



MILLOM SCHOOL

SEND and Inclusion Policy

2024/2025

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¹ This document requires approval from either the Governing Body or Proprietor

This policy must be reviewed every two years as a minimum.

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1. Aims and objectives

Millom School is committed to inclusion; providing high quality education, appropriate to all students in the local area. The school is aware that students learn at different rates, have different learning styles and are affected by a range of factors that may have an impact on achievement. The school promotes the ethos that education means more than academic attainment alone and involves the development of the whole student.

This policy outlines the commitment Millom School has to ensure students who have special educational needs or disabilities (SEND) are included in the school community. The school has adopted the view of equity - that it is our responsibility to help alleviate or remove barriers to learning to raise the aspirations of all students.

All members of staff in conjunction with the authorities have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of school life and that national legislation and guidance regarding pupils with SEND is fully implemented. Whilst students with SEND are entitled to take part in a broad and balanced curriculum, it is also important that their learning is personalised and their progress is recorded, valued and regularly reviewed.

This policy, in conjunction with the SEN Information Report and Accessibility Plan aims to outline how we:

- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Help pupils with SEND make a successful transition into adulthood
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil

2. Vision and values

At our school we provide all pupils with access to a broad and balanced curriculum at Key Stages 3, 4 and 5. All students are able to opt from a full suite of academic and vocational qualifications for Level 2 (14-16 years) and Level 3 (16-18 years) study. We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

The school aims to achieve this culture of inclusion by:

- Valuing all students and staff equally.
- Increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools.
- Restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in the locality.
- Reducing barriers to learning and participation for all students, not only those with impairments or those who are categorised as 'having special educational needs'.
- Learning from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of students more widely.
- Viewing the difference between students as resources to support learning, rather than as problems to be overcome.
- Acknowledging the right of students to an education in their locality.
- Improving schools for staff as well as for students.
- Emphasising the role of schools in building community and developing values, as well as in increasing achievement.
- Fostering mutually sustaining relationships between schools and communities.
- Recognising that inclusion in education is one aspect of inclusion in society.
- Identifying the needs of current students and prospective students as soon as possible and providing appropriate teaching and learning that will enable each student to reach their full potential.
- Developing an inclusive curriculum which responds to students' diverse learning needs, ensuring that all students with and without disabilities or difficulties participate in the life and work of the school
- Ensuring that staff are aware of the SEN and Disability Act and relevant Codes of Practice and Guidance and that strategies are implemented effectively across the school, with good practice shared between staff.
- Ensuring that provision to meet students' needs is based on a graduated system of assessment, plan, intervention, review.

3. Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN Information Report

- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has special educational needs if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED	
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Mrs S Morton.

They will:

- Inform any parents that their child may have special educational needs and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans

- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN Information Report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing body

The governing body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need

- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN Information Report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

6.3 The SEND link governor

The SEND link governors are Mrs G Simpson and Mrs W Hughes.

The SEND governors will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school

- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted or differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN Information Report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school

- Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Teaching assistants

Each teaching assistant will:

- Support students with SEND and the wider school population
- Monitor progress against targets
- Assist with drawing up individual plans and pupil profiles
- Contribute to the review process
- Work with small groups or individuals in or out of the classroom under the direction of the class teacher or SENCO
- Support students on Educational Visits

6.7 Learning mentors

Learning mentors will:

- Liaise with staff to identify learners who would benefit from mentoring
- Help learners who are underperforming in their subjects, either on a one-to-one basis outside the classroom or within lessons
- Implement strategies and supporting learners in self-esteem and confidence-building activities
- Listen to and help learners resolve a range of issues that are creating barriers to learning
- Help safeguard children who are prone to self-harm
- Draw up agreed action plans with learners, outlining the aims of the mentoring, and monitoring their progress
- Monitor attendance and punctuality of learners
- Liaise with parents to discuss issues and problems
- Suggest behaviour strategies and parenting skills
- Network with other staff and relevant external agencies
- Liaise with relevant professionals and individuals, e.g. CAMHS, the police and social services

- Organise drop-in 'offload' sessions for learners, where they can talk about a particular issue
- Provide supportive activities such as anger management
- Maintain accurate records and preparing written reports and evaluations
- Provide information/evidence to form assessment for Early Help or SEND Early Help
- Attend or lead Team/Family Around the Child Meetings/Early Help (EHA) Meetings
- Help with transition activities for learners moving to secondary schools or on to further education

6.8 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.9 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN Information Report

The school publishes a SEN Information Report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make. We have close relationships with our feeder primary schools and an enhanced transition process in place for pupils with identified needs.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adaptive or differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care (EHC) plan

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Transition arrangements from primary school are ongoing throughout the year and a timetable is in place to ensure the successful transition of all students. In addition to support SEND students:

- Information relating to students' difficulties and plans are gathered from the feeder school by the SENCO and Director of Learning and Standards for KS3 (Mrs A Drage)
- In the summer term the SENCO and, where appropriate, a link Teaching Assistant or Learning Mentor visits the feeder primary schools to meet the students who have been identified as having difficulties
- Year 5 and Year 6 pupils from feeder primary schools attend secondary school in the summer term for taster days
- Visits are also arranged in the summer term for smaller groups of Year 6 SEND and vulnerable pupils which provide informal assessment opportunities
- Some students may need an enhanced transition where more frequent visits are made to both the feeder school by the staff from secondary school and the student and TA to the secondary school
- Key information relating to SEND students is disseminated to staff through the school information management system and staff briefing, SEND sharing of good practice meetings, Pupil Profiles.
- During the first half term in Year 7 all students are assessed online using the Cognitive Abilities Test. The CAT scores are analysed for the purpose of comparison with national norms and to provide baseline information. CAT scores are available for all staff electronically via Go 4 Schools. The CAT scores can alert the SENCO to students who may need assessing and/or monitoring

8.2 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEND support

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention. Our assessment of need is organized as follows:

Wave 1 – Quality First Teaching by all teaching staff

Wave 2 – Initiated when students have failed to make adequate progress as identified by the assessment arrangements (often students will be given small groups sessions)

Criteria for Wave 2 include:

- Low literacy and numeracy scores
- Below expected progress in KS2 SATs
- Teacher's observations and comments of concern
- Concerns from parents/carers

Provision from the school's resources is identified to help meet the student's needs. Additional interventions can be:

- Additional learning programmes such as literacy and numeracy, communication
- Smaller group sessions
- Appropriate teaching groups /sets
- Catch up sessions

Wave 3

Where students fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services using SEND Early Help Assessment framework.

This may result in

- Providing specialist assessments e.g. from Educational Psychologist
- Gaining advice on teaching strategies or materials from specialist advisory teachers
- Training for staff
- Support for staff
- Pupil Profile being revised and new strategies put in place

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Go 4 Schools and Microsoft Teams, and will be made accessible to staff in an individual or generic pupil profile.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

Where individual pupil profiles are drawn up, it is in conjunction with the student, their family, teachers, teaching assistants and other key members of staff, possibly including learning mentors. They include:

- Personal details of the student
- Photo of student
- SEND status
- Effective strategies to support the student provision to be put in place
- Access Arrangements
- EHCP/K-SEN targets
- The student's own views
- The student's barriers to learning
- Appropriate strategies that teachers can put in place

Additional support is provided which will trigger interventions that are additional to and different from those provided by the school's differentiated curriculum. The SENCO will consult with parents/carers, students, teachers, learning mentors and teaching assistants to ensure all parties are aware of the learning targets and strategies identified in the plan and each person's contribution to the pupil profile's implementation.

8.4 Levels of support

School-based SEND provision

Pupils receiving special educational needs provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

Students with an Education, Health and Care Plan will be reviewed annually, in addition to the ongoing review of their progress and specific support through their Pupil Profile. Students' and parents' contributions are key to this assessment. Contributions are invited from specialist advice services and those people working with the student. Key parties will attend the review.

The SENCO currently attends Educational Health Care Plan reviews at Key Stage 2.

Pupils moving from Key Stage 3 to Key Stage 4 who have an EHC plan will attend a transitional review meeting where Inspira (independent careers advice) will provide a plan for the student's proposed career guidance post-16.

8.5 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Using pupil questionnaires or pupil voice feedback
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents
- Sharing best practice at staff training events and during morning briefings

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

10. Links with external professional agencies

Millom School is committed to working in partnership with all those involved in the education and welfare of the students. The Educational Psychologist and Specialist Advisory Teachers visit the school on request through completion of SEND Early Help. Other outside agencies from health and private agencies may also contribute to meetings as well as working directly with students. Both the School Nurse and Inspira work with students in school on a regular basis. Child and Adolescent Mental Health Service (CAMHS) work with some of our children. In addition, Millom Children's Centre hold regular Resilience Training sessions within school.

Parents/carers will be involved at all stages of the education planning process and staff and parents/ carers will work together to support all students identified as having additional needs. Parent Partnership are also available to help parents make difficult decisions or clarify situations.

We work very closely with our partner Primary Schools, particularly with regard to transition, developing curriculum links, sharing approaches and policies and meeting parents of future pupils. The SENCO attends Year 6 and Year 5 EHCP reviews by invitation from the partner school. The SENCO at Millom School meets regularly with Primary Headteachers who are also SENCOs. We are also part of Joint Strategic Committee in Millom, made up of Millom School and the feeder primary schools to share good practice and aid transition.

Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurse
- Child and adolescent mental health services (CAMHS)
- Education welfare officers

- Social services

11. Admission and accessibility arrangements

11.1 Admission arrangements

Our admission arrangements for students in Years 7-11 can be found on our school website under statutory information >> admissions.

Applications for secondary school places are via the Cumberland Council website: <https://www.cumberland.gov.uk/schools-and-education/apply-school-place-or-change-schools/apply-secondary-school-place>

Alternatively, you can request an SA3 form on paper or by email. This can be posted or emailed to Cumberland Council.

Information about the SEND local offer can also be found on the Cumberland Council website:

<https://fid.cumberland.gov.uk/kb5/cumberland/directory/localoffer.page?localofferchannel=5-2>

If your child has an EHC plan then the school application and placement process will be dealt with by the Special Educational Needs Team for Cumberland. If you need further information or are new and are moving into the area then you are able to contact one of Cumberland Councils EHCP coordinators directly via the website for advice.

Applications to Millom School 6th Form can be made directly to the school via our school website. Alternatively, you can request an application form by emailing the school genenquiries@millom.cumbria.sch.uk

11.2 Accessibility arrangements

Equity (the removal of barriers to learning for all) is a core priority for the school. There is recognition by all staff that some students require extra support to remove those barriers in order to fulfil their learning potential.

Millom School offers an accessible curriculum for all pupils at Key Stages 3, 4 and 5. This includes our enrichment curriculum. The curriculum is regularly reviewed to make sure it meets the needs of all pupils and all pupils are supported to access a wide range of option choices at Levels 2 and 3. We use resources tailored to the needs of pupils who require support to access the curriculum, with adaptive teaching being a core focus for teaching staff. Teachers receive SEN specific training and best practice is shared effectively.

The environment is adapted to meet the needs of pupils as required, for example: ramps, an elevator, an EVAC chair, disabled toilet and changing facilities, visual impairment aids.

The school, in addition, uses a range of communication methods to make sure information is accessible. For example, large print resources, use of technology to support learning (laptops, iPads), remote education systems in place (Teams, Go 4 Schools, AV1 robot).

The school's accessibility plan can be found on the school website under statutory information and policies.

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher, head of department or SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENCO in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

13.2 Monitoring the policy

This policy will be reviewed by the Assistant Headteacher with responsibility for SEN **every two years**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing body.

14. Links with other policies and documents

This policy links to the following documents:

- SEN Information Report
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy