



Special Educational Needs (SEN) Information Report 2026

Millbrook Primary School

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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 and disabilities (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; or
- 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).

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

If a child is identified as having SEND, we consider which of the four broad areas of need their needs fall into. Some children may have needs in more than one area.

Area of need	Description
Communication and interaction	Difficulties with speech, language or social communication.
Cognition and learning	Challenges with memory, processing or academic skills.
Social, emotional and mental health	Issues with emotional regulation, anxiety or behaviour.
Sensory and/or physical	Physical disabilities or sensory processing difficulties.

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

Our SENCO

Our SENCO is Leanne Ashton. The deputy SENCO is Katherine Ofsarnie.

Parents and carers can contact the SENCO by email at leanne.ashton@millbrook.tameside.sch.uk or by telephone on 01457 834314.

Class teachers and teaching assistants

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

External agencies and experts

Where additional specialist advice is needed, and with parental consent, the school may involve outside agencies such as:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Behaviour Support Teams

This is always done with parental consent.

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

If you have concerns about your child's learning or development, please speak with your child's class teacher. You can also arrange a meeting with our SENCO at any time.

We also offer:

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

Parents and carers are involved when needs are first identified and throughout the planning and reviewing of support.

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

We identify SEND through collaboration between teachers, parents/carers and outside professionals, such as educational psychologists and medical staff.

When considering whether a child may have SEND, we look at:

- the child's progress and attainment
- the views of the child and their family
- reports from external specialists

SEND register and 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

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

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

Assessment helps us to:

- review the effectiveness of interventions
- adjust support as needed
- celebrate progress and achievements

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

We value parents' and carers' knowledge of their child and involve families throughout the SEND process. Parents and carers are involved:

- 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 the SENCO at any time. SEND drop-in sessions, parent evenings and informal consultations provide further opportunities to discuss provision and progress.

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

Pupils are involved at every stage of the SEND process. Their views are considered when needs are identified and when support is planned and reviewed.

The way pupil voice is gathered will be appropriate to the child's age, communication needs and individual circumstances.

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

Our first approach is Quality First Teaching: high-quality, adaptive classroom instruction. We make adaptations to the curriculum, the school environment, activities and events so that children can access learning and participate fully in school life.

Additional support

If additional support is needed, we may provide small-group or individual support such as:

- extra reading sessions
- phonics scaffolds
- maths manipulatives
- access to ICT, including speech-to-text tools
- sensory supports, such as weighted blankets and chew toys
- pencil grips and overlays
- individual reward charts

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

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

We evaluate support through regular assessment and review. We consider whether interventions are helping the pupil to make progress, adjust provision where needed, and celebrate progress and achievements.

SEN Profiles record progress, attainment, interventions and relevant reports from external agencies so that support can be reviewed over time.

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

Families can access support and information through:

- the child's class teacher
- the SENCO, Leanne Ashton and Katherine Ofsarnie
- SEND drop-in sessions/coffee mornings
- parent evenings
- informal consultations
- [Tameside SEND Local Offer](#)
- [SENDIASS](#)

11. Glossary

Term	Meaning
SEND	Special educational needs and disabilities.
SEN	Special educational needs.
SENCO	Special Educational Needs Co-ordinator.
SEND register	The school record of pupils identified as having SEND.
SEN Profile	A pupil record that includes background information, areas of need, progress and attainment, interventions and reports from external agencies.
Quality First Teaching	High-quality, adaptive classroom teaching used as the first response to pupils' needs.
Wave 2 support	Additional small-group or individual support provided when a pupil needs more than ordinarily available classroom teaching.
PIVATS	A small-steps assessment approach used for some pupils to measure progress more accurately.
SENDIASS	A service providing information, advice and support to children and young people with SEND and their families.