

Mill Lane Primary School



Academic Year: 2016-2017

School Core Offer



Mill Lane Primary School



Mill Lane Primary School adopts a whole school ethos that values diversity, promotes inclusion and provides a safe and stimulating environment where friendship, trust and understanding are nurtured.

We employ high quality teaching staff and offer differentiated teaching and learning strategies which ensures that each child has the opportunity to fulfil their potential.

Mill Lane Primary School offers a broad and balanced creative curriculum which encompasses every aspect of school life, raising standards and celebrating the achievements of all.

What is SEND? (Special Educational Need and Disability)

A pupil has a special educational need where their learning difficulty or disability calls for special educational provision, which is different from or additional to that available to pupils of the same age.

How do we identify SEND?

We use a range of information about a child including assessment, observation, tracking of progress, views of parents, the voice of the child and advice from professionals to determine if a pupil has a special educational need or disability.

What are the first steps?

If high quality teaching and differentiation are not helping to make enough progress we will discuss the child's difficulties with their parent or carer and, with their signed consent, record them on the school's register of SEND.

What should parents do if they have a concern?

If parents and carers feel that their child may have a special educational need or disability they can discuss this with their child's teacher or with Miss Moroz or Mrs Lee, the school's Special Educational Needs Coordinator (SENCo) or with Mrs Skillcorn, the Head Teacher.

[More information](#)

How will our school teach and support children with SEND?

Children with SEND are taught in mainstream classes with additional support and provision depending on their individual need. Some children with a Statement or an Education, Health and Care Plan have additional adult support within a mainstream class.

We do also have an Additionally Resourced Provision Base for referred pupils with specific speech and language difficulties where specialised staff work closely with their small classes.

Who will be working with your child?

Qualified teachers and teaching assistants teach children with SEND. Class teachers are responsible for planning, delivering and evaluating learning for all pupils within their class. Staff work closely together to ensure that children with SEND receive any additional support they require. Some children will work one to one or in a small group with a teacher or teaching assistant for targeted interventions.

What expertise does the school and our staff have in relation to SEND?

Staff have experience and expertise in helping children with learning, sensory, social, emotional and mental health difficulties.

[More information](#)

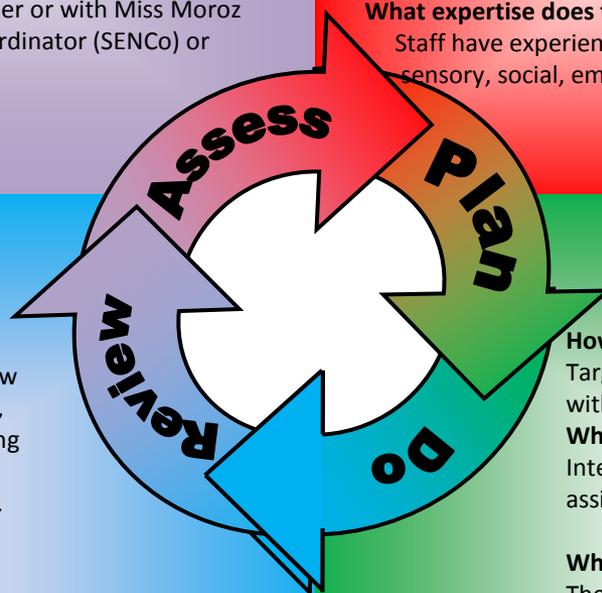
Who will be talking with and keeping in touch with the parent or carer and how often?

Every child's progress is discussed with their parent or carer at termly consultations. Parents are also shown how they can support their child at home. Additional reviews, including Annual Reviews, will be held for pupils attending the Additional Resourced Provision Base or with a Statement of SEN or an Education, Health and Care Plan.

How do we assess and evaluate the provision we have arranged for your child?

Pupil targets are recorded in their classroom workbooks. They are changed when they have been achieved. The pupils are aware of their own progress and targets through regular discussions with staff. At Mill Lane we welcome and encourage parents and carers to come into school to talk to relevant staff if they wish to discuss anything about their child.

[More information](#)



How is the different provision delivered in our school?

Targeted interventions are planned and delivered either within the class or in a separate teaching area.

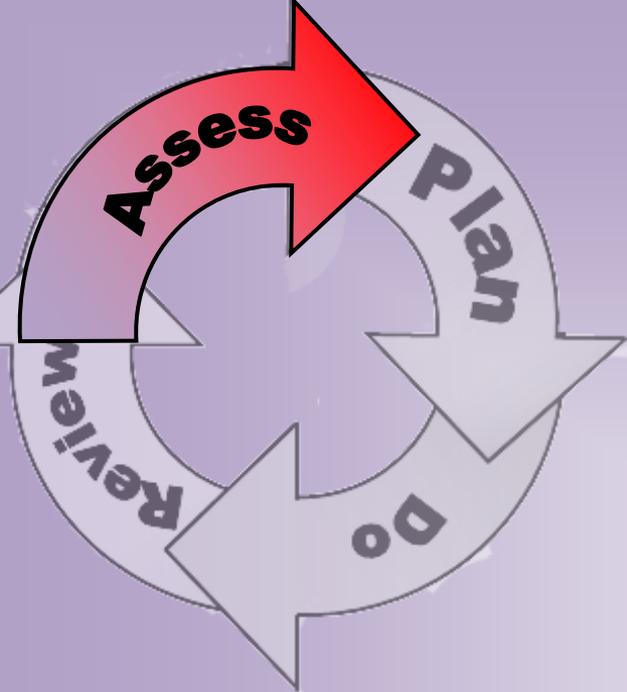
Who will be working with your child?

Interventions are delivered by teachers, teaching assistants and specialist health care professionals, such as the Hearing Impaired Service Team.

What role will the child's teacher play ?

The child's teacher will be responsible for planning and monitoring the provision for the pupils with SEND in their class. They will be supported as required by the SENCo and Head Teacher.

[More information](#)



We assess each child's skills and attainment when they join the school, as well as talking to their parent or carer to build a picture of their strengths and needs. If a child transfers from another school or setting, we also gather information from them and from any other service involved with the pupil.

Teachers regularly assess children's progress and record it using Stockton's recommended assessment tools in place in school. At the end of each term teachers assess levels of attainment then enter these details into the schools tracking system. This is used to help identify pupils who may have SEND. If we feel a child has SEND we will discuss this with their parent or carer and, with their agreement, record them on the school's register of SEND. The school will follow the recommended cycle of 'Assess, Plan, Do, Review' to meet the child's needs and support them to achieve their potential. This may require further assessment or advice from external services.

If you have any concerns or complaints then you can follow the schools complaints procedure. Complaints can be referred to the Head Teacher, Mrs S. Skillcorn.

Advice and support is provided by Stockton Borough Council's Local Offer:

<http://stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page>

The SEN Code of Practice can be found at this website:

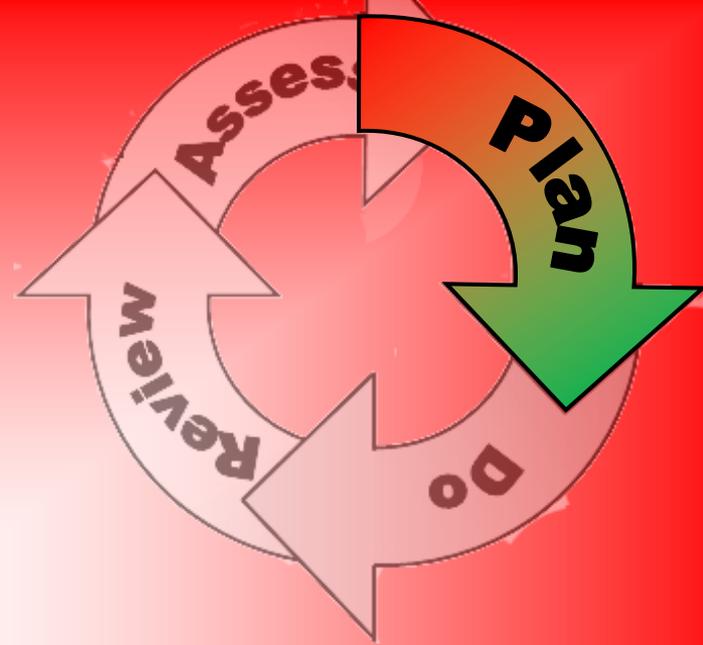
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

[Communication and Interaction](#)

[Cognition and Learning](#)

[Social, Emotional and Mental
Health Difficulties](#)

[Sensory and/or Physical Needs](#)



This section is about the additional support our school offers children with SEND. Please select the appropriate button to see the support available for each area of SEND.

[Main Menu](#)

All areas of the curriculum are accessible to all pupils, no matter their needs. The delivery of the school curriculum is differentiated to meet the needs of all pupils within a class, including those with SEND. This may include : different ways of recording other than writing; the use of practical resources and visual prompts; or using resources and strategies to help pupils with physical disabilities, specific learning difficulties or sensory processing difficulties.

Class Teachers and Teaching Assistants deliver targeted interventions for children with SEND. In EYFS pupils work closely with their key member of staff, who is able to identify and plan for specific learning needs.

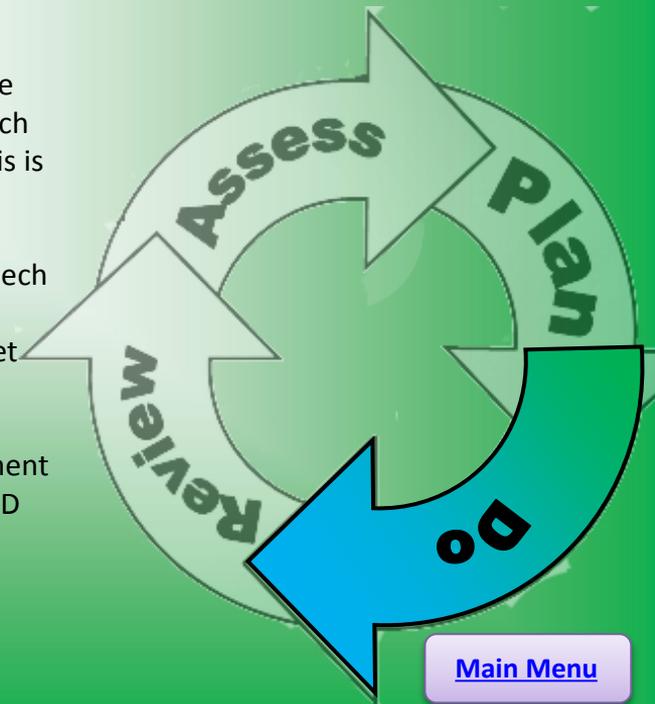
In KS1 we can provide early intervention for phonics and reading through small group work and 1:1 support. Literacy interventions used include Talk Boost ,Tracks to Literacy BLAST, Letters and Sounds, Toe by Toe Narrative and Talk For Writing. Targeted Numicon Maths interventions can also be provided where appropriate.

In KS2 staff can provide smaller intervention group work in English and Maths , depending on the needs of the pupils . Interventions activities include Talk For Writing, Fresh Start Reading and Writing, Numicon, Catch-Up and Accelerad.

The staff all work together to develop children's social and emotional skills, build confidence and promote well-being. We use a SEAL (Social and Emotional Aspects of Learning) approach throughout the school which helps pupils to develop empathy and care for one another. This is a strength of our school.

The two classes within the Additionally Resourced Provision base work closely with the Speech and Languages team and other services where applicable, to provide specific, appropriate programmes of work for the individual pupils who attend. The senior leaders in school meet with staff to plan and review provision and support for vulnerable pupils.

We make many educational visits and make provision for after school clubs and enhancement activities ; we make special arrangements when necessary to ensure that children with SEND can access all these activities. The arrangements we make depend on the child's need or disability.

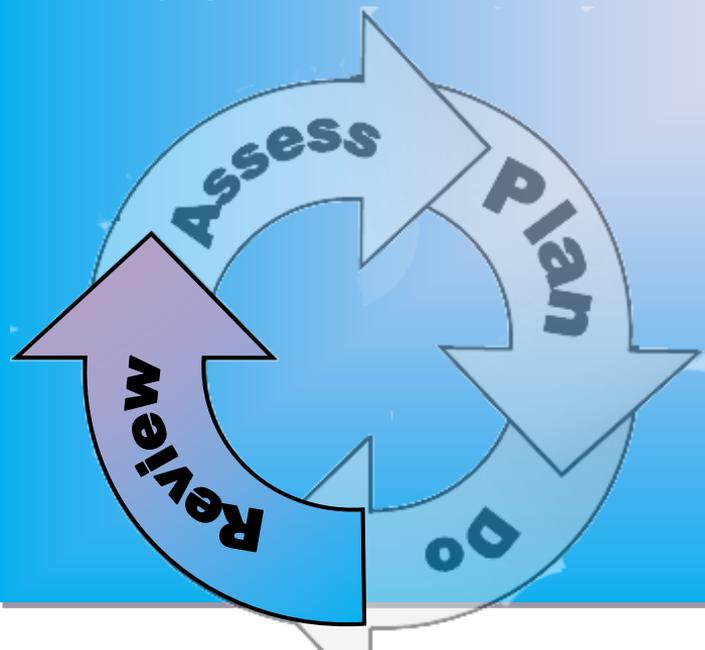


Children's individual targets are reviewed regularly as part of the ongoing assessment and tracking process. When a target has been achieved a new target is set. The time taken to achieve a target will depend on the child and the target. In line with whole school assessment procedures, the attainment and progress of children with SEND will be tracked by class teachers and the leadership team at the end of every term.

When a child with SEND or a EHC plan is transferring from another school the SENCo and/or staff from the Additionally Resourced Provision Base will make contact with the previous school and the parent to make sure we have all the relevant information. This will be shared with the class teacher and any other relevant staff in school. If a child has a statement/EHC plan a meeting will be held in school as soon as possible then every six weeks to review provision and progress. This will be attended by all relevant staff.

The provision provided for a child and the progress they are making is discussed at parental consultations that are held every term and/or at other planned review meetings. Parents are also welcome to come in and talk to teachers or the SENCo in between consultations if they have any concerns or something they want to tell us about their child. A meeting can be arranged with Miss Moroz or Mrs Skillcorn by phoning the school on 01642 860055.

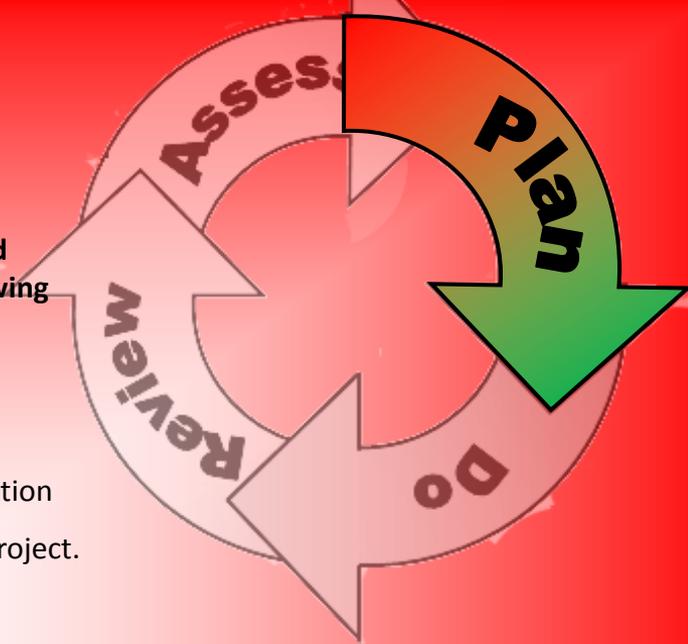
Personalised learning reviews are held every term for all pupils. These are one to one conversations between teachers and pupils to give targeted feedback about what they can do well and what they need to do to improve and achieve their next targets. The review also gives each child the opportunity to talk about their learning, any worries they have and what could help them make more progress.



Communication and Interaction

We plan and provide for the needs of all children with Communication and Interaction Difficulties. Pupils attending our Additionally Resourced Provision Base for Speech and Language Difficulties, as well as pupils within mainstream are provided for in the following ways:-

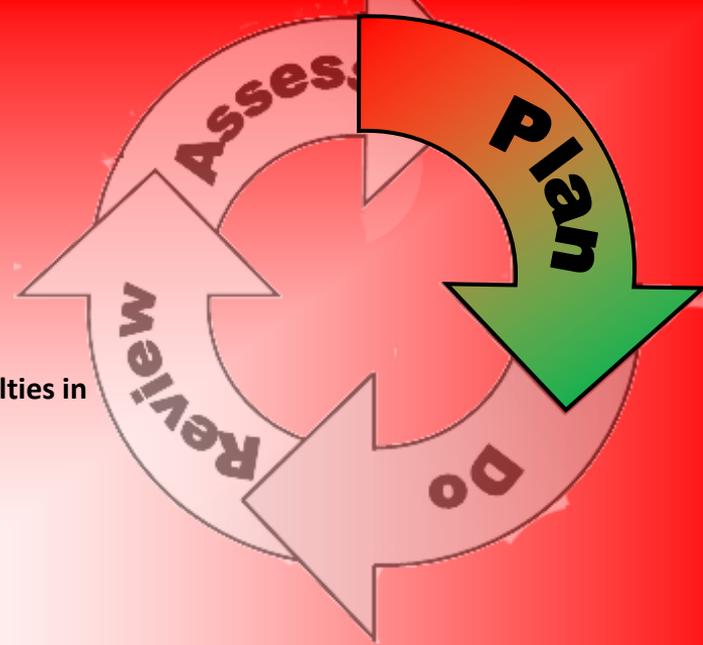
- Making sure staff are aware of any additional needs and know how to respond.
- Differentiating the way we teach to make the curriculum accessible for pupils.
- Providing small group or individual interventions to develop age appropriate communication skills such as Boosting Language Skills and Talking (BLAST), Talk Boost and the Narrative Project.
- Direct work with identified children in school by a speech and language therapist.
- Joint meetings with parents, teacher and the S&L therapist held in school to share advice and review progress.
- Low stimulus work stations can be set up in the classroom for pupils with a social communication difficulty.
- We have quiet areas adjacent to most classrooms for children to work when they need less distraction.
- Visual timetables and prompts.
- Extra planning and preparation for pupils with a social communication difficulty prior to visits or changes in the usual routine.
- Access to advice and support from specialist services for children with a diagnosis of a social communication difficulty.
- Referral to other services for assessment, advice and support when appropriate.



Cognition and Learning

We plan and provide for the needs of the children with Cognition and Learning Difficulties in the following ways:-

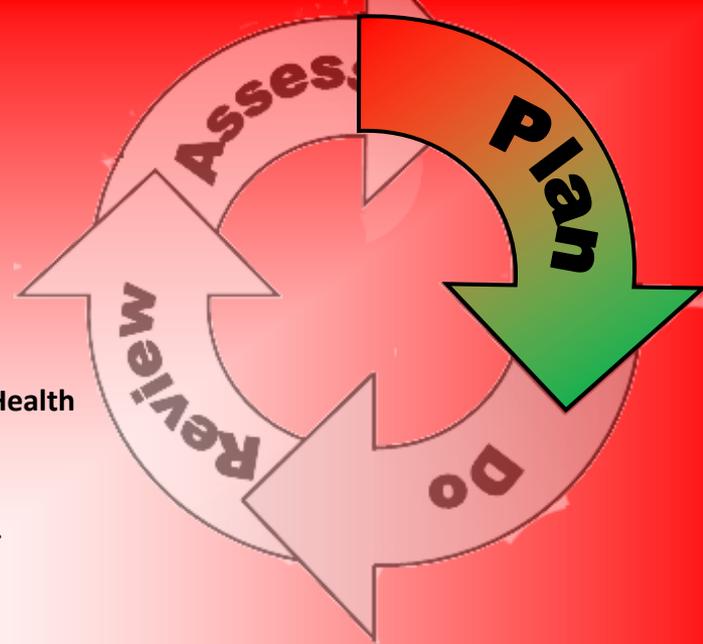
- Making sure staff are aware of any additional needs and know how to respond.
- Differentiating the way we teach to make the curriculum accessible for pupils.
- Providing small group or individual interventions to address specific targets in order to improve reading, writing or maths.
- ICT resources and programmes to support the learning of pupils with SEND.
- Increased access to small group support
- Practical aids for learning e.g. table squares, time/number lines, pictures, photos, accessible reading material suited to age
- Adaptations to assessments to enable access e.g. readers, scribe, ICT
- Referral to other services for assessment, advice and support when appropriate.



Social, Emotional and Mental Health Difficulties

We plan and provide for the needs of the children with Social, Emotional and Mental Health Difficulties in the following ways:-

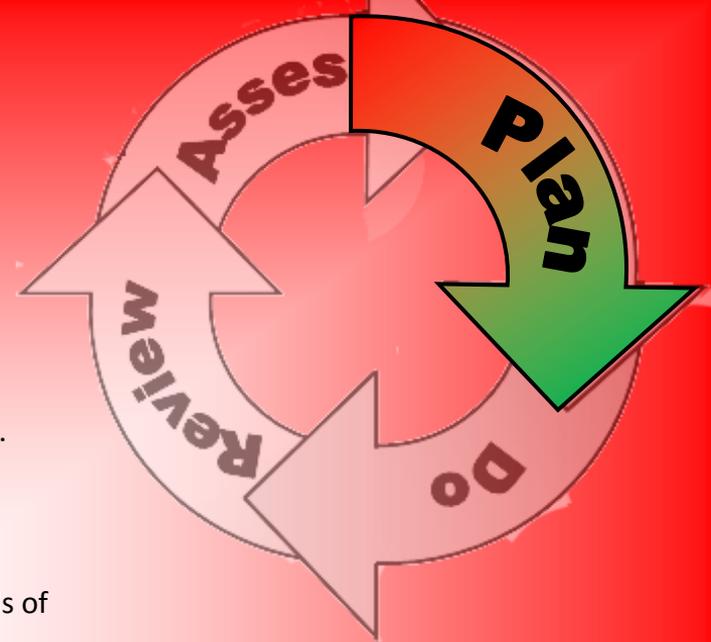
- Making sure staff are aware of any additional needs and know how to support the child.
- Individual behaviour or support plans.
- Listening to the child and involving them in any behaviour or support plans.
- Individualised incentives or rewards.
- Working together with parents/carers to help the child.
- Working collaboratively with other services and agencies.
- Weekly therapy provided in school by TAMHS for identified pupils.
- Access to an additional adult or key worker for identified pupils.
- Individual or small group mentoring to develop social and emotional skills.
- Initiatives and activities that can provide a safe and structured environment for vulnerable children.
- Referral to other services for assessment, advice and support when appropriate.
- The Head Teacher and/or Deputy Head help maintain close links and good communication between home and school.



Sensory and/or Physical Needs

We plan and provide for the needs of the children with Sensory and/or Physical Needs in the following ways:-

- Making sure staff are aware of any additional needs and know how to support the child.
- Adapting the environment and providing aids to support access.
- Differentiating the way we teach to make the curriculum accessible for pupils.
- Make sure staff have the appropriate training to meet the physical and/or medical needs of the child.
- Working together with parents/carers to ensure the correct support for the child.
- Working collaboratively with other services and health care professionals.
- Access to a specialist teacher for the hearing or visually impaired.
- Carry out any required programmes provided by health care professional such as occupational therapy programmes.
- Access to an additional adult or key worker for pupils if appropriate.
- Individual support plans which are reviewed frequently.





Mill Lane Primary School



- We follow the Stockton-on-Tees school admission policy. Admission arrangements for children can be found on the Stockton website.
<http://www.stockton.gov.uk/childrenandyoungpeople/schools/schooladmissionsandtransfers/>
- If you are interested in admitting your child to Mill Lane Primary School, please contact the Head Teacher, SENCo or school administrators on 01642 860055. Parents are welcome to look around school prior to making a decision to register their child with school admissions.
- Mrs S. Skillcorn is the Head Teacher and Miss M. Moroz is the SENCo, please telephone school on 01642 860055 to speak to either of them to make an appointment.
- This offer is reviewed annually.