



Millom School SEND Information Report 2017

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'.

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 differentiated to meet individual needs.

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.

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 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 SEN information report. This can be found at:

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

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| Regulation | Question | School Response |
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| 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> | <p>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).</p> <p>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.</p> |
| 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> | <p>We use information from a range of sources to help us identify SEND and other needs. We know when students need help if:</p> <ul style="list-style-type: none"> • Concerns are raised by parents/carers, or primary teacher. • Concerns are raised by a teacher or the student. • Application form information 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. <p>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.</p> <p>Students identified as SEND are supported through a stepped process. Once initial concerns are raised and a need is identified class teachers adapt their teaching to help the students make better progress. If further support is needed an IEP or EHP is developed with the SENCO, teacher, parent/carers and child. If further support is needed, an Early Help Assessment (EHA) is carried out which is regularly reviewed. If the student's needs are high than an Education Health Care Plan (EHCP) may be required. This is a graduated response in line with the School's SEND Policy.</p> |
| Arrangements for consulting | <i>How are parent/carer</i> | <p>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:</p> |

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| <p>parent/carers of SEND students and involving them in their child's education</p> | <p><i>s consulted and involved?</i></p> | <ul style="list-style-type: none"> • Discussions with the group tutor. • Discussions with staff at Parent/Carer Evenings. • Contributing to IEP/EHPs/Statement/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. <p>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:</p> <ul style="list-style-type: none"> • 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 and signing the student planner • Attending parent/carer meetings • Attending any meetings specifically arranged for the student. <p>For students with SEND, parent/carers are consulted throughout the student's time in school. For those students with a statement of EHCP parent/carers are an important part of the process and are regularly consulted and kept informed of their child's progress.</p> <p>The school provides additional information for parents through newsletters; information on the website and VLE; Open/Information days; Parent/carer Evenings and letters home.</p> |
| <p>Arrangements for consulting young people with SEND and involving them in their education</p> | <p><i>How are students consulted and involved?</i></p> | <p>Student consultation is central to the support that students receive in school:</p> <ul style="list-style-type: none"> • SEND students are encouraged to share their views on their own learning and experience in school through the Pupil Passport/IEPs/EHA/EHCPs. • TA's support students in regularly evaluating their work in lessons. • Students attend review meetings. • Students contribute to setting and reviewing targets. |
| <p>The school's</p> | <p><i>What do we</i></p> | <p>All students with SEND are on the SEND register which is accessible to all staff via SIMs. Staff use this</p> |

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| <p>arrangements for assessing and reviewing the progress of students with special educational needs</p> | <p><i>do to check the progress our SEND students are making?</i></p> | <p>information to inform their lesson planning, teaching and student learning activities.</p> <p>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. Three times a year attainment and progress data is collected. 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. Once a year parent/carers receive a written report.</p> <p>Where a need is identified, the 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.</p> <p>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 then a personalised Individual Education Plan (IEP) 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 Parent/carers' before being finalised.</p> |
| <p>Arrangements for supporting students who move between phases of education and preparing them for adult life.</p> | <p><i>How do we support students in their transition from primary to secondary?</i></p> <p><i>How do we</i></p> | <p>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...</p> <ul style="list-style-type: none"> • A visit from the Director of Learning & Standards for Key Stage 3 to each feeder primary school • 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. |

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| | <p><i>support students through the option process and transition into KS4?</i></p> <p><i>How do we support students in their transition from secondary school to college?</i></p> | <ul style="list-style-type: none"> • 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. <p>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.</p> <p>All children receive advice on careers and are encouraged to visit colleges to explore post-16 or post -18 courses. If additional support is needed this will be put in place.</p> |
| <p>The school's approach to teaching students with SEND</p> | <p><i>How does the school provide an inclusive education for students with SEND?</i></p> <p><i>How does the school support students in ways that differ from</i></p> | <p>In the main, our school SEND budget is used to pay for our 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.</p> <p>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.</p> <p>Additionally the school has a variety of ways that it supports SEND students to ensure an inclusive education.</p> <ul style="list-style-type: none"> • Mixed ability classes are taught through differentiated lessons to meet the needs of the learners • Where subjects are taught in groups according to ability, students can be supported alongside students with similar needs and appropriate differentiation meets individual needs. • Intervention may involve working in a small focus group with either a teacher or a teaching assistant or |

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| | <p><i>students with no SEND?</i></p> | <p>take place within the class.</p> <ul style="list-style-type: none"> • TA's support students with Statements and EHCPs within the classroom environment. • 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. • Extra advice and support is 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. • Occasionally, 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 invite the professional into school, and arrange a meeting where we all sit down together and discuss their 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 autism. |
| <p>Adaptations to the curriculum and the learning environment for SEND students</p> | <p><i>How do we adapt the curriculum to meet the needs to our students?</i></p> | <p>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:</p> <ul style="list-style-type: none"> • 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. • PSHRE for all students • Stimulating teaching environments. • Calm, clean and purposeful environments. • Varied school facilities including a swimming pool, drama studio, and astro-turf pitch. • Chill Zone clubs. • Access to careers advice and mock interviews. <p>In addition SEND students are supported by:</p> |

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| | | <ul style="list-style-type: none"> • Asdan CoPE award for students through Key Stage 4. • Personalised curriculum for some students with a reduced number of subjects. • Homework support for SEND students. • Breakout rooms for students with emotional and social needs. • Clear signage. • Wheel chair 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. |
| <p>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</p> | <p><i>What training have the staff supporting children and young people with SEND had or are having?</i></p> | <p>Training is provided to all staff, including teachers and TA's, 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 SEN. As a school we can call on support from specialist organisations from within the Local Authority as well as Health and Social Care Services.</p> <p>In school we have members of staff with experience in:</p> <ul style="list-style-type: none"> • 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. • SEAL (Social and Emotional Aspects of Learning emotional development programme) and nurture group. • Autism. • Specific Learning Difficulties e.g. dyslexia, dyscalculia, dyspraxia. • Global Learning Difficulties. • Cerebral Palsy. <p>We have links with:</p> |

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| | | <ul style="list-style-type: none"> • Speech and Language Therapy. • Specialist Advisory Teacher (Autism). • Specialist Advisory Teacher (Language and Communication). • Specialist Advisory Teacher (Literacy). • Occupational Therapy. • School Nurse. • Child and Adolescent Mental Health Services (CAMHS). • Specialist Advisory Teacher for Visual Impairment. • Specialist Advisory Teacher for deaf and Hearing Impairment. • Children’s Services (previously Social Services). • The Children’s Centre. • INSPIRA. |
| <p>How the school evaluates the effectiveness of its provision for such students</p> | <p><i>How will I know that my child is making progress?</i></p> <p><i>How do you evaluate provision?</i></p> | <p>Analysis of exam data, completion of department and whole 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.</p> <p>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 interim reports or through a student’s Academic Report. 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 a Statement or Education, Health & Care Plan have an Annual Review. SEND students who are on the SEND register will also have a termly review where progress is monitored.</p> <p>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.</p> <p>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 generally across the curriculum. Students can still do well and meet the variety of targets that are</p> |

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| | | 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> | <p>After school clubs are provided through the Chill Zone and these are open to all students, including students with SEND. Additionally we run a range of activities to support SEND students including Homework Club. We also run revision sessions for older students as and when required.</p> <p>Students are encouraged to take part in extra activities at lunchtime and after school.</p> <p>Day and residential trips are open to all students. 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.</p> |
| Support that is available for improving the emotional, mental and social development of students with special educational needs | <p><i>What support will there be for my child's overall well-being?</i></p> <p><i>What extra pastoral support arrangements does the school have?</i></p> <p><i>What measures do we take to prevent</i></p> | <p>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:</p> <ul style="list-style-type: none"> • 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. For specific and significant medical issues, we also get advice from our School Nurse. It also really helps if you can give permission to any medical professionals that are 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. |

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| | <i>bullying?</i> | |
| 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> | <p>Millom School has links with:</p> <ul style="list-style-type: none"> • Speech and Language Therapy • Specialist Advisory Teacher (Autism) • Specialist Advisory Teacher (Language and Communication) • Specialist Advisory Teacher (Literacy) • Occupational Therapy, School Nurse • Child and Adolescent Mental Health Services (CAMHS) • Specialist Advisory Teacher for Visual Impairment • Specialist Advisory Teacher for deaf and Hearing Impairment • Children's Services (previously Social Services) • The Children's Centre • 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 provision made at the school | <p><i>Who can I contact for further information ?</i></p> <p><i>Who can I contact if I have a complaint?</i></p> | <p>Should a parent/carer become concerned in any way about a student's education, it is important that we are informed.</p> <p>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 Head teacher 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 Head teacher 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.</p> <p>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.</p> |

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| <p>Names contacts for when young people or parents have concerns.</p> | <p><i>Who do parent/carer s contact if they have concerns?</i></p> <p><i>Who do students go to if they have concerns?</i></p> <p><i>Who do teachers report to if they have concerns?</i></p> | <p>SENCo: Mrs S. Morton Director of Learning and Standards Key Stage 3: Mrs A. Drage Director of Learning and Standards Key Stage 4: Mr S Olliver School Governor with responsibility for SEND: Mrs W. Hughes Assistant Head Student Support: Mr N Eaton</p> <p>Learning Mentors: Mr C Campbell and Mrs C Evans. A student's form tutor. SENCo: Mrs S. Morton</p> <p>Assistant Head Student Support: Mr N Eaton SENCo: Mrs S. Morton</p> <p>You can contact any member of staff by telephoning the main switchboard 01229 772300</p> |
| <p>The school's contribution to the Local Offer and where it is published.</p> | <p><i>How does Millom School contribute to the Local Offer and where can this be found?</i></p> | <p>You can find information about our Local Authorities' Local Offer at Cumbria's Local Offer: http://search3.openobjects.com/kb5/cumbria/fsd/home.page</p> <p>Our school Local Offer aims to:</p> <ul style="list-style-type: none"> • 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. |