

Local Offer

Mill View Primary School



School name and address	Mill View Primary School Wealstone Lane Upton Chester CH2 1HB
Telephone Number	01244 381443
Website Address	www.millviewschool.co.uk
Age range within the school	3 - 11
Person responsible for updating local offer	Jess Thomson SENDCo 01244 381443 jess.thomson@millview.cheshire.sch.uk
How does the school know if children need extra help and what should I do if I special educational needs?	As well as building strong relationships with children and their families, children's progress is monitored closely through assessment and data analysis. Concerns should be raised in the first instance with your child's class teacher. The school does not have a specialist SEND provision.
How will school staff support my child?	All class teachers have a responsibility to create high quality learning environments. Lessons are planned and differentiated appropriately to the needs of learners. Children who have been identified as needing extra support are identified on class provision maps with approaches to address needs. Children with SEND have individual targets in the form of an IEP (Individual Education Plan) which are shared and reviewed termly with children and parents. Some children receive extra support within class or are withdrawn for specialist provision according to need. Senior Leadership closely monitor pupil progress and teacher effectiveness, and Governors have a responsibility to develop effective policies and review these regularly. During data analysis, pupil groups are identified; including children with SEND and the results of this analysis informs practice. If concerns remain, the school will consult or involve external agencies.
How will the curriculum be	The school delivers the National Curriculum in a creative skills-based way. Through providing a 'context for learning',

matched to my child's needs?	children are given relevant and hands-on experiences. These are differentiated to be both accessible and challenging to children. Inclusion is nurtured through the development of a strong, socially-cohesive community; through the use of supportive and co-operative groupings and learning structures; and through child-centred planning, teaching and assessment. The school provides a variety of learning contexts both within the school, school visits, Expeditionary Learning projects, our Forest School and our outdoor learning provision. These fosters and builds on children's interests and allows all children to experience success. The school's Special Educational Needs policy is available on the school website.
How will both you and I know how my child is doing and how will you help me to support my child's learning?	School staff are on the playground at the start and end of the day to deal with minor enquiries or to make appointments if a longer conversation is needed. As indicated above, children's progress is monitored closely, and effective assessment and tracking (together with staff knowledge of children and attention to their well-being) informs communication with families. There is the opportunity to meet formally with your child's teacher at Parents' Evenings in the Autumn and Spring terms. A written report is shared with families in the Summer term. If your child has an EHCP or extra funding for SEND, there will be an annual review of this, and individual plans are reviewed termly with children and parents/carers. Staff absence is usually covered with familiar teaching staff from within the school. On the few occasions when this is not possible, regular supply staff are used. All classes have a page on the school website, with a class blog where photos and information can be shared. Additional information is shared via Twitter and Seesaw. All children have a reading diary. Age-appropriate homework is set when required. There are regular training events for parents, for example Behaviour Management, Mathematics, Well-being, Creative Writing and Forest School.
What support will there be for my child's overall well-being?	All school staff are responsible for the well-being of children and consistent systems are in place throughout the school to promote and sustain this. Social skills and emotional literacy are taught through a structured PHSE and values- based curriculum. The school has a Learning Mentor and a number of learning coaches/welfare assistants who work with children and small groups on an individual basis where required. The school has an anti-bullying policy and works with children to resolve their differences in line with the

	school's 'Conscious Discipline' whole-school approach to behaviour management. The school has a policy for the safe administration of medicines and providing personal care. The school has trained first aiders and training is updated in accordance with health and safety protocols. Exclusions are low, and where children are vulnerable, school works closely with families to put strategies in place to support the child, involving external agencies where appropriate. Children's attendance is supported through the provision of a learning environment that children are keen to attend and working with individual families through the Learning Mentor where required. Pupil voice is valued and fostered, and the school has an active School Council. Where children have social/communication needs, individual programmes are used to support their development.
What specialist services, experience, training and support are available at or accessed by the school?	All staff undergo continuous professional development through staff meetings and training courses. The school has a highly experienced staff, both teachers and learning coaches. The school liaises as appropriate with a range of services and agencies including: ○ Educational Psychology ○ Community Paediatrics ○ Speech and Language ○ Occupational Therapy ○ Autism Team ○ Behaviour support ○ CAMHS (mental health) ○ Visual/auditory impaired support ○ SPOTSS Team
What training are the staff supporting children and young people with SEND had or are having?	All staff have had some training in SEND, dyslexia, behaviour management and autism. The SENCO regularly attends local SENCO networking meetings and leads professional development meetings to ensure that relevant policy updates are shared with staff. All learning coaches undergo regular, relevant training. Our learning coaches have specialisms in supporting children with needs in different areas including: autism, EAL, Speech and Language and Emotional Literacy. These specialisms are deployed in a targeted way to ensure that individual needs are catered for.
How will my child be included	Risk assessments and careful planning are used to ensure that all children are included in activities in and out of

in activities outside the classroom including school trips?	school. Where necessary, support staff are used to enabling this. Families will be consulted in this process where necessary and are always welcome to discuss their concerns with staff.
How accessible is the school environment?	Access arrangements are monitored by the Governing Body and the school has wheelchair accessibility. The school has a disabled toilet facility. Where the first language of parent/carers is not English, every effort is made to ensure that communication is maintained, accessing Local Authority services if required or available. Where special facilities are required for children with SEND, these will be provided from the school budget in response to need, and where this is not possible, external funding will be sought. All classrooms have a designated 'safe place', and the school has three small rooms that are used throughout the school day for small group/individual work. The school does not have a designated area for individual children to access time out of the classroom.
How will the school prepare and support my child to join the school or transfer to a new setting / school for the next stage of education and life?	Where children move school during their primary school career, every effort is made to ensure that there is effective communication with the new school. All children transferring to High School are included in the transition arrangements put into place by their receiving school and take part in targeted PHSE lessons to support them. In addition, vulnerable children, including those with SEND, take part in an enhanced transition programme co-ordinated by the welfare assistants. Individual needs are also supported by the welfare assistants through daily check-ins, structured social skills sessions and 1:1 discussions. Appropriate data will be shared with the new setting in line with Local Authority policy, and the SENCO from the receiving school will have a conversation with the class teacher prior to transfer to ensure that specific needs and concerns are addressed. Parents/carers will be involved in this process.
Provide examples of interventions, equipment, resources that schools may allocate to match children's special	In addition to Quality First teaching, in class and out-of-class interventions, children may be offered, for example: ○ Multi-sensory reading and spelling programmes ○ Social skills training and support ○ Visual timetables, timers, prompt cards ○ Speech and language interventions ○ Additional adult support ○ Writing slopes, adapted pens, scissors etc.

educational needs.	
How is the decision made about what type and how much support a child will receive?	Where concerns are raised about a child and their needs are not being met through Quality First Teaching or interventions, the class teacher would discuss possible strategies to address this with the Inclusion Manager and parents/carers. If there is a continuing difficulty, a child may be placed on the school's SEND register as needing SEN support. An individual programme will be put in place in collaboration with the child and parents/carers. This will be reviewed and targets set termly. Where a child's needs cannot be met from the designated fund within the school budget, the school will apply for top-up funding. If it is considered necessary, an application will be made for Education Health Care Plan assessment. At all stages, outside agencies will be involved as appropriate and their recommendations actioned.
How are parents involved in the school? How can I be involved?	Parents/Carers are equal partners in their child's education. The school has an active PTA, open to all parents, which promotes both fundraising for the school and a strong sense of community through social events. The school has an 'open door' policy and parents can easily contact staff where there are concerns. Parents are encouraged to support their child with reading and homework. Every Friday the school has a celebration assembly which parents of children receiving awards are invited to. Parents' evenings and parent information events provide further opportunity for communication. Parents can interact with the school through the school website forums and contacts, and through social media such as Twitter. The school use the Seesaw platform to share children's learning and activities directly. Parents are welcomed into classes to help with class activities and often accompany school visits.
Who can I contact for further information?	The first point of contact for a child in the school is usually the class teacher. Other staff with a role in your child's education are the Principal, the Senior Leadership Team, the SENCo, the Welfare Assistants, Teaching Assistants/Learning Coaches, Mid-Day Assistants, and Miller Club staff for those children attending our out of school provision. If you are unsure who to contact, please ring the school office where our admin staff will be happy to advise you. If you are considering whether your child should join the school, contact the Head Teacher through the school office. The School SENCo is Mrs Jess Thomson who can be contacted via the details listed above. For further advice, contact Cheshire West and Chester Local Authority. Contact details are available through their

	website. The Local Authority Local Offer is located on their website. The school's complaints policy can be found on the school website.
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