

THE MILESTONE SCHOOL

SPECIAL EDUCATIONAL NEEDS [SEND] INFORMATION REPORT

2016-2017

This report should be read in conjunction with the school's Local Offer, which can be found on our website.

SEND PROVIDED FOR:

The Milestone School caters for children with severe learning difficulties [SLD] and profound and multiple learning [PMLD] and physical difficulties [PD]. A small number of pupils have moderated and additional learning difficulties [MLD]. Many pupils have additional complex needs such as speech, communication and language difficulties, autism, challenging behaviour, sensory issues, social emotional and mental health [SEMH] difficulties. Children who attend The Milestone all have a Statement of Special Educational Needs or an Education, Care and Health Plan (EHCP) or are in the process of being assessed for an EHCP. Referrals to The Milestone are looked at on an individual basis. Children who attend The Milestone have SLD, PMLD or MALD as their primary need.

Pupils will be placed in one of 6 Hubs [departments]. Four of The Hubs are organised into loosely similar age group classes and according to the needs of groups of children.

POLICIES FOR SEND

The following policies relating to SEND are available on request:

- SEND policy
- Intimate Care policy
- ASC and CLDD policy

Involving parents/guardians in their child's education

At The Milestone School we value the impact parents have on a child's education. As well as the annual review of their Statement or EHCP we hold 3 parent conversation evenings per year to discuss their child's welfare and progress. These conversations recognise the importance of parental engagement on a child's attainment holistically and academically. On top of these formal events we use home school diaries, regular phone calls and emails

to ensure regular communication regarding their child's education. We also invite parents and guardians to attend family learning events focused on supporting pupil learning at home.

Arrangements for consulting young people with regards to their SEN

Student's opinions on their education are sought formally and informally when conducting annual Statement reviews, EHCP reviews, and EHCP transitions. If pupils are able to, they are asked to discuss their education during these meetings. If this is not appropriate the child is supported to complete a symbolised questionnaire about their likes and dislikes in school and their aspirations. As part of teaching and learning, pupils are aware of their personal targets and learning goals. Teachers ensure they give oral feedback when marking ensuring pupils, where appropriate, have the opportunity to comment on their performance and discuss the next steps in their learning together.

Assessing and review student's performance progress towards outcomes

Pupils are encouraged to review their own performance. Marking and feedback are shared with them verbally so children are clear about their next steps. Where appropriate pupils are helped to understand their personal targets and outcomes and are able to give their opinion on what they would like to work towards. Parents are involved in setting targets and outcomes for their children through parent conversations, EHCP meetings and annual reviews. These targets are reviewed regularly with pupils and parents to ensure they are on track to meet the desired outcome.

Arrangements for support pupil's movement between phases of education and preparation to adulthood

When pupils are due to move to another Hub we ensure that we support carefully planned transition so they can meet their new teacher and LSWs to help prepare them for the next academic year. They also have phased transitions into unfamiliar outdoor playgrounds, assemblies and dining halls etc.

Children joining our school are invited to join us during our transition days and we are able to offer additional transition days or a tailored transition program for children based on their individual needs. Two and three year olds due to join our nursery are invited to join weekly family 'Stay and Play' sessions so they can become familiar with the classroom and the staff with the support of parents.

In Enterprise Hub we begin to prepare children for the next steps into adulthood through a wide range of community based experiences and activities Pupils have access to vocational subjects which teach them some valuable life skills. The majority our pupils move onto a

Post 16 Unit in a local special or to local colleges with SEND courses. In Year 10 pupils likely to move onto a college attend a link programme which continues into Year 11. The colleges provide support for pupils during their college link, and depending on their level of need we may be able to send initial support to help them with this process. Year 11 pupils take part in a work experience opportunities to develop an awareness of the world of work.

The approach to teaching children with SEN

All pupils at The Milestone School have SEND. The curriculum is modified and differentiated to meet their individual needs. The Milestone School provides small class sizes usually around 7-13 pupils. All classes have a teacher and at least one Learning Support Worker (LSW). Most classes have additional LSWs. The Milestone School is committed to providing a range of specialist interventions to support academic and holistic development. We also use specialist teaching strategies such as a structured teaching approach and a multisensory approach. We are a Total Communication school and use signing, symbols, TOBIs and augmentative communication aids to facilitate learning. As much as possible we try and group children according to their age and ability. Children are taught in small class groups, (currently between 7 and 13 children). All classes have at least one teacher and one LSW. Class groups follow the National Curriculum which we differentiate to meet pupils' individual needs.

As a school we promote practical learning experiences supported by visual and auditory learning.

The Milestone has an extensive intervention program catering for pupils' academic and holistic needs. Pupils' are assessed termly and put forward for interventions to support their learning journey.

How the curriculum and environment is adapted for pupils

Small class groups along with a skilled teacher and LSW team, provides a supportive classroom environment for pupils. All classes have access to a wide range of technology, with some pupils having augmentative communication aids.

The Milestone has a number of specialist facilities including hydrotherapy pool, sensory and soft play rooms. We have a range of interventions adapted for pupils' learning needs. In addition to the NHS Speech and Language Therapist, we have our own Communication Aids Support Workers.

As a school we have a Total Communication approach which provides support for communication and understanding.

Our positive behaviour policy is adapted to meet the needs of all pupils providing them with a behaviour for learning approach and as a school we use Team Teach, which focuses on

training staff in de-escalation strategies for managing behaviour. We have a Behaviour Support Team who will support families who request help with managing behaviour at home. Our curriculum includes life and social skills and activities to support student's personal social and emotional development.

The expertise and training of staff to support Student needs

All staff have regular training in a wide range of SEN to support them in meeting the needs and requirements of all of our pupils. All staff have received training in line with the school ethos, aims and protocols. All staff are trained in basic safeguarding and those working with children have received Team Teach training (an approach to diffuse and manage difficult situations and behaviours).

Intervention staff have been trained to deliver specific interventions to support focused learning or emotional well-being issues.

As a school we encourage a coaching culture approach where staff are encouraged to develop their skills through coaching and learning from each other as an alternative to attending external courses. This has been proven to be an effective approach where staff can access very relevant development through experienced and skilled staff and at very little cost to the school. Staff have a wide range of expertise in SEND.

We are part of the Gloucester Special Schools Outreach Service and support and train staff in other schools who are working with SEND pupils.

We are part of the Coney Hill and Milestone Alliance [CHMA] Teaching School. Through this we are able to provide a varied range of SEND training and outreach support for SEND to other schools across the county and further afield. We offer provide SEND placements for School Direct Initial Teacher Training, PGCEs, B.Eds etc

Evaluating our provision

We are a learning organisation, this means we constantly strive to further develop and improve our school.

Evaluating the systems we have in place happens at different levels through whole school staff feedback to Senior Managers and Leaders and School Governors. The evaluations of the school performance and practices are used to inform our School Evaluation Form which then supports the writing of our School Development Plan, which can be found on our website.

As a school we meet regularly to discuss the impact initiatives are having on student performance. This informs us about what we do well and identifies areas which we may need to address and plan our next steps for each initiative.

With regard to Pupil Premium and SEN interventions, we consider the needs and outcomes for each child as an individual and ensure we meet their needs through differentiated approaches and lessons. Specialist strategies and Interventions are reviewed to ensure that the intervention is having a positive impact on a child's progress. This means we can adapt a different approach if an intervention is not having the desired effect on a child's attainment or wellbeing.

The Milestone School is committed to finding the best intervention for each child and appreciate that what works for one may not be the best for another. This means we run a flexible and adaptable system to meet the needs of the individual and/or group of children throughout the school year.

Engagement of SEND pupils with their peers

Pupils' needs, abilities and ages are taken into account when grouping children for each academic year. This means that pupils are able to develop their social and emotional abilities within their group while allowing for group and independent learning to take place during lessons.

Although pupils are grouped to reflect their ability and need, teaching staff will always differentiate to ensure each student is allowed to learn and develop effectively. This also helps pupils learn to empathise and understand the similarities and differences they may have with their peers.

Support for improving social and emotional development

As a school we put a lot into raising the social and emotional development of our pupils. This starts with teachers and LSWs creating an honest and secure relationship within the class or group. We have a Well-being and Intervention Team who provide a programme of planned activities designed to meet the emotional wellbeing needs of identified pupils.

How we involve other professional bodies

The Milestone School encourages a Team Around the Child [TAC] approach whereby all professionals and voluntary agencies supporting a child and their family can meet together to provide a holistic focus for the child. The Milestone School welcomes input from an extremely wide range of other professionals including community learning disability nurses, occupational therapists, physiotherapists, education psychologists, advisory teachers, paediatricians, school nurses and continence nurses, music therapist, speech and language therapists, local family support services, social workers and other many other

organisations who may work with the child or family. They may also come into to observe, support and give strategies for us to employ in our teaching and learning.

In addition our Family Support Workers support families to link with other professional agencies to support them in their home lives.

As a school we have a good links with our Local Authority and local schools and are part of the Gloucester Schools Partnership [GSP] and G15 [a partnership of 15 Gloucester based secondary schools, alterntive provision service school and The Milestone.

Arrangements for handling complaints

We have a clear process of managing complaints. In the first instance we advise parents/guardians to talk to their child's teacher; complaints can often be addressed quickly and satisfactorily during these discussions. If there is still concern, the relevant Head of Hub will be involved to try to resolve the complaint. If necessary, a member of the Senior Leadership Team will then get involved to ensure the complaint is dealt with. You can find the school Complaints Policy on our website, this includes a complaint form to complete and hand into school.

Key Contacts for concerns or questions

The pupils class teacher or LSW

Head of Hubs:

Rainbow Hub – Paula Jones

Woodlands Hub – Liz Bailey

Venture Hub – Stephen Dowell

Enterprise Hub – Janine Smith

School SEN/PEP coordinator – Val Kennedy

Family and Support Workers: Liz Bates, Louise Nash

Behaviour Support Leader: Rosey Williams

Senior Assistant Head teacher: Diane Taylor

Business Manager: Adi Hargreaves

Deputy Head teacher- Brian Roberts

Headteacher: Lyn Dance

The Milestone school have contributed to Gloucestershire's Local Offer which can be found on the Gloucestershire Local Authorities webpage

<http://www.gloucestershire.gov.uk/schoolsnet> .

You can see the The Milestone School SEND Local Offer on our school website.

For further information please see our school website including the parent link.

