



# Prospectus

Removing Obstacles and Enabling Access to Learning

November 2017



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## Introduction

Welcome to the Milestone School. We hope that this prospectus provides the initial information you need but please visit the school website at [www.themilestone.school.co.uk](http://www.themilestone.school.co.uk) or contact us if there is anything more you want to know.

The Milestone School is a community Special School, opened in September 1998, as a result of the amalgamation of three Special Schools. It provides for over 300 children with a wide range of special educational needs.

The Milestone School is a Specialist Special School for Communication & Interaction. It is one of the largest in the country. We offer many specialist interventions, including curriculum adaptation for children with physical difficulties, Profound & Multiple Learning Difficulties, provision for Autistic Spectrum Condition, and Social Use of Language Programme.

The school offers a child-centred 'needs led' curriculum which incorporates elements of the Foundation Stage, National Curriculum and external accreditation as appropriate including Functional Skills, Life Skills and Social Skills.

The school uses Total Communication and the following as appropriate: Multi Sensory approach; Thematic approach; Active Learning approach and Structured Teaching approach.

Links with mainstream schools are developed through joint projects in certain subjects across the key stages. Our inclusion and outreach programme is important in ensuring that children who are transferring to or from mainstream are supported throughout the transition.

Our most recent Ofsted inspection was in June 2017, when we were judged to be outstanding.

Visit the school website at [www.themilestoneschool.co.uk](http://www.themilestoneschool.co.uk) to find

out lots more information about the school.

## School Organisation

The Milestone School provides education for children with severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), children on the Autistic spectrum (AS) with severe learning difficulties and those with moderate and additional learning difficulties (MALD).

The school is divided into 3 departments, Foundation, Middle and Senior. Senior Department includes The Haven and The Space which provide specialised learning environments with a high ratio of staff to pupils following individual learning plans within a complex and sensory curriculum.

Pupils are placed in classes which best suit their needs.

Each Department produces an introductory pack of essential information.

## Vision and Aims

**Vision statement** - 'Removing obstacles and enabling access to learning'

## Mission statement

- We provide an aspirational, effective and inspiring school.
- We provide an environment which allows our children to develop academically, socially, physically and emotionally.
- We use our expertise and resources to offer pupils access to as broad a curriculum as relevant to each individual, incorporating aspects of the National Curriculum as appropriate and encouraging active learning
- We promote the school as **part of** the educational continuum, not **apart from** it.

## Guiding Principle Aims

The school will -

- use the curriculum as a learning process not a content or structure
- lead its own learning for pupils and staff with the focus on 'learning to learn' and problem solving
- have the individual as the central focus, not the curriculum
- enable, facilitate and allow pupils time to learn
- adopt a trans-disciplinary, holistic approach with all agencies involved with the child – including parents and carers
- develop 'interest appropriate' approaches as well as age appropriate approaches.
- have high expectations of pupils and staff
- provide opportunities for all staff to develop skills and expertise, thereby ensuring a high standard of teaching matched to the needs of pupils
- engage positively with the local community and utilise it as part of the learning experience
- continuously review and evaluate all aspects of the school and set innovative targets for development
- prepare pupils for an adult life with a focus on being able to communicate and be understood, problem solve and cope with new situations

Each pupil and member of staff will -

- know what is expected
- feel appreciated and valued
- have structure to his/her day - with consistency and continuity as needed
- enjoy success and learn that making mistakes and getting things wrong are positive learning opportunities
- achieve high personal standards be supported to communicate their needs

## Admissions

Prospective parents are welcome to visit the school by arrangement. Referrals for places must be made through the Local Authority (LA). Admissions are managed by the Local Authority.

In the case of Early Years, the EY Exceptional Planning Group manages admission. Children can be admitted to one of the early year's classes from their second birthday.

All children admitted will have been identified by the health or education services as having special educational needs and referred by the Local Authority.

Staff acknowledge the primary role of parents as the first educators of their children and we encourage a genuine partnership between parents and staff.

Children of statutory school age will need a statement of Special Education Needs or Education Health Care Plan (EHCP).

## Inclusion

It is important to recognise that The Milestone School forms part of the whole spectrum of educational provision for children and young people across Gloucestershire.

Links between The Milestone School and local special schools and mainstream establishments are viewed as reciprocal in that wherever possible they should provide mutual benefits to both sets of pupils, these include GSP, G15, Challenge & Support.

Present contacts can be described in four categories:

- small groups who meet for a particular aspect of the curriculum or for social activities
- individual links for specific pupils, usually with their local school
- students from secondary schools

who come to The Milestone School as part of their work experience placement

- pupils from local mainstream schools who come to The Milestone School to receive part of their curriculum entitlement

Opportunities for inclusive initiatives are always encouraged and we are pleased to be involved with schools across the county. These links help to address the individual needs of the pupil concerned.

In-house Integration and Inclusion offers opportunities for individuals or groups to access curriculum areas and activities within other class groups that are appropriate to their needs, to facilitate learning, social and independence skills.

Children will be grouped appropriately according to their SEN. Continuing assessment takes account of the child's changing needs.

### **Support and Outreach Services**

The school offers an advisory training and outreach service as well as working with a network of other Gloucestershire special schools, to outreach support to mainstream settings. We are also able to access a range of expertise from other Special Schools across Gloucestershire.

Areas of expertise include: Physical impairment, mobility, PMLD, Conductive Education approach, Autistic Spectrum conditions, trans-disciplinary working, accessing the curriculum through differentiation of schemes of work and practical strategies, team working and a focus on the role of the Learning Support Worker.

In addition, staff assist our pupils in transition to and from mainstream and offer advice and support to mainstream schools. The school offers mainstream pupils the opportunity to participate in selected areas of The Milestone School curriculum, where appropriate.

The school also has Gloucestershire Education Leaders in a range of subjects, lead teacher for Gloucestershire Healthy Living & Learning Team and 3 Specialist Teachers of Education (SLE).

Pupils may be referred to the Advisory Teaching Service who will assess needs and give advice as appropriate. Statements of Special Educational Needs or EHCPs may make reference to such advice.

### **Coopers Edge**

The Milestone Enrichment Group. This was originally set up for one morning a week and held at The Milestone School.

In September 2104 the location was moved to Coopers Edge school, where the time was increased to two days a week.

The enrichment group is aimed at pupils from mainstream settings who are working at levels significantly below that of their peers.

The group aims to provide a calm, quieter, relaxed environment away from the sometimes hectic and demanding mainstream classroom.

The group currently has twenty children attending across the two days, from fourteen primary schools. Most of the pupils attend for one day a week, supported by a Learning support worker. The enrichment group supports their learning outcomes from the mainstream settings as well as providing the pupils with opportunities to have their voice heard, grow in confidence and experience success.

### **Teaching School**

CHM Teaching School Alliance was designated in February 2015, with Coney Hill Primary School and Milestone as lead schools. CHM runs a wide

range of courses designed to enhance best practice in Primary and SEN schools, as well as providing School to School Support and Initial Teacher Training. For more information, please contact Diane Taylor (lead Teacher, Amy Gable (Administrator) or visit the website: [www.chmteachingschool.org](http://www.chmteachingschool.org) .

### **Curriculum**

The Milestone School offers a child-centred 'needs led' curriculum, which incorporates elements of the EY Foundation Stage, National Curriculum and external accreditation as appropriate, including life skills and social skills. We place a high emphasis on functional skills, preparing pupils for adult life and, where appropriate, preparing pupils for the world of work. We therefore consider English, Maths and PSHE/ life skills as the core areas of our curriculum. Extra-curricular activities also form an important part of the curriculum.

**Our curriculum** takes account of the differing abilities and experiences of our pupils and will provide an education appropriate to individual needs. It will give pupils the opportunity to develop and learn within a supportive atmosphere and foster positive attitudes to learning, including British Values, that lead to success and achievement, in accordance with our mission statement, 'Removing obstacles and enabling access to learning'.

The Milestone School provides all pupils with the opportunity to be challenged and achieve their potential within a supportive atmosphere and through personalised learning. Development of positive attitudes to learning will lead to success and achievement. Education is promoted as a life-long process whereby developing the key skills for all our pupils will enable pupils to continue to access learning opportunities.

### **Curriculum Complaints Procedure**

"Under the Education Reform Act 1988, the Authority has established arrangements to consider parents' complaints about the school's curriculum and related matters. A copy of the full proce-

cedure for this is available for inspection in each school and public library maintained by the Authority. It covers matters relating to the National Curriculum and includes provision of external exam courses, religious education, the operation of the school's charging policies in relation to the curriculum, and the provision of information. The procedure provides for complaints to be directed initially to the Head of the school, and for an attempt to be made to resolve them informally. If this fails there is then a formal appeals procedure available to parents".

### **Equal Opportunities**

The Milestone School aims to give children equal access to all aspects of school life – whatever their gender, race or ability. The school recognises legislation regarding racial and sexual discrimination, and fully endorses all forms of equal opportunity. Further details can be found in the school's Equality Information document. Parents have the right to make decisions about their child's access to Collective Worship and Sex Education.

### **Assessment**

The policy for Assessment, Recording and Reporting is available in school. Accurate assessment and evaluation of pupils' achievements is integral to the planning and achievement of learning outcomes.

Most children entering the Early Years Department are referred for assessment of their SEN. This may result in a request for Statutory Assessment and will include involvement of Educational Psychologists (EPs) and professionals from other agencies.

All new pupils are assessed within 6 weeks of starting at Milestone.

### **Standard Assessment Tests (SATs)**

None of our pupils are involved in SATs at the end of Key Stages, although they are continuously assessed throughout the academic year to identify their P scale level or end of year level.

### **Curriculum Reports**

Children's progress at The Milestone School is carefully monitored, and records of relevant information about each pupil's learning are maintained by a whole professional team. These form the main part of the school reports. Curriculum reports are issued during the Summer Term.

### **Review**

EHCPs will be reviewed annually following the Local Authority policy and discussed at the meeting, and parents' views and comments are particularly important at this time.

In preparation for each pupil's Post 16 placement, reviews in Years 9, 10 and 11 are conducted as Transition Reviews.

### **Accreditation**

Pupils in Key Stage 4 will follow an appropriate accredited course, depending on their individual need.

Certificates are awarded and achievements celebrated during school assemblies, giving pupils the chance to enjoy their successes, and motivating them to achieve higher standards.

Evidence of certificates and all experiences will be included in each Achievement file which is presented to pupils on leaving school. Further details are available in the Senior Department information pack.

### **Leaving Milestone**

The Milestone School returns children to mainstream where appropriate, although at the present time the majority of children will stay at Milestone throughout their school years.

When a pupil is being supported back into mainstream, or when the pupil requires a flexible learning package, an integration or inclusion programme is devised in consultation with the school setting and parents/carers.

Pupils leave The Milestone at the end of Year 11 and the school supports transition to appropriate Post 16 provision in conjunction with the LA, families and Post 16 providers.

### **The Space**

In 2012 the Local Authority opened a small unit for a few pupils with the most exceptional and complex needs which could not be met in other settings in the County. This is located on the Milestone site, and is funded by the LA, which is responsible for referring pupils there.

### **Careers Education and Guidance**

In our setting Careers Education and Guidance refers to the preparation of pupils for the responsibilities, opportunities and experience of adult life. In the final years at school pupils are guided to make the choices, changes and transitions affecting their future education, training and life as adult members of society.

Pupils are entitled to a planned programme of careers education and guidance starting in from Yr 7 - Yr 11. They are encouraged to achieve, where possible, the following broad aims: to understand themselves and develop their capabilities investigate careers and opportunities implement their transition and future plans.

Pupils also have the opportunity to visit all appropriate Post 16 provisions and link, as appropriate, in preparation for transition to their Post 16 placement. A "Where Next?" evening is held annually in the Spring Term. A range of Post 16 providers are invited, as well as parents/carers and pupils from Yr 7 onwards.

## **Employability and Enterprise**

Enterprise education is embedded in our curriculum activities. Pupils learn to be enterprising, how to handle uncertainty and respond to change.

The school maintains good links with business. Pupils take part in work experience whilst in Senior Department as appropriate. Entrepreneur days are offered in conjunction with GFirst Local Enterprise Partnership.

Health & Safety Inductions and Risk Assessments are carried out by school staff. For some pupils, placements will involve experiencing aspects of working life within the school, with adult support.

## **Life Skills**

Life Skills are embedded in all areas of the curriculum and are a specific focus of residentials and trips in the community. Core skills include; self care, home skills, community skills, interpersonal skills, leisure skills and where appropriate, work skills.

## **Economic Wellbeing and Financial Capability**

Economic Wellbeing forms an important part of our Life Skills Education programme. Through a planned framework, pupils learn and develop a wide range of money skills ranging from the exchange of money in school to preparing a simple budget sheet.

## **Emotional Well Being and Mental Health**

The Emotional Well Being and mental health of individual pupils is one of the core values underpinning the curriculum at the Milestone School, and as such permeates all areas of teaching, learning and school life.

Through active learning opportunities, pupils learn to recognise and manage their emotions, take increasing responsibility for themselves, their choices and behaviours, and make positive contributions to their families, school and com-

munities. Under this umbrella, the School also fulfils its legal responsibility to provide Sex and Relationships and Drugs Education.

**Relationships and Sex Education (RSE)** forms an integral part of the personal development of our pupils. The RSE programme at the Milestone School has been developed in line with current Government and County guidance, and is regularly reviewed.

The programme is delivered in a way that is appropriate to the age, individual needs and abilities of pupils, and has due regard for moral and cultural considerations and the value of family life.

Parents have a legal right to withdraw their child from all but the statutory parts of the RSE Programme. Whilst respecting this right, the Governors would like to highlight the importance of RSE, and ask parents wishing to exercise this right to discuss any issues with the Headteacher.

Parents are also invited to attend RSE workshops where the rationale behind the School's policy and programme is discussed, and resources shared.

## **Collective Worship**

The Milestone School aims to give pupils a broad and balanced education, which has regard to their spiritual and moral development and fosters an understanding of British Values. The Education Reform Act 1988 states that: "Provision shall be made to ensure that, so far as practicable, every pupil attending a special school will attend religious worship and receive religious education, unless withdrawn by their parents".

Through collective worship we aim to:

- Allow moments of reflection and inner spiritual development.
- Experience the difference between stillness and joyful celebration.
- Show identity with our departments

and the wider school community and promote our school ethos.

- Reinforce shared values on matters concerning right and wrong.
- Share achievements and sorrows with others.

To enable maximum participation of pupils to age appropriate themes, assemblies follow a number of formats:

- Foundation, Senior and Middle Departments hold department assemblies twice a week, to celebrate their achievements and recognise and celebrate their own and others' cultures and faiths.
- All classes may hold a quiet reflection time during a Department or primary/secondary assembly.
- Religious festivals are celebrated in a way that is appropriate to the age and ability of the pupils

Parents wishing to withdraw their child from religious worship should notify the Headteacher in writing. Pupils thus withdrawn from collective worship will be supervised in alternative activities.

### **Multi-cultural Education**

Our policy for multi-cultural education is to encourage and develop a positive self-image for all our children, as well as for the cultures of others.

We encourage our children, through their everyday lessons, to appreciate, in an unbiased and non-racial manner, an understanding of and respect for the world in which they live. This includes different religions and cultures.

Children are helped, through lessons and adult role models, to challenge all forms of prejudice and discrimination, in school and in the community.

Where appropriate, staff will identify ways in which themes of lessons can incorporate a reflection of the ethnic diversity of Britain and the interdependence of the countries of the world.

There is a strong Global Dimension to

the curriculum and the teachers ensure that children have experiences in which all cultures appear in positive contexts in reading materials, pictures, artefacts etc.

### **Behaviour and Discipline**

There is a commitment within the school to promote a positive, caring, happy and co-operative setting, in which pupils' learning and independence can be encouraged.

At The Milestone School we promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the whole child.

Adults provide good models of respect, courtesy, consideration and co-operation, and all pupils are encouraged to behave in a similar way towards each other. Much responsibility is placed on the pupils to be self-governing, and this responsibility increases with age, commensurate with their level of understanding.

The school expects all pupils to behave responsibly, and a clear set of expectations is included in the Behaviour Policy document. School works very hard to establish positive relationships between pupils and adults.

Positive reinforcement is the main thrust of the discipline policy, and "Star Awards" are an effective way of promoting and sustaining effort and co-operation.

Particular effort is made to encourage and reward high standards of behaviour and discipline among pupils. Whilst the school ethos relies on positive and responsible behaviour, clear procedures are in force for pupils who are not able to meet our expectations.

### **Family Support**

Our Family Support team Liz Bates and Louise Nash have worked at The Milestone School for many years and understand many of the challenges that families face. They offer support for families in a numbers of ways including just being there to listen and give support at a time of need.

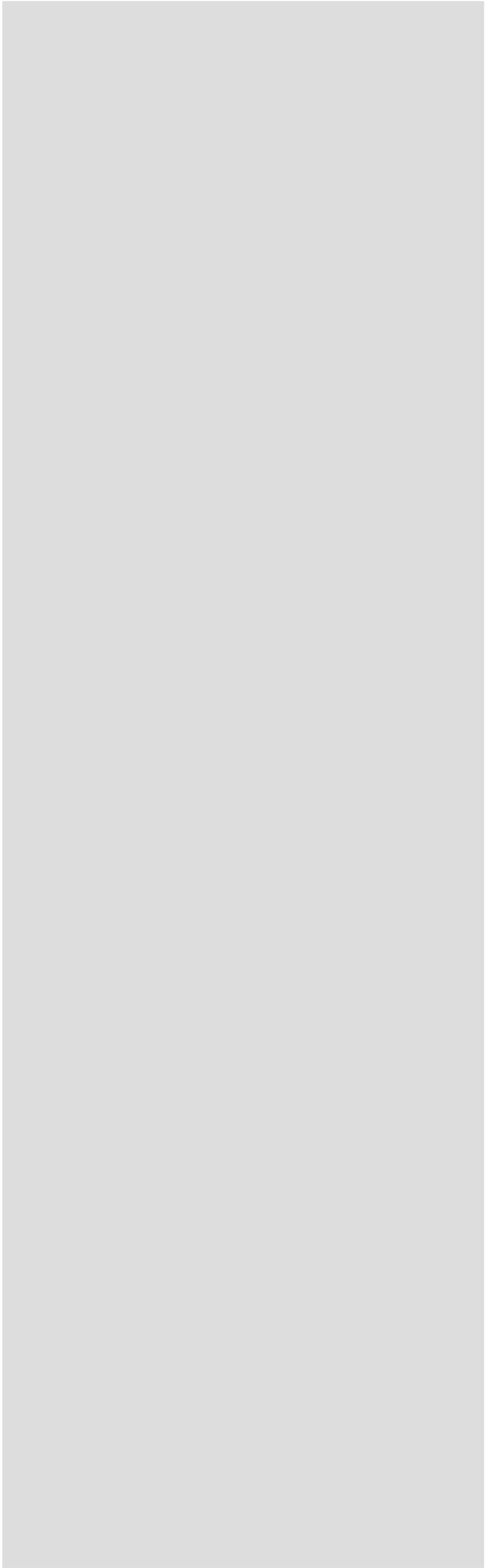
Family Support can offer you:

- Benefits Advice
- Parent Counselling (subject to availability)
- Parent Cafe / social groups
- Details of out of school and holiday activities (we will also show information on this page)
- Provide contact details of other support services and agencies
- Parent Workshops (usually free and very informal – information about workshops will be shown on the website and in our school newsletter, Milestone News)
- Pastoral Support
- General care, support and advice
- Someone who will listen to YOU!

You can contact Liz or Louise on their direct dial number 01452 874045.

### **Attendance**

Parents are asked to write to or telephone school on the first day of absence to explain the reason for absence. Parents are legally obliged to make a written request for permission for a child to be absent from school during term-time for, for example, medical or dental appointments or a family holiday. If the school has concerns about pupils' attendance, the School Attendance Officer will follow these up.





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