

Millbrook Primary School SEND Information Report 2025

Millbrook Primary School is proud to be an inclusive school. We believe every child deserves access to high-quality education and full participation in school life, regardless of their individual needs or abilities.

What Are Special Educational Needs (SEND)?

A child has SEND if they have a learning difficulty or disability that requires special educational provision. This means they may:

- Have significantly greater difficulty in learning than others of the same age
- Have a disability that prevents or hinders them from accessing mainstream education

This definition comes from the *SEND Code of Practice: 0 to 25 years (2014)*.

Identifying SEND

We identify SEND through collaboration between:

- Teachers
- Parents/carers
- Outside professionals (e.g. educational psychologists, medical staff)

We consider:

- The child's progress and attainment
- Views of the child and their family
- Reports from external specialists

If a child is identified as having SEND, we determine which of the four broad areas their needs fall into:

Area of Need	Description
Communication & Interaction	Difficulties with speech, language, or social communication
Cognition & Learning	Challenges with memory, processing, or academic skills
Social, Emotional & Mental Health	Issues with emotional regulation, anxiety, or behaviour
Sensory and/or Physical	Physical disabilities or sensory processing difficulties

Some children may have needs in more than one area.

SEND Register & SEN Profile

Children identified with SEND are added to our SEND register. Each child has an SEN Profile that includes:

- Background information
- Areas of need
- Progress and attainment
- Details of interventions
- Reports from external agencies

Inclusion at Millbrook

We believe all children should have access to the same opportunities. We make adaptations to:

- The curriculum
- The school environment
- Activities and events

This ensures every child is fully included in school life.

Meeting Children's Needs

Our first approach is **Quality First Teaching**—high-quality, adaptive classroom instruction. If additional support is needed, we provide:

Wave 2 Support

Small group or individual interventions, such as:

- Extra reading sessions
- Phonics scaffolds
- Maths manipulatives
- Access to ICT (e.g. speech-to-text tools)
- Sensory supports (e.g. weighted blankets, chew toys)
- Pencil grips and overlays
- Individual reward charts

If further support is needed, we may introduce targeted programmes like **Fresh Start Phonics** and **Zones of Regulation**.

External Support

We may involve outside agencies such as:

- Educational Psychologists
- Speech and Language Therapists

- Occupational Therapists
- Behaviour Support Teams

This is always done with parental consent.

Parent & Pupil Involvement

We value your input. Parents and pupils are involved at every stage:

- When needs are first identified
- During planning and reviewing support
- Through regular updates and meetings

You can speak with your child's class teacher or arrange a meeting with our SENCo at any time.

We also offer:

- SEND drop-in sessions
- Parent evenings
- Informal consultations

Assessment & Review

We assess pupils regularly to track progress and identify areas for development. For some children, we use small steps assessments like *PIVATS* to measure progress more accurately.

Assessment helps us:

- Review the effectiveness of interventions
- Adjust support as needed
- Celebrate progress and achievements


Staff Training

All staff receive regular training to stay up to date with best practices in SEND. Our teaching assistants deliver evidence-based interventions and receive ongoing professional development.

If you have concerns about your child's learning or development, please contact:

SENCo: Leanne Ashton

 Email: leanne.ashton@millbrook.tameside.sch.uk

 Phone: 01457834314

Useful Resources

- [Home - Tameside SEND Local Offer](#)
- SENDIASS - [ServiceLeaflet.pdf](#)