

Delta Federation Annual SEND Information Report

January 2024

This is an annual report to provide information on how we support children with special educational needs and disabilities (SEND).

The Delta Federation comprises two schools: Drayton Park School and Brooksward School. Delta Federation believes that every child is special. We aim to provide a happy and stimulating environment where every child has the opportunity to develop intellectually, physically, emotionally and socially to the best of their ability. We aim to meet the needs of individual children through quality first teaching, personalised learning, and a targeted system of intervention programmes and practical provision to support children with special educational needs.

We undertake a rigorous and continuous system of monitoring children's progress to ensure that any additional provision is appropriate and supports academic and personal achievement. We work in a collaborative way and aim to develop effective partnerships with children and their parents or carers, utilising the support and advice of external professionals to ensure that the school can meet a broad range of special educational needs and disabilities.

What kinds of special educational needs are provided for at Delta Federation Schools?

We offer provision for pupils with difficulties in the following areas:

- **Cognition and Learning**

Pupils with this need learn at a slower pace than their peers, even with appropriate differentiation. Pupils with this need include those who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia or dyscalculia.

- **Communication and Interaction**

Pupils with this need have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand the social rules of communication. Pupils with this need include those with speech and language delay, impairments and disorders, specific difficulties such as dyslexia or dyscalculia, hearing impairment and those who demonstrate features within the autistic spectrum.

- **Social, Emotional and Mental Health needs**

Pupils with this need may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include a lack of concentration, becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

- **Physical and / or Sensory needs**

Pupils with this need require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. They may require additional ongoing support and equipment to access all the opportunities available to their peers.

How does the Delta Federation identify if children have special educational needs?

All teachers are teachers of pupils with special educational needs and are responsible for identifying pupils with special educational needs as early as possible. We will consider a pupil's type(s) of need after they have been assessed as making less than expected progress and those that have social, emotional or mental health difficulties that are affecting their ability to engage in their learning.

The class teacher will discuss their concerns with their team leader in weekly meetings, and with the Executive Headteacher and/or Head of School in termly pupil progress interviews. The Special Educational Needs Co-ordinator (SENDCo) will work with the staff involved to decide on the action that needs to be taken. If appropriate, recommendations and strategies may be recommended as reasonable adjustments to classroom provision or additional support may be put into place on a 1:1 or small group basis in order to address any specific areas of difficulty.

We have an open-door policy. If parents are concerned about their child's academic progress or wellbeing, we would encourage them to speak to the class teacher or a Learning Mentor.

How will I know how my child is doing?

We have an open-door policy at our schools and encourage parents to talk to us about how their child is progressing at school. Class teachers, Learning Mentors and our SENDCo are easily contactable via the school office by telephone or email and always respond to parents' queries as quickly as possible. If your child requires additional support for a special educational need, they will often receive an Individual Education Plan (IEP), an Individual Pastoral Support Plan (IPP) or, for more significant needs, an SEN Support Plan detailing the support they are currently receiving in school and outcomes we are trying to achieve through this provision. These will be shared with you, and progress reviewed, at Parents Consultation evenings in the autumn and spring terms, and an Open Evening in the summer term. Pupils with significant SEND needs will be placed on a SEN support plan in conjunction with the SEN team. These will be shared with parents and reviewed on a half-termly basis.

A detailed annual report of your child's progress is provided in the summer term. The IEP/IPP/SEN Support Plan may also have suggested activities for you to work on at home. Extra activities at home, in addition to the normal school homework, may be recommended to support specific individual targets (for example, handwriting practise). The class teacher or SENDCo will show you how to complete any additional activity, explain its importance and be available to give you extra advice.

The outcomes of an IEP/IPP/SEN Support Plan are set against previous attainment, national and school expectations. We may invite you to come in sooner to discuss any concerns we have or if we want to involve external specialists in your child's education. If a referral to an external specialist is recommended and agreed, the forms will be completed in conjunction with you and then sent on to the relevant agency.

Referrals may be recommended when a high level of support has been sustained by the school over a period of time although in some cases specialist advice may be sought immediately due to the nature of the concern e.g. a child with significant speech and language difficulties. If external agencies are supporting your child, a report with recommendations will normally be produced. You will be provided with a copy and offered an opportunity to discuss the report with the agency.

We always involve any child with an Education, Health and Care Plan (EHC Plan) in their annual review. The format of their contribution will vary according to the child's special educational needs. The child may choose to attend part, all or none of their review but they are supported in understanding the purpose and their role in the meeting. Regardless of whether the child attends

the meeting, their views will be sought and recorded before the meeting using an appropriate format, for example a video presentation on an iPad. This process will be supported by an adult that works closely with the child and their views will be shared in the meeting.

The SENDCo is also the Designated Teacher for Looked After Children (CLA). These children are invited to share their thoughts, wishes and feelings in a similar way at their review meetings.

How will the curriculum and learning environment meet my child's needs?

We match the curriculum to the child by Quality First Teaching in all classes for all pupils. Class teachers and year group teams adapt the planning and teaching to meet the diverse range of abilities and needs in each class. Differentiation is the process by which teachers ensure that tasks are matched to the individual child's abilities. This might involve the use of adult support, different resources or different outcomes being expected of the children. Differentiation is provided to ensure the children can experience success and challenge in their learning. Ability grouping and additional adult support are organised flexibly to help groups of children and individual children meet their learning intentions and outcomes. Children with similar needs may be grouped together to work with a teacher or teaching assistant, or one-to-one support may be provided to help a child achieve an individual target. Part of this support will be to develop skills to enable the child to become a more independent learner.

If appropriate, the SENDCo will organise specific 1:1 or small group interventions to address and support specific areas of need. Currently a range of different interventions are delivered and these change on either a half termly or termly basis depending on the needs of the children. Literacy interventions may include Read, Write, Inc (RWI) 1:1, Hornet, SEFT (for word recognition and spelling), Sir Kits and Further Literacy Support (FLS). Maths interventions may include Numicon. Our PE teachers lead 1:1 or small group interventions to support physical development needs and communication and interaction skills. Other interventions also take place to address specific areas of a child's development, for example Superflex to help children develop their communication and interaction skills.

Adaptations to the school or classroom environment may be needed in order to meet specific needs of a child. Specialist equipment is provided where appropriate across the school, including pencil grips, writing slopes, coloured overlays, timers etc. We may also look to purchase specialist furniture or equipment if necessary.

How will Delta Federation prepare and support my child if they transfer in to one of the schools, transfer out to a new school or move on to the next stage of their education?

When children join our schools:

Families of children joining our Nursery (Drayton Park only) or Foundation Stages are visited at home by the appropriate class teacher and a Learning Mentor. Our Foundation Stage staff will also liaise with other pre-school settings where children have been highlighted as having a special educational need or disability.

Children joining the schools during the school year meet with a Learning Mentor and take a tour of the school. They will usually have the chance to meet their new teacher and see their new classroom. Our Learning Mentor will meet with you to discuss your child's needs and will contact the previous school to discuss attainment, levels of support and any additional provision previously in place. The SENDCo may contact the previous school to discuss support for children who have more complex needs.

When children transfer between year groups and key stages:

Transition days are held in the summer term for all children. A SEND child may visit their new class teacher before the transition day to reduce anxiety. A transition booklet may be provided to support children with Communication and Interaction needs in moving classes and to reduce their anxiety over the summer holidays.

When children transfer to a new primary school:

A Learning Mentor will speak to the new school about a child's attainment and needs. The SENDCo may contact the new school to discuss a child with more complex needs. Records, including any IEPs/PPPs or specialist reports are sent in a timely fashion.

When children transfer to secondary schools:

Year 6 teaching staff meet with staff from local Secondary schools to discuss and plan for SEND children transferring to this local setting. The SENDCo completes SEND transfer paperwork for children transferring to other secondary schools and will meet and speak to SEND staff as necessary. A transition programme operates for most secondary schools for new Year 7 pupils. We support these programmes by sending staff when appropriate to support children on visits to the new school and we facilitate visits from secondary colleagues to observe and work with children in our settings.

How does Delta Federation support the development of my child's social and emotional development?

At Drayton Park School, we have two Learning Mentors: Mr Roberts who is our operational safeguarding lead and Mrs Parris. At Brookward School, we have two Learning Mentors: Miss Cook, who is our operational safeguarding lead, and Miss Clifford. Our Learning Mentors work closely with Class Teachers and Teaching Assistants to ensure that the children feel safe and happy at school. They liaise closely with parents and are able to offer support in class, small, focussed groups or on a one-to-one basis. One-to-one sessions can include support with dealing with loss, protective behaviours, anger management, social skills, motivation and confidence. The Learning Mentors run clubs at break and lunchtimes to support social and emotional development, either through reflection and resolution of incidents or the teaching of specific skills. The Learning Mentors also monitor attendance and lead our 'Everyday response' involving calls, and occasionally visits, to home to support school attendance.

On occasion we find it beneficial to use home/school communication books to support and encourage good behaviour choices. We have a consistent approach to expectations of behaviour across all year groups in order to prevent bullying. Our schools have six 'Learning Characters' who are integral to the personal development of our children. Each half term the whole school focuses on one of the characters and the skills they possess and promote. Across the year, and through the characters, we aim to teach the pupils to become independent, resilient, stay safe, work co-operatively, be aspirational and develop good learning skills. Our school council consists of members from every class in Key Stages 1 and 2, with Year 6 representatives for the Foundation classes. They are elected by their class peers at the start of the school year. The school council meets regularly with staff and the Head of School to ensure that the children's views are listened to and considered throughout the school year.

How will my child be included in activities outside the classroom, including school trips?

The activities and trips offered by our school are made available to all children. Risk assessments are completed for every offsite trip and procedures are put in place to enable all children to participate at the school's discretion and in consultation with you. If a risk assessment indicates that one-to-one support is required for a child to access an activity safely and maintain statutory

supervision for the other children, you may be asked to accompany your child on a visit. A familiarisation booklet may be provided to reduce anxiety about the trip.

Our Federation is split into two school sites. The Brooksward site has split buildings across the site. The site has been adapted to provide access by wheelchair users. We are happy to discuss individual requirements and to make reasonable adjustments to meet these needs.

What training have the staff supporting children with SEND had or are having?

The SENDCos for Drayton Park and Brooksward have completed the Post Graduate National Award of SENDCo Standards and attends any locality network meetings and training opportunities in order to keep up-to-date with local and national updates in SEND. All class teachers receive regular training and updates related to SEN and disabilities. Specialist training is accessed to review and develop provision for children who have more complex needs.

During the past year this has included training for Literacy in RWI, Attachment Issue training, Mental Health Needs training and Speech and Language Therapist training for specific speech impairments. We will continue to access appropriate training for all members of staff to support the needs of the children attending our schools, utilising the local authority's Inclusion and Intervention services, staff placements at special education providers and local NHS initiatives.

What external agencies are available at or accessed by the Federation to support SEND children?

The SENDCo seeks advice from the Inclusion and Intervention Team of specialist teachers based within the local authority on a regular basis. We are able to make referrals to Speech and Language Therapists and the School Nursing Team is able to support the school with referrals to additional health services including Occupational Therapists.

Our SENDCo supports parents with referrals to the community paediatricians and mental health agency known as CAMHS. We are able to provide written evidence for parents to detail any provision that a child is having at school. We will contribute to any external agency assessments and use any strategies recommended to improve our provision.

How does the Federation use its resources to support a child with additional needs?

The SEND Budget is allocated each financial year to support additional needs throughout each of the schools. The money is used to provide additional resources or support, dependent on need.

It is used to provide:

- Specialist equipment to support a specific need (for example, writing slopes, coloured overlays etc)
- Additional intervention programmes and associated resources (for example, Numicon and RWI 1:1 tuition)
- Teaching assistants to support individual and small group learning

Children with an EHC Plan or Statement of Special Educational Need will be provided with support and resources specified.

What support is available locally?

The Milton Keynes SEND Local Offer is a directory of information about education, health and care services, as well as leisure activities and support groups, for children and young people with SEN and/or disabilities (SEND) from birth to 25 years, their parents and carers, practitioners and professionals.

Their vision for children and young people with special educational needs and disability is the same as for all children and young people - that they achieve their full potential and lead happy and fulfilled lives within a safe environment, where they have choice and control.

The Milton Keynes Local Offer can be found at www.mksendlocaloffer.co.uk

How is the effectiveness of the SEND provision evaluated at the Delta Federation?

We are always working towards improving our provision to meet the requirements of the changing needs of our pupils. Every term the SENDCo looks closely at the progress of all pupils on the SEND register. This enables their progress to be monitored closely and provision adjusted where expected progress has not been made.

At the end of every term, the SENDCo looks at the data for the three core subjects, Reading, Writing and Maths and compares the progress of the SEND pupils to those without additional needs. This data is used to monitor and evaluate the overall effectiveness of our SEND provision.

Who can I speak to if I have a concern about my child?

In school you can contact:

- First point of contact – Class teacher
- Other lead adults in your child's education – Year group team leader and Learning Mentor
- Special Educational Needs Co-ordinator at Drayton Park – Laura Greenwood
- Special Educational Needs Co-ordinator at Brooksward – Natalie De'Ath
- Designated Safeguarding Leads at Drayton Park – Ben Roberts, Laura Greenwood, Jen Swain and Rachel Bennett
- Designated Safeguarding Leads at Brooksward – Michelle Cook, Natalie De'Ath, Laura Clifford, Jen Swain

For children joining the Federation:

- Senior Learning Mentor at Drayton Park – Ben Roberts
- Senior Learning Mentor at Brooksward – Michelle Cook

Other local support services:

- Milton Keynes SEND Information, Advice and Support Service (SEND IAS) – 01908 254518 This is a service offering confidential and impartial information, advice and support to all families in Milton Keynes who have a child with special educational needs or disability.
- Children and Families Practice Central – 01908 252696 This is a team of experienced staff offering early help and family-based support and advice.

Other sources of school information:

Please follow the links below to our school websites where you will find policies and procedures that you may wish to read:

Drayton Park

<https://www.draytonpark.org.uk/school-documents/>

Brooksward School

<https://www.brooksward.org.uk/our-school/school-documents>

If you wish to make a complaint about any aspect of the SEND provision at either school, please do so by consulting the procedures detailed in our Complaints policy. This can be found on our school websites by following the appropriate link above.

The local authority's Local Offer: The Local Offer is a directory of information that helps families to find and access support. All local authorities are required to have their own Local Offer as part of the government's SEND reforms. The Local Offer for Milton Keynes can be found on the following website: www.milton-keynes.gov.uk Select the Children, Young People and Families icon.

The schools work closely with agencies delivering the Local Offer.

SEND Information Report Review

This report will be reviewed and updated on an annual basis. This report will be reviewed and updated in January 2025.