



# School Prospectus 2022-23

# Welcome from The Headteacher

**T**he Milestone School is a SAND Academies Trust Special school, opened in September 1998, as a result of the amalgamation of three special schools. It provides for over 320 children with a wide range of special educational needs.

The Milestone School offers many specialist interventions, including curriculum adaptation for children with physical difficulties, profound and multiple learning difficulties, provision for pupils with Autistic Spectrum Condition and a strong focus on communication and interaction.

The school offers child-centred Progression Pathways, created specifically for pupils of The Milestone School. Pupils in KS4 are offered 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 collaboration with Gloucester Schools Partnership (GSP) and G15. 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.

Please visit our website to find out more about us by going to [www.themilestoneschool.co.uk](http://www.themilestoneschool.co.uk) and also the SAND Academies Trust site [www.sandmat.uk](http://www.sandmat.uk)

We hope that this prospectus provides you with the information you need but please do not hesitate to contact us if there is anything more you would like to know.

Kind regards

Diane Taylor  
Head Teacher

# The School Organisation & Our Vision and Aims

## **Mission statement**

**'Removing obstacles and enabling access to learning'**

## **Whole school curriculum vision:**

'Developing, practising and using skills to help me learn and achieve, and progress to the next stage of my life and learning'.

## **Foundation vision statement:**

'Developing my skills to help me learn'

## **Middle vision statement:**

'Practising my skills to support me to learn'

## **Senior vision statement:**

'Using my skills to learn and prepare for my future'

- *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.*

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- *know what is expected*
- *feel appreciated and valued*

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### **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 and 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 Early Years 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 an Education, Health and Care Plan.

If you are a parent who might require the Local Authority to refer your child for a place at the school please do ask for the relevant Head of Department for a more detailed and personalised visit.

More information can be found on our website including:-

- Term dates
- Uniform
- School meals
- The school day
- Transport to school

# 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 (as part of SAND Academies Trust), local special schools and mainstream establishments are viewed as reciprocal. Wherever possible they should provide mutual benefits to both sets of pupils, these include GSP, G15 and 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 a pupil.

In-house Integration and Inclusion offers opportunities for individuals or groups to access curriculum areas and activities within other class groups. These are appropriate to the child's needs, to facilitate learning and 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. We 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.

Pupils may be referred to the Advisory Teaching Service who will assess needs and give advice as appropriate. EHCPs may make reference to such advice.

### **The Milestone Enrichment Group**

This takes place for three days a week at Longford Park Primary School and The Milestone School. 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, quiet, relaxed environment away from mainstream classrooms.

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, to grow in confidence and experience success.

### **SAND Training and Outreach**

SAND Training and Outreach is lead in partnership with the SAND Academy Trust schools. The Training offices are based within The Milestone School.

Through SAND Training and Outreach we provide formal CPD sessions for both mainstream and SEN practitioners and School Direct Initial Teacher Training (ITT), as well as bespoke training sessions and outreach for both mainstream and SEN Early Years, Primary and Secondary settings.

## Curriculum

The Milestone School offers a child centred, 'needs led' curriculum in which communications underpins all learning.

This incorporates elements of the EYFS, Milestone School Progression Pathways, National Curriculum and external accreditation. Life skills and social skills are embedded throughout our curriculum. 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 form an important part of the curriculum.

Our curriculum takes account of the differing abilities and experiences of our pupils. It provides an education appropriate to individual needs. The curriculum gives pupils the opportunity to develop and learn within a supportive atmosphere, foster positive attitudes to learning and lead to success and achievement.

This is 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.

We believe, 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.

## Equal Opportunities

The Milestone School aims to give children equal access to all aspects of school life. The school recognises legislation regarding any discrimination and fully endorses all forms of equal opportunity.

Further details can be found in the school's Equality Information document on our website.

Parents/carers have the right to make decisions about their child's access to Collective Worship and Relationship and Sex Education.



# Assessment

The policy for Assessment, Recording and Reporting is available in school and on the school website. 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 The Milestone School.

## **EHCP Review**

EHCPs will be reviewed annually following the Local Authority policy and discussed at a meeting.

Parents' and carers' 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

## **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 the Assessment Team. These form the main part of the school Curriculum Reports, issued during the Summer Term.

## **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.

## **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 Milestone School P level.

## RSE and Collective Worship

**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. It has due regard for moral and cultural considerations and the value of family life. Parents/carers 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/carers wishing to exercise this right to discuss any issues with the Head Teacher.

**Collective Worship:** The Milestone School aims to give pupils a broad and balanced education, which has regard for 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/carers". 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, the wider school community and promote our school ethos.
- Reinforce shared values on matters concerning right and wrong. Share achievements and sorrows with others.
- Foundation, Middle and Senior Departments hold department assemblies twice a week, to celebrate pupils 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/carers wishing to withdraw their child from religious worship should notify the Head Teacher in writing. Pupils withdrawn from collective worship will be supervised in alternative activities. We encourage our children to appreciate an understanding of and respect for the world in which they live. This includes different religions and cultures. Children are supported, 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.

# Family Support

Our Family Support team have been supporting The Milestone School for many years. They understand the challenges that families face and offer support for families in a numbers of ways. This includes just being there to listen and give support at a time of need.

Family Support can offer you:

- Financial Advice
- Parent Counselling (subject to availability)
- Parent Cafe / social groups
- Details of out of school and holiday activities
- 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!

To speak to Mel, Louise or Karla please call 01452 874000.



## Behaviour

There is a commitment within the school to promote a positive, caring, happy and co-operative setting. One 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 cooperation and all pupils are encouraged to behave in a similar way towards each other. Responsibility is placed on the pupils to be self-regulate and this responsibility increases with age (as appropriate to 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 is an effective way of promoting and sustaining effort and cooperation.

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

## Attendance

Parents/carers are asked to telephone school on the first day of absence to explain the reason for a child's absence.

Parents/carers are legally obliged to make a written request for permission for a child to be absent from school during term-time, for example medical or dental appointments or a family holiday. If the school has concerns about pupils' attendance, the School Attendance Officer will support families.

## 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 School at the end of Year 11 and the school supports transition to appropriate Post 16 provision in conjunction with the Local Authority, families and Post 16 providers.

### **The Space**

The Space is a small unit for pupils with the exceptional and complex needs which cannot be met in other settings in the County. This is located on The Milestone School site and is funded by the Local Authority.

### **Careers Education and Guidance**

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 Year 7 to Year 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 Year 7 onwards.

To discuss careers further please contact Jude Wilcox, Careers Lead  
([jude.wilcox@milestone.sandmat.uk](mailto:jude.wilcox@milestone.sandmat.uk) - 01452 874000)