

THE MILESTONE SCHOOL

SPECIAL EDUCATIONAL NEEDS [SEND] INFORMATION REPORT

SEND PROVIDED FOR:

The Milestone School caters for pupils with Severe Learning Difficulties (SLD), Profound and Multiple Learning (PMLD) and Physical Difficulties (PD). A small number of pupils have Moderate and Additional Learning Difficulties (MALD). Many pupils have additional complex needs such as speech, communication and language difficulties, autism, challenging behaviour, sensory issues, and Social, Emotional and Mental Health (SEMH) Difficulties. Pupils who attend The Milestone School all have an Education, Care and Health Plan (EHCP) or (for some pupils entering Foundation Department) are in the process of being assessed for an EHCP. Referrals to The Milestone School are considered on an individual basis.

Pupils will be placed in one of 3 departments: Foundation, Middle or Senior. Departments are organised into similar age group classes and according to the needs of individual pupils.

The Space is a specialist unit for pupils with very challenging behaviour, which is a part of The Milestone School.

POLICIES FOR SEND

The following policies relating to SEND are available on request:

- SEND
- Intimate Care
- ASC and CLDD

Involving parents/guardians in their child's education

At The Milestone School we value the impact parents have their child's education. As well as the annual review of their EHCP, we hold 3 Parent Evenings per year to discuss their child's welfare and progress. These meetings recognise the importance of parental engagement on a child's attainment holistically and academically. In addition to these formal events, we use home school diaries, Class Dojo, regular phone calls and emails to ensure effective communication regarding their child's education. Parents are also invited to attend department events and celebrations.

Arrangements for consulting pupils with regards to their SEN

Pupils' opinions on their education are sought formally and informally when conducting EHCP reviews and EHCP transitions. If pupils can, they are asked to discuss their education during these meetings. If this is not appropriate the pupil 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 and / or written feedback when marking pupil work to ensure pupils, where appropriate, can comment on their performance and discuss the next steps in their learning.

Assessing and reviewing pupils' performance progress towards outcomes

Pupils are encouraged to review their own performance. Marking and feedback are shared with them verbally, so pupils are clear about their next steps. Where appropriate, pupils are helped to understand their personal targets and outcomes and can 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 and EHCP meetings. These targets are reviewed regularly with pupils and parents to ensure pupils are on track to meet the desired outcome.

Arrangements for supporting pupils' movement between phases of education and preparation to adulthood

When pupils are due to move to another department, we organise carefully planned transition so they can meet their new teacher and learning partners, to help prepare them for the next academic year. Pupils also have phased transitions into unfamiliar outdoor playgrounds, assemblies and dining halls etc.

Pupils joining our school are invited to transition days. We can offer additional transition days or a tailored transition for pupils based on their individual needs. Pupils due to join our nursery are invited to weekly family 'Stay and Play' sessions to enable them to become familiar with the classroom and the staff with the support of parents.

In Senior Department we begin to prepare pupils 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 valuable life skills. The majority of our pupils move on to local colleges with SEND courses or to a Post 16 Unit in a local special school. In Year 10 pupils likely to move on to a college attend a link programme which continues into Year 11. The colleges provide support for pupils during their college link supported by school staff as appropriate. Year 11 pupils take part in a work experience opportunity to develop an awareness of the world of work. The school employs a dedicated and specially trained Careers Advisor.

The approach to teaching pupils with SEN

The Milestone School curriculum is modified and differentiated to meet pupils' individual needs. The Milestone School provides small class sizes usually between 7-13 pupils. All classes have a teacher and at least one learning partner (LP). Most classes have

additional LPs. The Milestone School is committed to providing a range of specialist interventions to support academic and holistic development. We use specialist teaching strategies such as a structured teaching approach and a multisensory approach as appropriate. We are a Total Communication school and use signing, symbols, TOBIs and Alternative and Augmentative Communication Aids (AACs) to facilitate learning. Pupils are grouped according to their age and ability. Pupils follow Progression Pathways in each core subject which have been written specifically to meet the individual needs of our pupils. The Progression Pathways provide small steps for learning and also inform EHCP learning intentions as well as forming an assessment framework.

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

The Milestone School 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 LP team, provide a supportive classroom environment for pupils. All classes have access to a wide range of technology, with some pupils having alternative and augmentative communication aids.

The Milestone School has a number of specialist facilities including access to a hydrotherapy pool, sensory and soft play rooms. In addition to the NHS Speech and Language Therapist, we have our own Communication Aids Learning Partners.

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. As a school we use Team Teach, which focuses on training staff in de-escalation strategies. We have a Support for Learning Team who can support families with managing behaviour at home. Our curriculum includes life and social skills and activities to support pupils' personal social and emotional development.

The expertise and training of staff to support pupils' needs

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

Intervention staff are 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 supported to develop their skills through 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 colleagues. Staff have a wide range of expertise in SEND.

The Milestone School is part of the Gloucester Special Schools Outreach Service and supports and trains staff in working with SEND pupils in other schools.

Evaluating our provision

The Milestone School is 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 the Local Advisory Board. The evaluations of school performance and practices are used to inform our School Evaluation Form which then supports the writing of our School Development Plan, available on our website.

As a school we meet regularly to discuss the impact initiatives are having on pupil 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.

Pupil Premium and SEND interventions are evaluated to consider the needs and outcomes for each pupil as an individual and ensure we meet their needs through differentiated approaches and lessons. Specialist strategies and interventions are reviewed to ensure they are having a positive impact on a child's progress. We can adapt our approach if an intervention is not having the desired effect on a pupil's attainment or wellbeing.

Engagement of SEND pupils with their peers

Pupils' needs, abilities and ages are taken into account when grouping children for each academic year. This enables pupils to develop their social and emotional abilities within their class 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 pupil can 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 place a high priority on promoting the social and emotional development of our pupils. This starts with teachers and LPs creating an honest and secure relationship within the class or group. We have an 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 pupil and their family can meet to provide a holistic focus. The Milestone School welcomes input from a wide range of other professionals including community learning disability nurses, occupational therapists, physiotherapists, education psychologists, advisory teachers, paediatricians, school nurses

and continence nurses, music therapists, 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 help families to link with other professional agencies to support them in their home lives.

As a school we have a good links with the Local Authority and other local schools and are part of the Gloucester Schools Partnership [GSP] ,G15 (a partnership of 15 Gloucester based secondary schools), alternative provision service school and The Gloucestershire Association of Special School Head Teachers (GASSH).

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 Department (who are members of the Senior Leadership Team) will be involved to try to resolve the complaint. If necessary, the Deputy Head Teacher or Head Teacher 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 and guidance.

Key Contacts for concerns or questions

The pupils' class teacher or LP

Head of Departments:

Foundation – Paula Jones

Middle – Kara Mann

Senior – Tom Lovell

School SEN/PEP coordinator – Sue Reed

Family and Support Workers – Mel Banks, Louise Nash, Karla Weale

Support for Learning Team – Dan Tyreman, Kerrie Mason, Jo McCalla

Deputy Head Teacher – Stephen Dowell

Head Teacher – Diane Taylor

CEO – Lyn Dance