MILLSIDE
SPENCER ACADEMY

Millside Spencer Primary Academy Special Educational Needs and Disability (SEND)
Information Report 2025-2026

Introduction

At Millside Spencer Primary Academy, we are committed to the equal inclusion of all pupils in all areas of school life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

Millside Spencer Academy is a mainstream Primary school where we value the abilities and achievements of all pupils and are committed to providing the best possible environment for learning for each pupil. All pupils follow the National Curriculum at a level and pace that is appropriate to their abilities. We believe in personalised learning and our curriculum is tailored to meet individual pupils' needs. At times, and when it is felt appropriate, interventions and modifications to the curriculum may be implemented.

Special Educational Needs and Disability

Our SEND philosophy places SEND children at the heart of personalised learning and our curriculum is tailored to meet individual pupils needs. To successfully match pupil ability to the curriculum, Millside Spencer Academy School remains committed to:

- A range of teaching and learning styles
- Differentiated learning materials
- Access to ICT and technology
- Additional in class support
- Additional out of class support
- Targeted interventions
- Flexible groupings – including small group support work
- Innovative and supportive curriculum
- The appropriate use of rewards and sanctions
- A broad range of extra-curricular activities.
- Assessment procedures that emphasise pupils' strengths and achievements
- Applications during national testing at Key Stage 2 to obtain access arrangements as appropriate.

There is a wide range of special educational needs for which children may need extra support. Sometimes these needs are only short term, others may continue through a child's school life. The needs generally fall into one or more of the following categories:
Cognition and Learning; Communication and Interaction; Behaviour, Social and Emotional; Sensory and Physical.

Q. What is the Local Offer?

The SEND Local Offer is a resource, which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. See the link below for the Nottinghamshire County Council Local Offer:
Nottshelpyourself | Nottinghamshire's SEND Local Offer

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Q. Who are the best people to speak to in school about my child's difficulties in learning/special needs or disability?

The Class Teacher is responsible for:

- Checking the progress of your child, including planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Educational Needs Team know as necessary.
- Writing pupil progress targets and or completing BSquared assessments and sharing and reviewing these with parents at least once a term and planning for the next term.
- Personalised teaching and learning for your child.
- Ensuring that the schools SEND policy is followed in their classroom and for all pupils they teach with SEND.
- To seek advice and strategies that may help your child.

The SENCo: Brooke Phillips is responsible for:

- Developing and reviewing the school's SEND policy – a document used to inform identification and assessment of children with SEND.
- Co-ordinating the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are;
  - ✓ Involved in supporting your child's learning
  - ✓ Kept informed about the support your child is getting involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology, Schools and Family Specialist Services (SFSS), Rushcliffe schools Behaviour Partnership (RSBP)
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

Family SENCo: Sarah Magirr is responsible for:

- Observing children with additional needs and signposting staff to support
- Leading professional development meetings, Springboard meetings and the annual family bidding moderation.
- Sharing information about current policy and practice or continual professional development opportunities between the local authority and the SENCOs and their schools.

The Principal: Sophia Thorne is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Principal will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Principal must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor: Claire Jallow is responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.
- Monitoring the attainment and provision of SEND pupils through learning walks and meetings with the SENCO and principal

Q. What are the different types of support available at your school for children with SEND?

Quality First Teaching

a) All teaching staff at Millside Spencer Academy are expected to have knowledge of high incidence needs that apply quality first teaching strategies in line with school and cohort needs.

b) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored.

c) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

d) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

e) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.

f) Through (b) and (d) it can be determined which level of provision the child will need going forward.

g) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.

h) A personal provision plan will be written to provide small achievable targets for the child.

i) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

j) The child is formally recorded by the school as being monitored due to concern by parent or teacher but this does not place the child on the school's SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.

k) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's school file. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peer and national data, as well as the views and experience of parents. The pupil's views and where

relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a statutory assessment process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make an EHC Plan will be taken at a progress meeting. The application for an Education, Health and Care Plan will combine information from a variety of sources including parents, class teacher and outside agencies supporting the child.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:
Nottshelpyourself | SEND Local Offer - Special educational needs (SEN) support

Education, Health and Care Plans [EHC Plan]

a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Q. How will you support my child during periods of transition e.g. moving class, key stage or school?

Transition

We recognise that transitions can be a challenging time for children with SEND and we take steps to ensure that any transition is as smooth as possible. The period of transition, depends on the individual needs of the pupil.

If your child is joining us from another school into EYFS:

- The EYFS team will speak to the previous school where appropriate.
- The EYFS team and SENCo will arrange a meeting at school and may visit your child in their current setting if possible and appropriate.
- Your child will visit the school with you and your family and meet the staff.
- You will be shown around the school and introduced to key staff, class teacher and teaching teams who will be working closely with you.
- If your child would be helped by a booklet to support them, then one will be provided including pictures of their new classroom, school and staff.

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child, where possible a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new teaching team in advance and planning meetings will take place with the new teaching teams to discuss personal provision to ensure a smoother transition
- If your child would be helped by a booklet to support them in understanding moving on, then one will be provided.

In Year 6:

- Advanced planning for pupils in Year 6 is essential to allow appropriate options to be considered. The SENCo will liaise with the SENCos of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.
- The SENCo will discuss the specific needs of your child with the SENCo of your child's secondary school. In some cases, a transition review meeting will take place with the SENCo from the new school during summer term, to which you will be invited.
- Your child will be participating in focussed learning related aspects of transition to support their understanding of the changes ahead.
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- An enhanced transition visit is arranged for children with SEND to visit their new school in a smaller group before the main transition days.

Transition Days

- Supporting children in moving to their new year groups before the summer term, allows all children to; build relationships with their teacher, settle into their new classroom, set expectations for the year ahead, continue working at high expectations, receive homework projects for the summer holiday and a reduction in any anxiety or worry about moving into an unknown classroom with a new teacher following the prolonged summer break.
- The SENCo and SEND Team will ensure that training needs are planned for and that information regarding needs is passed to the new teachers through individual SEND files.

Q. How will you measure the progress of my child and how will the teaching be adapted to enable progress and success?

Pupil Progress for all children at Millside Spencer Academy is monitored with great rigour and is monitored by us and the Trust on a regular basis. In evaluating the success of provision, the careful tracking of data identifies those children making progress and those who are not. Success will be evident if:

- Progress is made by all pupils in all areas of learning, self-esteem and skills levels.
- We receive positive responses from pupils, parents, staff, governors, 'The Trust', Challenge Partners and Ofsted Inspectors.
- We can demonstrate effective use of resources.
- Self-evaluation of our SEND provision and inclusive policies is continuous and assessment results in improved practice and innovative initiatives for the benefit of pupils and staff.
- Recognition and value is given to all forms of achievement including personal development and well-being.
- Each child's progress is continually monitored by his/her class teacher.
- His/her progress will be reviewed formally by Senior Leaders in reading, writing, numeracy and for some children personal and social development.
- If your child is in F2 or working significantly below their peers, a more sensitive assessment tool will be used, which shows their attainment in smaller steps, called Bsquared assessments.
- At the end of each Key Stage 2 (i.e. at the end of Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the Government requires all schools to do and the results are published nationally.
- Each SEND child will be included on our bi-monthly RAG meetings and records, highlighting the impact of personalised provision which is designed to accelerate learning and wherever possible close the progress gap.
- The school will use the graduated response strategy of; Asses, Plan, Do, Review.
- The progress of children with an EHC Plan will be formally reviewed at an annual review with all adults involved with the child's education. The child is also involved in their review as much as possible, a variety of creative strategies are employed to ensure accessibility.
- The SENCo will also check that your child is making good progress with any individual work and within any group that they take part in.
- Regular book scrutiny, lesson observations, learning walks etc are carried out by the SENCo and Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

Interventions are recorded and monitored through the use of provision maps and alongside individual and class timetables. Outcomes of support are monitored regularly by the class teachers, to inform progress. B Squared assessments are used to monitor children working two or more terms behind their peers to monitor small steps or progress and support targets set.

Personal Provision Plans

Every child who is on the SEND list, will have a personal provision plan. The provision plan will record only that which is different from or additional to the normal differentiated curriculum, and will state individual outcomes and targets with measurable success criteria. These should match the pupil's needs as well as:

- Personal details.
- The pupils strengths
- The pupils areas for development
- Teaching strategies and resources that support the pupil.
- Short term, SMART targets which build up to the long term targets..
- Evaluations on the impact of any input from the teaching team, parents/carers and, most importantly, the child.

The provision plans will be developed and discussed with the pupil and the parents/carers and should also be written in plain language on the child friendly pro-forma. The plans should be written collaboratively between school, parents and any agencies involved with the child. A copy will be kept in a secure file on the school server (under the new GDPR guidelines).
Provision plans should be written at the start of each term, with the summer term plan being written by both the current class teacher and the teacher for the next academic year. There is an annual formal evaluation of the effectiveness of the SEND provision, policy and practise. The evaluation is carried out by the SEND Governor. The information collected will help inform our school development and improvement plan.

Finance

The school funding formula is generated to include financial provision to specifically support pupils' individual special needs. This funding is prioritised to enhance learning to ensure that small steps of progress are continually made by all learners with additional needs/SEND.

At Millside Spencer Academy, for those pupils with AFN (additional funded needs), costed provision maps are created with detailed evidence of supporting resources provided in school. This builds a portfolio of the support each child receives and the progress each child makes. Additional funding and financial support can be applied for from the Local Authority. Detailed assessments and data tracking ensure that all learners achieve and make progress at Millside Spencer Academy.

Q. How can I support my child's learning?

The class teacher is available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals, will be discussed with you by the person involved directly, or where this is not possible, in a report. SEND review meetings will be held each term with your involvement. These meetings are in addition to Parent's Evening meetings.

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Once your child has been identified with SEND; the class teacher will respond accordingly making the necessary adaptations to the curriculum and they will also provide extra provision for your child which is highlighted in the RAG meetings (in consultation with the personal provision plans). Parents are always consulted where a child has been identified with SEND and feedback from yourself is important to us as we understand that you know your children best. We take into consideration the child's strengths and try and build on these to increase confidence and self-esteem.

We also provide all children with personal organisers – any messages or concerns you have can be noted into the diary, or via a message on Class Dojo. The teacher will respond with any information they can provide either by telephone, in person or by writing a message back.

Q. Will my child with SEND be able to engage in activities with children without SEND in school?
Millside Spencer Academy is an inclusive school where all children regardless of their abilities are engaged and able to partake in all activities we offer. Where appropriate we will make reasonable adjustments to the curriculum, environment and activities so all children can access them.

Q. How are the teachers in school helped to teach children with SEND and what training do they receive?
The SENCo's job is to support the class teachers in planning for children with SEND. Our aim, is to train staff and ensure that training opportunities are matched to the school development priorities and the needs of the pupils on our SEND list. The training and support provided should enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND; Nurture, Autism Spectrum Condition (ASC), Attachment Disorder, Speech and Language Difficulties, Cognitive Behaviour Therapy (CBT), Physiotherapy, Dyslexia, Mental Health (the role of CAMHs). In addition, there is also further training specifically for personal care, booster groups, more able pupils, and phonics, literacy and maths intervention.

We are also in some cases, able to gain support from outside agencies who will then advise teachers on how best to support the child in class and to help ensure they meet their targets. This is done through the School's family springboard meetings which are held once a term.

Q. How do you know if the provision given to SEND children is effective?
At Millside Spencer Academy the teachers are incredibly effective at assessing and evaluating both themselves and the provision given to all children. All lessons are evaluated including assessing how particular groups or individual children do through formative whole-class feedback daily.
All additional provision is progress based – whereby the children are assessed for a base-line before the provision starts and again afterwards to accurately measure and monitor progress made by all the children.

Q. How will you support my child emotionally and socially and what measures do you have in place to prevent bullying?
We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including; behavioural difficulties, anxiety and being non-communicative. If a child has a specific need such as low self-esteem they may also access emotional literacy support through ELSA sessions with Mrs Brazener or small nurture group work with a Teaching assistant. We currently have support interventions through Lego club, ELSA club and Art Therapy.
Children are supported at lunchtimes and playtimes by planned activities ran by play leaders and teaching assistants and encouraged to nurture others through our SHINE values. If a parent or teacher has concerns that a child is being bullied because of an identified need, the anti-bullying policy would come into force and procedures would be followed.

We may make a referral to the primary SEMH team if we feel additional support and intervention is required, but this is always in consultation with parents/carers and where possible, the child themselves.

Q. Are there other people / organisations involved in supporting children and families?

The school continues to build strong working relationships and links with external support services to fully support our SEND pupils and aid school inclusion.
Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo who will then inform the child's parents. The following services will be involved as and when is necessary:

- Support in school Services (SIS)
- Physical Disability Support Services (PDSS)
- Children and Adolescent Mental Health Services (CAMHs)
- Rushcliffe Behaviour Partnership team (RBPT) focused on supporting children with SEMH (social, emotional and mental health) needs.
- Early Help Team; Personal, Social and Emotional Development Team (PSED)
- School Health; Speech and Language Therapists (SALT)
- Physiotherapists
- Occupational Therapists (OT)
- Paediatricians
- Looked After Children Team
- Educational Psychology Service (EPS).

In order for this to happen:

- Parents will be asked to give permission for the school to refer their child to the specialist professional e.g. SALT or EPS. This will then be taken to 'Springboard' where it will be discussed and taken to a panel. From here the chosen agency will decide on what support is needed and feedback.
- If the specialist professional will work with the child, they work to understand their needs and make recommendations as to the ways the child is given support. This will then lead to specific group or individual work being carried out.

Please refer to schools Local Offer for more information.

Staffing and any Specialist Qualifications/Expertise at Millside Spencer Academy

Our SENCo, Brooke Phillips, graduated from Nottingham Trent university with a distinction for the National SENCo award in May 2025. This is a statutory requirement for all SENCOs appointed new to role. (Appointed September 2023).

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. Our school operates the following training programmes:

- The Spencer Trust Academies Alliance - all staff attend a variety of training through the Alliance.
- The Derby research schools – some staff on training courses including Leading SEND in the mainstream and Improving the teaching the reading.

- The George Spencer family of schools and The Spencer Trust Academies Alliance will also support and use expertise within the schools to train each other where possible.
- The SENCo will attend specific SEN training events termly with the schools Family SENCo. Support is given from all outside agencies who will advise teachers on how best to support the child in class and to help ensure they meet their targets.

Each year the needs of children within our school are carefully considered and training organised to build on the individual skills sets of our staff.
During the last academic year the following members of staff took part in the following training courses:

- BSquared assessments
- Dyslexia support and screening process
- PDA
- Understanding Autism
- Anxiety related non-attendance
- Positive handling
- Sensory Attachment Training
- Draw and Talk
- Girls with Autism
- Speech and Language support and interventions
- Language comprehension and assessment models (BLANKS)
- Manual handling
- Personal and intimate care
- Team Teach positive behaviour support
- Autism specialist teaching.

This academic year, we have the intention of providing training for specific staff on; inclusion of neurodiversity in schools

Q. How do I make a compliment or a complaint about the provision my child is receiving?

The education of all pupils that attend Millside Spencer Academy is very important to us and therefore the school is open to comments, questions, compliments and complaints. Compliments are always greatly received and can be passed on either directly to staff and/or the principal.
We endeavour to deliver an individualised programme of provision for children within the school. However, if you were to become unhappy with the provision your child is receiving the first person to speak to would be the class teacher, who may involve the SENCo, – who will try to resolve any concerns and work with parents to adapt and change provision. If the matter was not resolved satisfactorily, the School Principal and SEND Governor would listen to your concerns and together find an amicable solution. If again, it was not resolved to your satisfaction you may follow the school's Complaints Procedure. For further information please view our Complaints Policy located in the school policy section of our website.

Reviewed: October 2025