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Introduction



Mr Lee Branscombe

Interim Head teacher

At Milton Park we have a mission statement.

We want all children to:

***A**chieve their full potential*

*be **S**uccessful in all they do*

*make **P**rogress in their learning*

*be **I**ndependent learners*

*show **R**espect for others*

*be **E**nthusiastic learners*

We cater for the four broad areas of need as described in the SEND Code of Practice (January 2015):

Area of Need	Examples
<p><i>Communication and Interaction</i></p>	<ul style="list-style-type: none"> • <i>Attention and Interaction skills</i> These children may need prompts to maintain focus or additional motivators. They may find it difficult to talk with others and large groups or whole class situations may be challenging. • <i>Understanding/Receptive Language</i> These children may require the use of basic or repetitive language or visual prompts to help them access the spoken word. • <i>Speech/Expressive Language</i> These children may have difficulty forming sounds, use limited vocabulary and find conversations hard to follow. <p><i>This area of need includes Autistic Spectrum Conditions</i></p>
<p><i>Cognition and Learning</i></p>	<p><i>These children may have difficulties with:</i></p> <ul style="list-style-type: none"> • <i>Language, memory and reasoning</i> • <i>Sequencing and organisational skills</i> • <i>Processing information</i> • <i>Understanding number</i> • <i>Problem solving and decision making</i> • <i>Fine and gross motor skills</i> • <i>Independence skills</i> <p><i>This area of need includes specific learning difficulties such as dyslexia, dyscalculia or dyspraxia</i></p>
<p><i>Social, Mental and Emotional Health</i></p>	<p><i>These children may experience:</i></p> <ul style="list-style-type: none"> • <i>Difficulties with social situations</i> • <i>Challenging Behaviour</i> • <i>Attention Difficulties</i> • <i>Anxiety and Depression</i> • <i>Attachment Disorders</i> • <i>Low self esteem</i> <p><i>This area of need includes Attention Deficit Disorder and Attention Deficit and Hyperactivity Disorder</i></p>
<p><i>Sensory and/or Physical</i></p>	<p><i>These children may be affected by:</i></p> <ul style="list-style-type: none"> • <i>A medical or genetic condition</i> • <i>Gross/fine motor skills</i> • <i>Visual/hearing impairment</i> • <i>Physical access</i> • <i>Sensitivity to noise, smells, light, touch or taste</i> • <i>Self care/toileting</i>

What provision is available for children with special educational needs?

The school provides a graduated response to children dependent on the level of need. These are often referred to as waves of intervention:

Wave 1

This is also referred to as Inclusive Quality First Teaching. Examples of this include setting adapted tasks, focussed group work (pull backs and cutaways), some additional adult support, use of specific resources and technology and providing a range of techniques for recording work. Our children do not work in set groups, so our SEN children have lots of opportunities to work collaboratively with more able peers. All children also have some access to the learning mentor.

Wave 2

At Wave 2 children will receive, in addition to Inclusive Quality First Teaching, time limited interventions. The length of the intervention varies and some are aimed at individuals whilst others are for small groups. They are usually delivered several times each week by a teaching assistant who has received specific training for this purpose. Examples of these interventions are:

Precision Teaching

Gross and fine motor control programmes from the NHS Children's Therapy Pack

Talking Partners

Boosting Reading Potential

Inference Training

Listening Skills

Wave 3

These are more specialised interventions which often take place daily. Some are delivered by a teacher. Examples of these are:

Fisher Family Trust

Hi Five

Reading Recovery

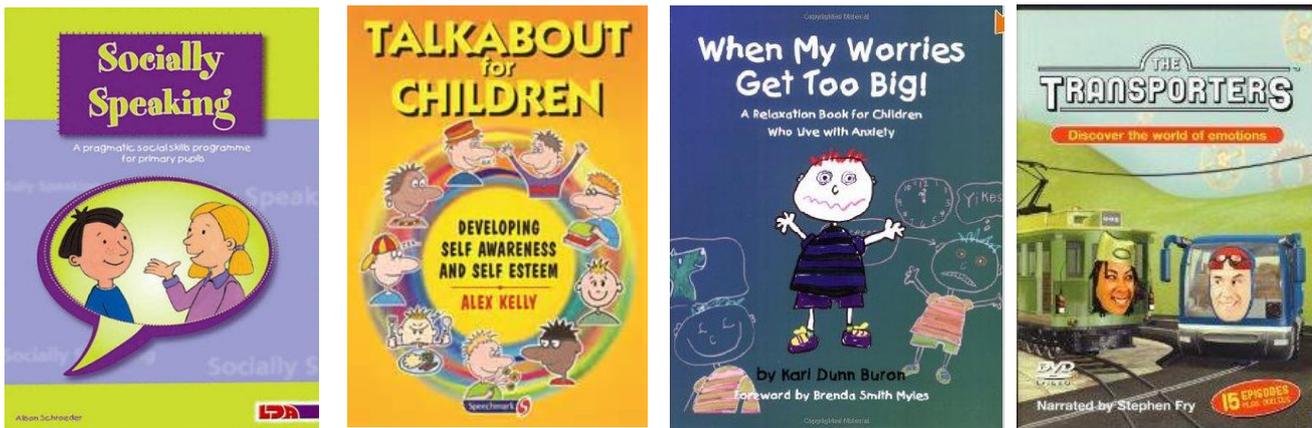
One to one support.

For children with more complex needs some additional one to one support may be provided, generally as part of an Education Health and Care Plan, in order to support children to achieve better outcomes.

For children with Social, Mental and Emotional Health Needs there is also a graduated approach which combines good practice within the classroom with some individual or group work such as Anger Management or Listening Skills Programmes.

We regularly refer to the Ordinarily Available Provision in Portsmouth document when researching new interventions to support our children.

Social Skills Groups based on materials such as the SEAL (Social and Emotional Aspects of Learning) curriculum or other publications including:



A few children may work with one of our ELSAs (Emotional Literacy Support Assistants). This work is very individualised as work is planned to support the child to meet specific targets according to their needs.

Children with ongoing needs may access several of these interventions over a period of time while for other children the intervention may just be for a few weeks to support them through a difficult period e.g. the arrival of a new baby or the loss of a family member.

For children with Physical and Sensory Need, provision is very much driven by the needs of the child. Some children might require additional equipment such as a posture pack or access to medicine at certain times. In such cases we discuss the needs with parents and then outside agencies devise a care plan to follow in school.

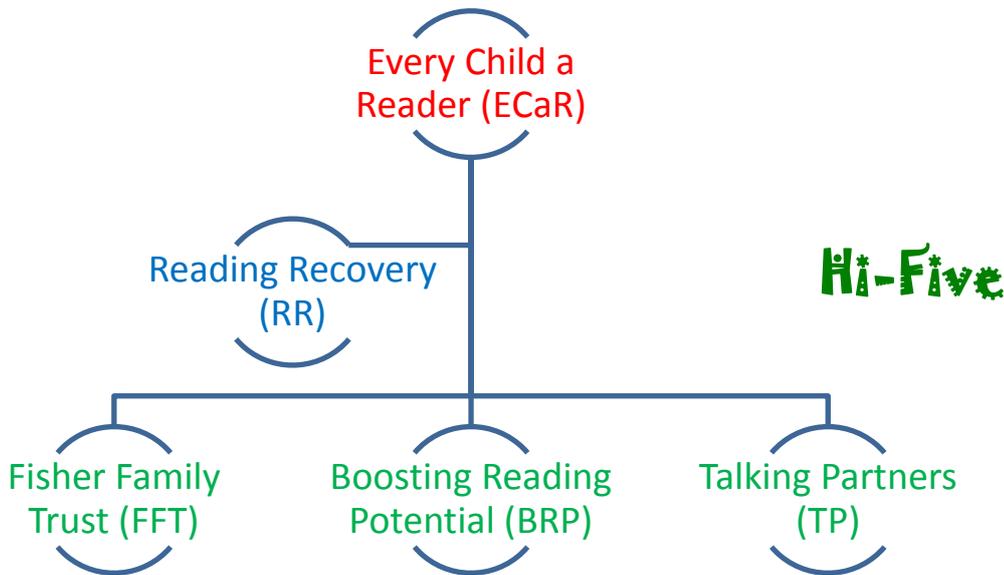
How does the school decide what provision is right for my child?

Every term teachers meet with Senior Leaders to review Pupil Progress. At this meeting we decide which children will benefit from particular interventions. Sometimes another professional from an outside agency will recommend a particular intervention and this will form part of our discussions.



Mrs Lucie Davies

Milton Park Primary School is an ECaR (Every Child a Reader) school.



Reading Recovery is an intervention that improves children’s reading and writing skills. If a child who has attended school for a year is having difficulties with reading and writing, they may be selected for a place on the Reading Recovery programme. It is an intensive 1–to-1 intervention specially designed to meet the needs of the individual child. The daily 30 minute lessons are delivered by a trained Reading Recovery Teacher over a period of approximately 20 weeks. The children work on identified targets in reading and writing. The aim of RR is to accelerate the learning of children to the level they should be, fostering an enjoyment of reading, boosting confidence and encouraging independent learning.



This child is sorting a selection of letters into their upper and lower case pairs. She is becoming very quick at organising her letters!

Afterwards, she will break some known words, making sure she starts with the first letter and moves from left to right. She can use a known word like 'he' to help her read 'me', 'we' and 'she'. This is to help her learn about how words work.

Fisher Family Trust (FFT) is a Wave 3 intervention designed primarily for children with low levels of Literacy. It runs daily for a period of 20 weeks. Children read lots of different texts and learn about letters and words within texts. The links between reading and writing are made so that children understand that what they learn in reading, they can use in writing and vice versa. It boosts self confidence as children begin to feel like readers and writers.

High Five Hi-5 is a Wave 3 intervention designed for upper KS2 children who are below the National Average for Literacy. Four 20 minute lessons are delivered by a trained TA for a duration of 10 weeks. Groups of three children work on both reading and writing tasks; two days on reading skills and two on writing. The main aim is for children to make the reciprocal links between reading and writing, reading and writing for a purpose.

Boosting Reading Potential (BRP) is a targeted, time-limited one-to-one intervention for children designed to be delivered 3 times a week over a period of 10 weeks. During the 15 minute lessons the children read three books; a familiar book, a newly introduced book and a new book. The lessons improve the way children read by identifying the strategies they use well and identifying the strategies they need to develop. The programme enables children to be independent problem solvers who read with understanding and enjoyment.

Talking Partners (TP) is a programme designed to be used with small groups or individuals. Delivered by TA's over a period of 10 weeks, the children are given opportunities to practise and rehearse target language through a range of focused activities. Pupils develop their independent skills to become good communicators, improving their speaking and listening skills and becoming more confident and competent users of English. It encourages them to listen more actively and talk for a range of purposes and draws particular attention to the links between oracy and literacy.

Inclusion Centre – for ASD

The Inclusion Centre for children with autism is a Local Authority maintained provision run in partnership with Milton Park Primary School. It is an integral part of the school, managed by the Inclusion Leader.

The Centre caters for 14 children (in two classes) between the ages of 4 and 11, whose primary need is in the area of Social Communication and Interaction.

All children are referred directly by the Local Authority. They are children thought to be able to access a mainstream environment given time and specialist support. They may have some additional needs such as: challenging behaviours, difficulties with self-help skills including toilet training, sensory processing difficulties and additional speech and language difficulties.

The provision is staffed by teachers, Higher Level Teaching Assistants and Teaching Assistants, who can also offer advice and support to develop good autism practice across the whole school.



*Inclusion Centre
Classroom*



*Ms Amy Keeler
Germany Teacher*



*Mr Ken Walters
France Teacher*

The school is proud to hold the Gold Standard Autism Awareness standard from Portsmouth Local Authority. This shows that the school has a range of staff trained in good autism practice and that we offer on-going training and support.



Staff

The Inclusion Leader/SENCO Mrs Anna Young



The Inclusion Leader is part of the Senior Leadership Team. She works closely with staff, parents, children and outside agencies. She is responsible for co-ordinating and monitoring the provision made for children with SEND in addition to all other vulnerable groups, such as children who speak English as an additional language, have poor attendance or who may be affected by experiences outside school such as being a young carer. She can carry out some assessments of individual pupils to identify their needs and make referrals to a range of other professionals. She also has responsibility, along with other leaders, for evaluating the effectiveness of provision for children with SEND and for monitoring their progress.

The Inclusion Support Team

	<p>Attendance Officer Mrs Stephanie Beard The Attendance Officer monitors attendance and lateness on a day to day basis and supports parents who may have long or short-term difficulties in getting their children to school, as well as processing requests for absence.</p>
	<p>Family Support Co-ordinator Mrs Stephanie Fox The Family Support Co-ordinator works directly with families and can offer help and advice, including filling in forms and signposting families to other agencies such as parenting support and housing options.</p>
	<p>Learning Mentor Miss Grace Berry The Learning Mentor supports children who may find it difficult to settle in class or manage relationships at play/lunch time. She works with teachers to set up Individual Behaviour Support Plans and liaises with MABS to support children with more complex social, emotional and mental health needs.</p>

The SEND Governor for the school is Holly Aitken.

We have a teacher who is trained to deliver Reading Recovery, and a number of TAs who have been trained to deliver other ECAR interventions. All teachers receive training and updates on SEN as part of their in house continuing professional development, which may be delivered by the SENCO or a visitor. TAs meet with the SENCO twice a month to keep their skills and knowledge up to date, receive training from outside agencies such as the Educational Psychology service and also receive subject specific training within their year group teams.

As well as having ELSA trained staff we also have a number of TAs who have completed Emotional First Aid training, making them very well placed to support children with emotional needs. This is in addition to our whole staff training, which has recently included work on raising self esteem and mindfulness which we hope to introduce into classrooms during 2017-2018.

All staff have safeguarding training and most TAs are first aid trained.

Communication



How will the school know if my child has special educational needs?

Milton Park Primary School liaises with pre-schools, previous schools and a number of outside agencies so we will always be aware of an existing special educational need when a child starts with us. Through our termly Pupil Progress Meetings, concerns about progress may be raised, which after further assessment, either by the SENCO or outside agencies, may lead to a child being placed on the special needs register. Concerns can also be raised by parents. If you are worried, the first person to talk to is the class teacher. For more information and advice, make an appointment to see the Inclusion Leader.

How will I be kept informed?

We offer an open door policy where you are welcome, at any time, to make an appointment to meet with the class teacher and/or Inclusion Leader to review progress. In addition to this, there are regular parent's evenings and an annual report.

The Family Support Co-ordinator runs a monthly coffee morning on the last Friday of each month and this is a good time to 'drop in' and discuss any concerns in a more informal way. Parents often find they can be an invaluable source of support to each other at these sessions too.

Some children may have a type of individual support plan, such as an SEN support plan. These vary, according to the needs of the child and the provision being provided, but they show the outcomes that the child is currently working on and give information about what the school is providing to support children to achieve these outcomes.

For children who need support with their behaviour, they may also have a Support Plan or a Pastoral Support Plan (usually written with MABS). Again, these show the desired outcomes and the support that is provided to help children to achieve these.

We prefer to write and review these plans collaboratively, with parents and children. This will be done half termly. Parents will receive copies for their own records and the review dates will be shown on the plans.

Children with more complex SEND may have an Education Health and Care Plan. In this instance, a formal Annual Review takes place, although an interim review can be held if circumstances change or new concerns arise.

How will staff be kept informed?

Staff who work regularly with a child with SEND will be aware of their strengths, needs and any specific strategies that are used through regular discussions with colleagues within school and individual plans make this information accessible to visitors such as supply teachers.

Will my child be able to contribute their views?

At Milton Park we encourage pupil voice and want children to be actively involved in their learning so we support children to contribute to their target setting and reviews as much as they are able to do. This will generally involve an in depth conversation with a member of the Inclusion Team who can then act as an advocate for the child during meetings. Some children are able to attend meetings for short periods too.

Outside Agency Involvement.

We are able to refer to a number of outside agencies and work regularly with these agencies:

Multi – Agency Behaviour Support (MABS)

MABS provide outreach services to support schools to manage behavioural challenges, especially for children at risk of exclusion. They also support children during the transition into and out of Milton Park. They provide drop in sessions for parents seeking advice around behaviour.

School Nurse

School can make referrals to the school nursing team. They will support the school to implement care plans for children who have ongoing medical needs, providing staff training as necessary. Other specialist nurses also support with this as required.

Families Moving Forward

Another voluntary organisation who support families, especially when children have challenging behaviour.

Educational Psychologist (EP)

The EP carries out detailed assessments of children in school through observations and a range of tasks. They make recommendations to the school to support the progress of children.

Multi Agency Safeguarding Hub (MASH) & Children's Social Care

School work closely with both these agencies to support children and families as needed.

Portsmouth Independent Advisory Support Service.

PIASS are based at the Frank Sorrell Centre and provide information for parents of children who have special needs or disabilities.

Specialist Teacher Advisor for Visual Impairment/Specialist Teacher Advisor for Hearing Impairment.

Both these services provide support, advice and sometimes direct teaching. They give training where required to ensure that children have the appropriate resources and support to access learning.

Speech and Language Therapy (SALT)

Speech and Language Therapists visit children in school and provide advice for home and school to follow to support children's language development.

Child & Adolescent Mental Health (CAMHS)

Where children are under CAMHS we may support with the assessment process and involve them in meetings.

Family Intervention Project – Barnardos

FIP Barnardos are a voluntary organisation who support families with a wide range of issues including attendance, debt and housing.

Parent Practitioner

Our local parent practitioner is based at Milton Park Children's Centre. She offers a drop in session for parenting support and facilitates parenting courses such as Triple P.

Commonly Asked Questions

Who should I contact if I am considering whether my child should join Milton Park Primary School?

We would encourage any parent considering bring their child to Milton Park to make an appointment to see the Head teacher and have a look around. This gives you the chance to see the school in action and ask further questions.

How will my child be supported during Transition?

Whether children are starting at Milton Park Primary School in reception year or at a later stage, we encourage children to visit prior to their start date. Some children may need a few visits in order to build their confidence. We are able to make transition booklets, including social stories and photographs which can allay some of the anxieties that children have when starting a new school.

When children leave us, either to transfer to another primary school or to move on to secondary school, we will liaise with the new schools, to pass on all relevant information. Most secondary schools in Portsmouth have an extended transition period in July, but we also arrange for additional visits for children who need it.

For transition between year groups arrangements are similar, with a transition visit to the new class, as well as additional time to meet a new key worker if this is relevant. Social stories are provided for children who may need them. We dedicate time for liaison between staff so that new teachers start the year with a good understanding of children's strengths and needs.

What if I am not happy that my child's needs are being met?

Your first point of contact should always be the class teacher. Following this you may wish to speak to the Inclusion Leader. If this doesn't resolve the issue, you may wish to speak to the Head teacher. If you are still not happy, then you could contact our SEND Governor or the SEN Team at the Civic Offices.

How is the SEND Information Report reviewed?

This report is reviewed annually to reflect the changing needs of the children in our school. Part of this review process involves consultation with parents to help us to match our provision with the needs of the children. This version was reviewed by a group of parents on 29th September 2017.

For details of further provision available throughout Portsmouth, see the 'Local Offer':

<http://www.portsmouthlocaloffer.org/>

This site also contains the Ordinarily Available Provision in Portsmouth document.