

Millom School SEND Information Report 2026-2027

Millom School is a fully inclusive rural, community school serving the town of Millom and the surrounding area. At Millom School, all students are valued equally, regardless of where their abilities lie, with the school being committed to students fulfilling their potential, realising their ambitions and enjoying themselves'. We offer an inclusive curriculum and setting through our core values: Empathy, Equity, Empowerment and Excellence.

Millom School believes that all children and young people will have access to appropriate high-quality education in a community that enables them to achieve the skills, knowledge and personal attributes to become responsible and successful citizens. All students have access to a broad, balanced and relevant curriculum, which is adapted to meet individual needs. High quality, inclusive teaching is the first response to meeting SEND and is the responsibility of every teacher.

Millom School places young people and their families at the centre of everything that we provide. We value every child at our school and that is why our aim is that all children, including those with Special Educational Needs and Disabilities (SEND), should enjoy their education and life at school in a secure, nurturing environment which provides suitable challenges throughout their time with us. The effectiveness of SEND provision is evaluated through attainment, attendance, behaviour, participation, student voice and parent feedback.

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

The SEND Information Report is supplemented by the SEND and Inclusion Policy and the Accessibility Plan.

The information required to be included in this SEND Information Report is stated in The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEND information report. This can be found at:

<http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>



Regulation	Question	School Response
The kinds of Special Educational Needs for which provision is made at the school	<i>What kinds of SEND do students have in your school?</i>	Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014). Students at Millom School have a range of difficulties falling into the following categories: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties. Millom School maintains a register of all students who have SEND (Education and Health Care Plan – EHCP and K – SEN support). This information can be accessed by staff via Go 4 Schools and SIMS.
Information, in relation to mainstream schools about the school's policies for the identification and assessment of students with special educational needs.	<i>How do you know if a student needs extra help?</i>	We use information from a range of sources to help us identify SEND and other needs. We know when students need help if: • Concerns are raised by parents/carers, or primary teachers. • Concerns are raised by teachers. • Concerns are raised by the student. • Application form information and/or primary transition visits reveals a specific need. • Test results including KS2 results, CAT tests, reading and writing assessments indicate a difficulty. • Limited academic progress is being made. • Information from specialist colleagues or external agencies reveals a need. • There are concerns about the student's behaviour, emotional development or mental or physical health. • Exam access arrangement tests indicate a specific need. Class teachers, Heads of Department, Directors of Learning and Standards and SLT closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at Millom School will further identify students with a special educational need. Students identified as SEND are supported through a stepped process involving an 'assess, plan, do, review' approach. Once initial concerns are raised and a need is identified class teachers adapt their teaching to help the students make better progress. The student is also added to the school's 'monitoring list'. The class teachers

		should review the impact of these adaptations on a timely basis and using the school's shared tracking document make a note of interventions. Best practice is shared via staff briefings or INSET. If further support is needed, the teacher flags their concern with the SENCO and an individual or generic Pupil Profile may be developed with the SENCO, teacher, teaching assistants, parent/carers and child. If further support is needed, an Early Help Assessment (EHA) is carried out which is regularly reviewed, or a referral for specialist advice is submitted. If the student's needs are high, then an Education Health Care Plan (EHCP) may be required. This is a graduated response in line with the School's SEND & Inclusion Policy.
Arrangements for consulting parent/carers of SEND students and involving them in their child's education	<i>How are parent/carers consulted and involved?</i>	All of our parent/carers are encouraged to be involved in their child's education and in the life of the school. This may be through: • Discussions with the form tutor. • Discussions with staff at Parent/Carer Evenings. • Contributing to Pupil Profile/EHPs//Education and Health Care Plan (EHCP). • Visits to the school and regular contact with staff. • Responses to questionnaires or other information gathering drives. • Regular updates with anything that might affect how a child is feeling or having an effect on their learning. • Email contact as and when necessary, instigated by the school or parents. The school aims to encourage all parent/carers to fully engage with their child's learning and any interventions offered by asking parent/carers to: • Help students to be organised for their day (including bringing the right equipment and books). • Ensuring full attendance and good punctuality. • Encouraging completion of homework. • Regularly checking Go 4 Schools for updates on behaviour, attendance, homework and progress. • Attending parent/carers meetings. • Attending any meetings specifically arranged for the student. • Making use of our Read&Write software subscription to support the development of literacy from home. For students with SEND, parent/carers are consulted throughout the student's time in school. For those students with an EHCP, parent/carers are an important part of the process and are regularly consulted and kept informed of their child's progress. The school provides additional information for parents through newsletters; information on the website and school Facebook; Open/Information days; Parent/carers Evenings and letters home.

Millom School SEND Information Report 2026-2027

Arrangements for consulting young people with SEND and involving them in their education	<i>How are students consulted and involved?</i>	Student consultation is central to the support that students receive in school: - SEND students are encouraged to share their views on their own learning and experience in school through the Pupil Profiles/EHA/EHCPs. - TAs support students in regularly evaluating their work in lessons. - Students attend review meetings. - Students contribute to setting and reviewing targets. - The Student Council and leadership group also represent the views of their peers in formal meetings with a member of the school senior leadership team.
The school's arrangements for assessing and reviewing the progress of students with special educational needs	<i>What do we do to check the progress our SEND students are making?</i>	All students with SEND are on the SEND register which is accessible to all staff via SIMs, Go4schools and Teams. Staff use this information to inform their lesson planning, teaching and student learning activities. Within lessons, teachers continually monitor and assess the progress all students make and regular feedback is given to students in line with the School's Marking and Assessment Policy. Attainment and progress data are collected 3 times per academic year for students in years 7-10 and 12; it is collected twice per academic year for students in years 11 and 13. Using this data, student progress is tracked at classroom, department, key stage and whole school level. Where a child is not making the right amount of progress interventions will be put in place. We welcome the involvement of parents/carers and want to keep them up to date and involved with their child's progress. We do this through parents' evenings; notes in planners; email; telephone calls; appointments made with individual teachers; Annual Reviews/termly reviews (for those on the SEND register) and through reports which are sent to parents detailing the current attainment and progress that is being made by the student, as well as their effort. Parents/carers receive a report on academic attainment and effort via Go 4 Schools. Where a need is identified, the SEND Code of Practice (2014) outlines the process of Assess, Plan, Do, Review required to meet these needs. The school involves the student and parent/carers in this planning process and asks parent/carers wherever possible to reinforce that provision at home as well. The school, parent/carers and young person will consider the specific area of need and also where needs fall into multiple categories, and how they relate. The needs can be assessed using the SEND Early Help Assessment. Outcomes will be identified and provision to meet them agreed. If a student has a SEND need identified, then a personalised Individual Pupil Profile or Early Help Assessment (EHA) will be put in place to meet their needs. Parents/carers will be taken into account before the SENCO,

		student and teachers work together to draw up a plan. This plan is shared with parents/carers before being finalised.
Arrangements for supporting students who move between phases of education and preparing them for adult life.	<i>How do we support students in their transition from primary to secondary?</i> <i>How do we support students through the option process and transition into KS4?</i> <i>How do we support students in their transition from secondary school to college?</i>	We liaise closely with primary schools to ensure a smooth transition to secondary school. We want all students to feel excited and confident about coming to Millom School and feel welcome when they arrive. Our transition programme involves... • A visit from the Director of Learning & Standards for Key Stage 3 to each feeder primary school • At least one visit from the SENCO and an enhanced transition programme of short visits prior to the Year 5 & 6 Taster Day • An invitation to attend a personal meeting between a senior member of staff, parent/carers and students. • Taster days for Years 5 & 6 students • An opportunity for students to meet their form tutor before arriving in school in September. • A tutor group with friends from a student's primary school. • An Open Evening for Years 5 & 6 students • A specific parents'/carers' evening for Year 6 students and parents/carers • Regular communication between the feeder primary schools and Millom School • Early identification of students with particular special needs and/or gifts and talents • A close working relationship between our Director of Special Needs/SENCO and primary schools • A warm welcome for parents/carers and students for visits at any time of the school day • We offer enhanced programmes for children with significant needs. Students with SEND may need more time, whereby staff members from Millom School visit the Primary School and the child also visits Millom on a more regular basis before the transfer. In addition to the above, the SENCO also supports two local feeder primary schools by acting as SENCO for those pupils and families. If a child is planning to transfer to Millom School from out of the local area and/or within the school year, parents/carers can arrange a visit at a mutually convenient time where they can meet with the Director of Learning and Standards for the specific key stage and the SENCO, where necessary, who can explain how their needs will be met. All children receive independent advice on careers and are encouraged to visit colleges to explore post-16 or post -18 courses. Students with EHCPs are given priority. If additional support is needed this will be put in place. Students in Year 9 with EHCPs are interviewed for options by the SENCO; teaching assistants are also involved

		with this. Options choices are quality checked by senior leaders. There is the option for a select number of students to study the Asdan Certificate of Personal Effectiveness (CoPE) in Years 10 and 11.
The school's approach to teaching students with SEND	<i>How does the school provide an inclusive education for students with SEND?</i> <i>How does the school support students in ways that differ from students with no SEND?</i>	In the main, our school SEND budget is used to pay for our SENCO and teaching assistants who provide much of the extra support and help that makes such a difference to students' learning and personal growth. This support is additional to and differs from the support other students receive. To help us decide how to match resources to needs we have an assessment process in school, which helps us to clearly identify how much progress each child is making. This reveals how much help children who are not progressing well will need and in which specific area of learning. Additionally, the school has a variety of ways that it supports SEND students to ensure an inclusive education. • Many subjects are taught in mixed ability classes with work that is adapted to meet the needs of all students. • Some subjects are taught in groups according to ability where students can be supported alongside students with similar needs. • Intervention may involve working in a small focus group with either a teacher or a teaching assistant or take place within the class. • TAs support students with K-SEN needs and EHCPs within the classroom environment and offer some small group withdrawal under the teacher's direction. TAs and the SENCO have received extensive training on the Education Endowment Fund's (EEF) Maximising the Impact of TAs programme. • Learning Mentors support students with emotional and social needs. • Curriculum decisions take into account students of all abilities to ensure all can access a broad and balanced curriculum. • Teaching and learning are focused around the EEF's guide to metacognition and self-regulation, as well as the guide to inclusive teaching, based on the 7 principles of inclusion. • Extra advice and support are given to students through the options process in Year 9. • Any interventions will be regularly evaluated to make sure that they are helping students to make progress and to help us plan what to do next. • Sometimes a young person may need more expert support from an outside agency such as an Educational Psychologist or Specialist Teacher. If we need to get specialist help, then - with parent/carer permission - we will submit a referral for a request for involvement and then the professional will come into school, for a meeting where we all sit down together and discuss the pupil's needs. After speaking to parent/carers and engaging with the child, the Educational Psychologist assesses the strengths and

		weaknesses of their learning and makes recommendations. A Specialist Teacher may offer specific advice on how an intervention can be carried out e.g. if the young person has dyslexia or is autistic.
Adaptations to the curriculum and the learning environment for SEND students	<i>How do we adapt the curriculum to meet the needs to our students?</i>	We aim to ensure that all students, can access a broad and balanced curriculum, and believe strongly in an inclusive education for all. Sometimes the curriculum does need to be adapted to support the needs of specific students and sometimes specific environments need to be created to address needs. All students benefit from: • Pathways through the options process with regular consultations with parent/carers, teachers and students • Subject choice at KS4 to cater for the needs of all students. • Work Experience opportunities for all students. • Personal Development curriculum for all students, which is adapted for those with SEND. • Stimulating teaching environments. • Calm, clean and purposeful environments. • Varied school facilities including a drama studio, astro-turf pitch, Student Support Hub. • A range of diverse enrichment activities, with support for all students to access the activities on offer. • Access to careers advice and mock interviews. In addition, SEND students are supported by: • Asdan CoPE award for students through Key Stage 4. • Personalised curriculum for some students with a reduced number of subjects. • Adapted resources appropriate to need. • Reasonable adjustments within the classroom environment. • Extensive reading support for those students identified as working below expected progress in NGRTs (New Group Reading Tests), for example, phonics, fluency and comprehension programmes. • Homework support for SEND students. • Breakout rooms for students with emotional and social needs. • Student Support Hub. • Clear signage. • Wheelchair access to a large proportion of the school. Where this is not possible adjustments ensure full access to the curriculum. • Disabled Toilet. • Drop off points close to entrances for vulnerable students.

Millom School SEND Information Report 2026-2027

		• Student Support Hub with suitable resources to promote a calm, positive emotional well-being. • Chill room within the Student Support Hub
Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured	<i>What training have the staff supporting children and young people with SEND had or are having?</i>	For the last 3 years, SEND has been a whole school priority under the 'better learner' initiative. For 2026-2027 we are recognising a continued need for equity with access for all students underpinning everything we do in school and extra support in place for those who require it. We have two named SEND governors who quality assure provision and track the progress against the school's development plans that involve SEND. Training is provided to all staff, including teachers and TAs, as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills. Staff who are new to the school follow an induction programme which includes training and information on SEND. As a school we can call on support from specialist organisations from within the Local Authority as well as Health and Social Care Services. We allocate department meeting time to the development of good SEND practices, as well as provide specific training through INSET time (external and internal). We have one staff briefing per week that focuses on SEND students and includes the sharing of best practices. Teachers can also feed in to the development of interactive pupil profiles through activities at INSET sessions. In school we have members of staff with experience in: • Maths Intervention, offering support for children with significant mathematical difficulties. • Structured programmes to support the development of literacy skills. • Behaviour and Emotional Wellbeing. • Speech, Language and Communication Needs. • ELSA – Emotional Literacy Support. • Autism. • Specific Learning Difficulties eg dyslexia, dyscalculia, dyspraxia. • Global Learning Difficulties. • Cerebral Palsy. • Hearing Impairments • Physical difficulties • Diabetes • Allergies and anaphylaxis

		We have links with: • Specialist Advisory Teacher (Autism) • Specialist Advisory Teacher (Language and Communication) • Specialist Advisory Teacher (Physical and Medical) • Diabetes Nurse/Service • Occupational Therapy • Child and Adolescent Mental Health Services (CAMHS) • Educational Psychologist • Specialist Advisory Teacher for Visual Impairment • Specialist Advisory Teacher for Deaf and Hearing Impairment • Children's Services (previously Social Services) • Millom Family Hub • INSPIRA
How the school evaluates the effectiveness of its provision for such students	<i>How will I know that my child is making progress?</i> <i>How do you evaluate provision?</i>	Analysis of exam data, completion of department and whole school Self Evaluation documents ensure that provision at all levels is evaluated on a regular basis. Priorities at teacher, department and whole school level are set based upon these evaluations. Throughout the year all students, including those with SEND, are assessed on a regular basis, in accordance with the school's assessment policy. Teachers formally assess and review progress and attainment 3 times a year and this is communicated to parents/carers via reports. Additionally, parent/carers evenings are held once a year. This provides an opportunity for parent/carers to discuss progress, attainment and next steps with teachers, Directors of Learning and Standards and the SENCO. All students with an Education, Health & Care Plan have an Annual Review. SEND students who are on the SEND register will also have reviews when needed where progress is monitored. The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. Additionally progress and attainment data for students is analysed to assess the impact of provision. Effectiveness of provision for SEND students involves more than just attainment data. Some young people with SEND may not make as much progress as those without SEND because they may struggle in specific ways or

Millom School SEND Information Report 2026-2027

		generally across the curriculum. Students can still do well and meet the variety of targets that are suitably challenging for them.
How students with SEND are able to engage in activities available with those in school who do not have SEND.	<i>How does the school cater for SEND students and ensure they have equal opportunity to access all provision?</i>	The Wednesday afternoon enrichment programme has a diverse range of activities from which students can select. All activities run in 6-week blocks. Students with SEND have a free choice and are supported to make those choices by school staff. All students are able to access all activities. After school clubs, interventions and support sessions are open to all students, including students with SEND. Additionally, we run a range of activities to support SEND students. We also run revision sessions for older students as and when required. Students are encouraged to take part in extra activities at lunchtime and after school. Day and residential trips are open to all students. Students with SEN are supported to attend those trips, for example, provision of a teaching assistant or learning mentor to accompany the trip. All Year 7 students are encouraged to go on a 5-day residential in Wales. Through CoPE students experience a day of outdoor pursuits as part of their course. Detailed risk assessments are completed for all activities. All students are accommodated on residential trips whatever their needs.
Support that is available for improving the emotional, mental and social development of students with special educational needs	<i>What support will there be for my child's overall well-being?</i> <i>What extra pastoral support arrangements does the school have?</i> <i>What measures</i>	Millom School is caring and supportive of students and their families and young people trust us to help them to solve their problems. Millom School supports students in a number of ways: • By assigning students to a form tutor who will (in most cases) remain with them as they progress up the school. This provides continuity and builds a strong relationship between tutor and students. • Learning Mentors can be assigned to students for varying lengths of time depending upon a student's need. They provide invaluable support for a range of emotional, mental and social issues. • Directors of Learning and Standards support the students within their key stages and line manage the Learning Mentors. • The Assistant Head for Student Support is also the designated child protection officer. • The SENCO and teaching assistants work with all SEND students in a variety of ways based upon need. • If your child has specific medical needs, we can seek advice from our school nurse in the first instance; she is based within school for 6 hours a week. • If your child has significant medical issues, you will be the expert about this and we will be glad to get advice and support from you so that we can do everything we can to help and draw up a Health Care Plan in school. It also really helps if you can give permission to any medical professionals that are

Millom School SEND Information Report 2026-2027

	<i>do we take to prevent bullying?</i>	involved with your child to share information with the school and ask them to copy reports to us so that we are fully aware of what your child is coping with.
How the school involves other bodies e.g. LA support services in meeting the needs of SEND students	<i>What other bodies does the school liaise with to support SEND students?</i>	Millom School has links with: • Specialist Advisory Teacher (Autism) • Specialist Advisory Teacher (Language and Communication) • Specialist Advisory Teacher (Physical and Medical) • Diabetes Nurse/Service • Occupational Therapy • Child and Adolescent Mental Health Services (CAMHS) • Educational Psychologist • Specialist Advisory Teacher for Visual Impairment • Specialist Advisory Teacher for Deaf and Hearing Impairment • Children's Services (previously Social Services) • Millom Family Hub • INSPIRA
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of students with special educational needs concerning the	<i>Who can I contact for further information ?</i> <i>Who can I contact if I have a complaint?</i>	Should a parent/carers become concerned in any way about a student's education, it is important that we are informed. As a first step concerns should be raised with a student's tutor, Director of Learning & Standards or the SENCO. If a satisfactory solution is not reached then a meeting with the Headteacher will be arranged. We will do all we can to resolve any concerns raised and to ensure parent/carers and students are happy with a student's education. If the Headteacher cannot resolve the complaint, the next step is to contact the Chair of Governors in writing through the Clerk to the Governors, at the school address. There may be some occasions when parents/carers wish to complain about matters relating to the curriculum and collective worship which are the responsibility of the Governing Body and/or the Local Authority. Special formal arrangements exist for dealing with complaints of this kind. Advice on how to pursue a formal complaint is also available from Children's Services, 5 Portland Square, Carlisle, Cumbria, CA1 1PU. Tel: 01228 606060.

Millom School SEND Information Report 2026-2027

provision made at the school		
Named contacts for when young people or parents have concerns.	<i>Who do parent/carers contact if they have concerns?</i> <i>Who do students go to if they have concerns?</i> <i>Who do teachers report to if they have concerns?</i>	SENCO: Mrs S. Morton Director of Learning and Standards Key Stage 3: Mrs A Drage Director of Learning and Standards Key Stage 4: Mrs D Burgess Director of Learning and Standards Key Stage 5: Mrs R Moore School Governor with responsibility for SEND: Mrs W. Hughes & Mr J Myers Assistant Head (Student Support) and Designated Safeguarding Lead: Mrs K Knowles Assistant Head (Curriculum / Data / SEND): Mrs C Vance Learning Mentors: Mr N Morton and Mrs C Evans A student's form tutor. Parents can contact any member of staff by telephoning the main switchboard 01229 772300 or emailing genenquiries@millom.cumbria.sch.uk Students should report their concerns to their form tutor in the first instance. Teachers should report concerns regarding SEN provision to the SENCO or Assistant Headteacher (SEN). In the first instance, teachers should use the school's tracking system to report on identified SEN.
The school's contribution to the Local Offer and where it is published.	<i>How does Millom School contribute to the Local Offer and where can this be found?</i>	You can find information about our Local Authorities' Local Offer at Cumberland's Local Offer: https://cumberlandsend.co.uk/cumberland-send Our school Local Offer aims to: • Provide clear information about what we normally provide in school to support children with SEND. • Provide clear information about SEND and the processes involved. • To support parents and carers in making decisions and taking action in support of their children's needs.