to their own learning, where they feel safe and listened to and strive to achieve their dreams.
- Ensure pupils have access to a broad and balanced curriculum, including extra curriculum activities.
- Pupils with SEND are actively encouraged to participate in a number of activities. We offer clubs for football club, cross country, netball, homework club, breakfast club, pleasure for reading and board games club.

How are pupils with SEND identified at Mill Hill

- Class teachers make regular assessments of progress for all pupils. These include termly testing in reading and maths as well as daily and weekly assessments through marking and class work.
- Using this information, the class teachers and SENCo identify pupils making less than expected progress given their age and individual circumstances.
- All pupils are discussed regularly at pupil progress meetings and class teachers report their concerns to the SENCo.

The school adopts the levels of intervention as described in the SEND Code of Practice. At Mill Hill we follow the graduated response approach. As soon as a pupil is causing concerns they will complete additional assessments and will be monitored. These pupils will also receive additional interventions. If the pupil continues to make little or no progress or the concerns remain parents will then be formally consulted to discuss adding their child to the SEND register. The pupil will then have a pupil passport where targets are set to support the pupil.

Assess, Plan, Do, Review

At Mill Hill we follow the Assess, Plan, Do, Review approach. We will assess the pupil, plan any intervention, differentiation and provision, put this in place and then review what has been put in place and what progress the pupil has made. The cycle may then happen again with new intervention and targets to help pupils achieve and close any gaps in their learning.

Assess: An analysis of pupil need will be carried out by staff. Outside agencies may also be involved. Pupils are assessed through standardised assessments, observations, in cooperation with outside agencies and through discussion with parents.



Plan: At Mill Hill we plan a variety of interventions, provision and provide differentiation for many pupil, not just on the SEND register. All pupils on the SEND register receive intervention to support their primary need and differentiation is planned for by class teachers.

Do: Interventions are delivered by trained staff and pupils needs are planned for during class lessons.

Review: The impact of the interventions/support will be reviewed regularly through termly meetings which class teacher, pupils and parents/carers attend. All interventions will have a pre and post assessment completed which will be discussed at the termly review meeting. If a pupil has received interventions and support and staff, parents and SENCo still have concerns it may be decided that outside agencies need to be consulted or an Education, Health Care plan needs to be requested.

What are the different types of support available at our school?

Teachers have the highest possible expectations for your child and all pupils in their class. We instil our school moto 'Work hard, Dream big and Never give up' encouraging pupils to try and enabling them to reach their full potential.

The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. Planning and interventions are also reviewed to ensure maximum impact.

Teachers use a variety of teaching styles and strategies to ensure different learning styles are catered for to allow pupils with SEND to access the curriculum. All staff in the classroom work together to give targeted support to the pupils which will support their needs.

All interventions and strategies are delivered by the Learning Support Practitioners and the WISH team. This may include: Multi- sensory, speech and language, friendship and social groups, fine and gross motor skills, maths, reading, writing, handwriting, phonics and specific needs such as dyslexia.

Curriculum adaptation and the learning environment are used to remove the barriers of learning

This may include:

Adapting the Classroom Environment

Using adapted resources

Use of computing (including technologies such as Whiteboard presentations)

Behaviour Plans

Visual aids

Having someone scribe your work or using touch type or ICT to write.

TA support within class to promote inclusion

Daily targeted interventions through Maths and English



Outside agencies

We have strong links with outside agencies who offer their specialist expertise in many different ways. These agencies include the Local Authority SEND team (ILS), ENTRUST, Speech and Language Therapy, CAMHs and Younger Minds.

This may involve delivering staff training, working with pupils within their class, providing 1:1 interventions as well as supporting families at home. You may be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist, Speech and Language Therapist, Occupational therapist, Physiotherapist. This will help the school and you to understand your child's needs better and so support them more effectively.

The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school. You will always be informed when any of the above are planned to access and observe and will be given a copy of any reports and results the Academy receives.

How we measure progress?

Pupil progress is continually monitored by class teachers, the SENCo, subject leaders and the senior leadership team. Progress is reviewed at regular intervals and formally once each term. Pupils on the SEND register also complete separate standardised assessments. Pupil progress meetings and SEND information days are held each term.

Pupils identified as needing SEND Support or have an EHC Plan, have termly review meetings (SEND Information Days) to discuss their progress towards targets with their parent/carers. During these meetings new targets will be agreed between the SENCo and pupils/parents/carers and pupil passports are shared. The progress of pupils with an EHC Plan is formally reviewed at an annual review meeting. Parents and all professionals working alongside the pupil & their family are invited to attend. During these meetings, pupils are encouraged to reflect on their ambitions. Arrangements for supporting pupils in moving between phases of education are discussed. This support may include attending regular transition meetings in which pupils can meet their new teachers as well as a phased approach in which pupils gradually increase the length of time that they spend in their new educational setting

At pupil progress meetings the senior leadership team will also monitor that pupils with SEND are making good progress in any targeted work while also monitoring the effectiveness of the provision or interventions. The SENCo will gather feedback from other members of staff and pupils with SEND, monitor pupil's information data and assertive mentoring files as well as conducting observations and looking at pupil's learning in order to establish how much progress has been made.