



Consortium statement

“As part of the Tiptree and Stanway Consortium of 15 schools we have a similar approach to meeting the needs of pupils with SEND and are supported by the local authority to ensure that all pupils regardless of their specific needs make the best possible progress in school. We make a school offer based on our collective resources, as well as the individual ethos specific to our individual schools”

This school information report has been written in line with the 2015 SEND Code of Practice.

Milddene Primary School is committed to providing an appropriate and high-quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

Milddene Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

The questions below will support you in understanding the SEND provision offered by Milddene Primary School.

How does Milddene Primary School know if my child needs extra help?

The school regularly observes, assesses and records the progress of all children to identify those who are not progressing satisfactorily or who may have additional needs. This information is collected from:

Parental concerns

- Baseline assessment results
- Progress measured against the objectives in the National Curriculum
- National Curriculum descriptors for the end of a key stage
- Progress against age related expectations
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- Assessments by a specialist service, such as educational psychology.
- Another educational setting or LA which has identified or has provided for additional needs

Who are the best people to speak to if I have any concerns or I think my child has an additional need?

The class teacher is the initial point of contact for responding to parental concerns. Where appropriate the concern will then be shared with our school SENCO and Assistant Headteacher – Mrs Anna Laban

Further discussions may then take place between all the relevant parties to determine the best way forward for your child. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

What is the process for identifying my child's needs?

There are four broad areas of SEND, these are:

Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and/or Physical Difficulties.

At Milldene Primary School, we follow a graduated support approach which is called "Assess, Plan, Do, Review". This means that we will

- Assess a child's special educational needs
- Plan the provision to meet your child's aspirations and agreed outcomes
- Do put the provision in place to meet those outcomes
- Review the support and progress

Each pupil's education will be planned for by the class teacher as part of high-quality teaching. It will be adapted accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or learning support assistants in class. If a pupil's needs relate to more specific areas of their education such as spelling, handwriting, mathematics or literacy skills then the pupil may be placed in a small focus group. This may be run by the teacher or learning support assistant. The length of time of the intervention may vary according to need but will be monitored regularly.

Interventions will be reviewed by the SENCO to ascertain the effectiveness of the provision and to inform future planning. If a pupil's needs are additional this may result in the creation of a 'One Plan'. The 'one planning process' involves the family, the child and other relevant professionals. This process will identify outcomes for the child and how they may be achieved.

When a pupil's needs are more complex an assessment of education, health and care needs may be undertaken by the authority and an EHC plan developed. This is developed in collaboration with the family, child, and as appropriate, other relevant professionals

The school is committed to "High Quality Teaching" and ensuring that lessons meet the 'needs of' and 'challenge' all pupils. Our teachers are trained to adapt lessons and break down any barriers to learning that may be causing difficulties for the child. Teachers use a variety of different approaches including visual, aural, kinaesthetic methods as well as 'peer to peer' collaboration and effective questioning. Lessons are rigorously planned to encourage all types of learners to participate and reach their expected outcomes. Teachers and teaching assistants work with children with SEND regularly each week. As well as encouraging all learners to work independently and take responsibility for their learning. Pupil progress meetings are carried out at strategic points in the year to assess and review pupil progress and to ensure needs are being met effectively and strategies reviewed.

Appropriate specialist equipment may be given to your child e.g. writing slopes, pencil grips, coloured overlays.

How will my child and I be involved in making decisions about my child's education?

We believe in a child centred approach whereby when children have additional needs, the thoughts and feelings of the child and their parents/carers together with the views of the school staff and relevant professionals are taken into account when making decisions about their education e.g. when writing a One Page Profile or Annual Review. Other opportunities for involvement may be:

- Informal discussions with staff
- Teacher and Child Consultations
- Teacher and Parent Consultations

- Pupil involvement in One plans
- Parent involvement in One plans
- Review meetings including outside agencies where appropriate

As part of The Tiptree and Stanway Consortium all members have access to up-to-date and relevant training on all matters related to SEND in order to support the needs of our pupils.

What specialist services can be accessed by the school?

We can refer to:

- Children's Therapy Team (Speech and Language/Occupational Therapy)
- School Nurse/Doctor
- Social Services
- Specialist Teacher Team
- Emotional wellbeing and mental health service
- Educational Welfare Service
- Kids Inspire
- Family Solutions
- Educational Psychology Service

And other agencies as appropriate

Parents may also be able to access some of these services through their family GP.

How will I know how my child is doing?

We support and involve parents in their child's learning both formally and informally, this may include:

- We have an open door policy which provides parents with the opportunity for discussions face to face or on the telephone.
- Celebration assemblies and class assemblies.
- School Website on the Class pages
- Parents Evenings
- Termly Review Meetings (One Planning) – to discuss progress towards specific targets.
- Annual Reports
- Parental surveys
- Newsletters
- Home school liaison books

Additional appointments can be made with the class teacher or the SENCO through the school office.

How will school support me support my child?

The class teacher may suggest ways of how you can support your child alongside set homework activities.

The SENCO may meet with you to discuss how to support your child with strategies specific to your child's needs. If outside agencies or the Educational Psychologist have been involved and suggestions and programmes of study can be used at home.

- The school website/newsletter can be used to access resources, curriculum policies and links that will provide further support.
- Workshops such as phonics
- Meet the teacher sessions.

What support is available for my child's overall well-being?

Members of staff are available for pupils who wish to discuss issues and concerns. Where it is deemed appropriate parents/carers will be invited in to school to discuss concerns and plan for further support.

We have a Wellbeing Mentor – Mrs Smith – who is ELSA trained. Mrs Smith supports some selected children in school individually and organises groups sessions in our ELSA Wellbeing rooms. She is a welcoming face at the gate every morning and also checks in with children during the day. Wellbeing is also supported in class by the class adults in a variety of ways and through PSHE lessons. Where it is felt that pupils are encountering significant emotional difficulties, the support of outside agencies will be considered, such as emotional wellbeing and mental health service, CAHMS etc.

The school follows the advice set out in the Department for Education document: Mental Health and Behaviour in Schools updated March 2016.

How will the school prepare and support my child when joining Milldene Primary School or transferring to a new school?

Strategies are in place to enable your child's transition to be as smooth as possible.

These may include:

- Transition meetings between settings and at each Key Stage
- Additional visits may also be arranged for children/parents/carers
- The SENCO will liaise between settings and with relevant staff
- Transition groups and resources are available for children who may benefit
- Social stories and One Page Profiles will be used when appropriate

The budget allocation is agreed between our school and the Local Authority at the beginning of each financial year. Detail of how this money is used to support children and young people with SEND is shown below. This is monitored each term by the Governing Body.

This is used to support children and young people with SEND through:

- Improved pupil: teacher ratio
- Purchasing of additional resources to support specific outcomes for pupils
- Tracking and monitoring of achievement
- Targeted intervention and support programmes
- Specialist teaching assistants to provide effective support
- Early identification and assessment
- Improved ICT resources
- Continuous professional development for all staff
- Educational visits/experiences

If a child has complex/severe special educational needs, we could also receive additional funding from the Local Authority to meet the agreed outcomes.

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