SEND Information Report

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our Academy.

If you want to know more about our arrangements for SEND, read our SEND policy here.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the Academy provide for?

Our Academy provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

SEND context at Millbank Garden Primary Academy, 2025-26

Total number of pupils on roll	258
% of pupils with EHCPs	14%

% of pupils identified as SEND support	7%

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is the Deputy Headteacher (Mrs Lloyd).

They have worked at the Academy for over a decade and have a wealth of knowledge about our local context. The Deputy Headteacher is a qualified teacher, a qualified SENDCo and an experienced senior leader.

You can contact her via email c/o enquiries@millbankgardens.futureacademies.org.

Class/subject teachers

All of our teachers receive in-house SEN training and are supported by the SENCO to meet the needs of pupils who have SEN. Teachers often receive additional support, training and guidance to support them to meet the needs of individual children, including through external professionals who visit the school.

Teaching assistants (TAs)

We have a team of over ten TAs, including two higher-level teaching assistants (HLTAs), who are trained to deliver a range of SEN provision.

In the last academic year, TAs have developed their expertise in a number of areas, including (but not limited to) ARROW, supporting numeracy, ELSA, and speech, language and communication interventions.

External agencies and experts

Sometimes, we need extra help to offer our pupils the support that they need. Whenever necessary, we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs and academy nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers

- Specialist teachers from the local authority
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

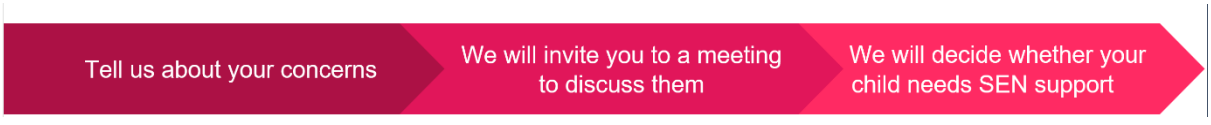
The SEND Admissions process informs us of those with Educational Health Care Plans. For students with such an EHCP, and in the case that we agree we are able to meet a child's needs, we are able to plan for as seamless a transition as possible in meeting their needs in their primary provision.

We also gain information about students' SEN before they arrive, through parent-supplied information on school application forms and at entry interviews. Once pupils have begun their time at our academy, further identification and assessment can be done through:

- In class observations
- Teacher feedback and continual progress monitoring to inform where a child may need extra support
- Student support meetings between the class teacher and SENDCo
- Parent communication and meetings

Pupils typically sit a reading assessment at least once a year while students receiving additional support will do this at more frequent intervals. This is used to identify potential literacy and learning needs. The SENDCo may also run additional screeners and assessments following referrals from teaching staff.

We operate an open-door policy. Pupils and their families can also speak to the SENDCo if they believe they or their child may have a learning need.



If you think your child might have SEN, the first person you should tell is your child's

We will meet with you to discuss your concerns and try to get a better

If we decide that your child needs SEN support, we will formally

class or form teacher.

Please speak to them at the end of the day or contact them via the school office.

They will pass the message on to our SENCO, Mrs Lloyd, who will be in touch to arrange a discussion.

You can also contact the SENCO directly via the school office.

understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

notify you in writing and your child will be added to the Academy's SEND register.

4. How will the Academy know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their Academy work or socially. For example, we may notice this through our observations in class or through assessments. If a teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled. If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist or a paediatrician.

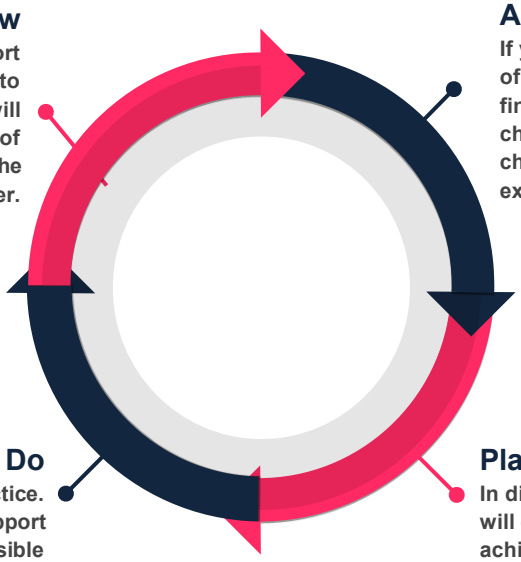
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the Academy's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the Academy measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Review
We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess
If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

Do
We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan
In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant Academy staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the Academy's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide reports twice each year on your child's progress.

Your child's key worker will meet with you three times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress

- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We hold SEND coffee mornings across the year for parents and carers of children with SEND. You can also book an appointment with a member of the SEND team.

Each term, parents and carers will be invited to contribute to updates of their child's *Pupil Profile.* This is a document shared with all staff informing them of a pupil's need(s) and the best strategies to manage the need(s) to help the pupil to progress in each subject. Pupils also contribute to the design of their pupil profile and discuss with their designated key worker from the SEND Department their aspirations for the future. Pupils will have personalised targets they are working towards. Each term, feedback will be sought from pupils' teachers in relation to their targets.

We know that you're the expert when it comes to your child's needs and aspirations. If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class or form teacher, either by speaking to them at the end of the day or via the school office.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the Academy adapt its teaching for my child?

Your child's teacher(s) is/are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our Academy.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. We work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it while maintaining our high aspirations
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, "chunking" information, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils in small groups when this is deemed to be in their best interests

We also use a range of additional supports and interventions, including visual timetables, social stories, speech and language therapy, writing slopes, quiet workstations, nurture groups and support from an ELSA. These interventions are part of our contribution to Local SEND offer.

Our Accessibility Plan (available on our website) includes information on our commitment to increasing the extent to which disabled children can participate in the curriculum.

9. How will the Academy evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the Academy resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More support from teaching assistants
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The Academy will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from the responsible local authority. To do this, we shall ask for your support in making the relevant applications.

The Academy has a rolling programme of screening for Access Arrangements support for pre-public exams and public exams. Some pupils will qualify for extra time and/or rest breaks and, in some cases, a reader or a scribe.

11. How will the Academy make sure my child is included in activities alongside pupils who don't have SEND?

As far as possible, our extra-curricular activities and Academy visits are available to all our pupils, including our before and after-Academy clubs. We do our very best to ensure that all children can attend Academy trips, including residential trips. All pupils are encouraged to take part in concerts, sports days, performances and special workshops. We make reasonable adjustments to support the inclusion of every child.

12. How does the Academy make sure the admissions process is fair for pupils with SEN or a disability?

Our arrangements for prospective students with a disability and prospective students with SEND follow the same criteria as for all other students and therefore no student is discriminated against.

Prospective students with an EHCP plan, who name the Academy as their choice of school, will be admitted following consultation with the local authority before any other places are allocated.

For situations where the Academy is over-subscribed, our admissions criteria ensures that students with a disability or special educational need are not disadvantaged and have the same opportunities as all other applicants.

We also make provisions for students with specific medical conditions where this is

accompanied by detailed evidence from medical professionals, who will be admitted before any other places are allocated.

Please refer to the Academy's admissions arrangements for specific information regarding to pupils with SEN or a disability. These are available on the Academy's website.

13. How does the Academy support pupils with disabilities?

At Millbank Gardens Primary Academy, we are proud of our culture of demonstrating mutual respect to all, including with reference to the full range of protected characteristics. We adapt our facilities to help disabled students to access the Academy. You can find the Accessibility Plan on our website. This details how we:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide;
- Improve the availability of accessible information to disabled pupils.

14. How will the Academy support my child's mental health and emotional and social development?

We work hard to support the mental health and emotional and social development of all children, including children with SEND, through our PSHE programme and education in other parts of the school curriculum, and through promoting and enacting in our community the Five Ways to Wellbeing. We have partnerships with organisations whose work supports mental health and emotional and social development, including All Child.

Pupils with SEN are encouraged to play a full part in Academy life, including participating in co-curricular clubs (where they can develop teamwork and build friendships) and volunteering in initiatives such as playground buddies. Where appropriate, we run nurture groups to support children to develop friendships, and we

have a ‘zero tolerance’ approach to bullying, which we enact in a variety of ways (described in our Anti-Bullying Strategy).

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new Academy year, we ensure that information is shared effectively between the current teacher and the next year’s teacher. Children have lessons with their new teacher (wherever possible) towards the end of the summer term, and further support for the transition is provided if that seems appropriate. This may involve, for example, additional time with their new teacher, social stories and opportunities to explore their feelings about change. Parents are kept as informed as possible, and they are invited to ask questions and share any concerns they may have.

Year 6 into Year 7

When your child is moving on from our Academy, we will ask you and your child what information you want us to share with the new setting.

The SENCO of the secondary school (or another representative of the secondary school) will typically come into our Academy for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

A well-planned and structured transition through key stages is integral for pupils with SEND. During the transition from primary to secondary schools, measures are taken to ensure the best possible support for pupils with SEND, including but not limited to:

- Primary observations and meetings with the SENDCo
- Parent/carer meetings and pre-planning for transition support
- Transition groups for those who would benefit from them
- Summer academy for pupils who will need additional support to manage the systemic processes of secondary academy in advance of other learners
- Planned visits and meetings with key staff members to alleviate anxieties and allow the pupil(s) to orientate themselves with the structure of the academy building

16. What support is in place for looked-after and previously looked-after children with SEN?

The Designated Teacher for Looked After and Previously Looked After Children is the Principal.

Tel: 020 3262 0068

Email: c/o enquiries@millbankgardens.futureacademies.org

The Principal will work with our SENCO, Alana Lloyd, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEND provision in our Academy should be made to the SENDCo in the first instance. In most cases the SENDCo will be able to address your concerns. If the SENDCo is unable to resolve your concerns or if you are not satisfied with the response, then you should refer to the Trust's complaints procedure, which is located here.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

Westminster publishes information about the local offer on their website: https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=0

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations is Westminster Information Advice Support Service (https://westminsteriass.co.uk/).

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC

- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a Academy or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the Academy provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the Academy must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that Academies must follow to support children with SEND

- **SEN information report** – a report that Academies must publish on their website, that explains how the Academy supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, Academies or institutions or life stages

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