



Special educational needs (SEN) information report

Approved by:	Stephen Dowell	Date: April 2024
Last reviewed on:	April 2024	
Next review due by:	September 2024 (this document is updated as soon as possible when any of the information in it changes]	

Contents

Contents	2
1. What types of Special Educational Need (SEN) does the school provide for?	3
2. Which staff will support the children and what training have they had?	3-3
3. How will the school measure each child's progress?	4
4. How will families be involved in decisions made about their child's education?	5
5. How will children be involved in decisions made about their education?	5
6. How will the school adapt its teaching for every child?	5-6
7. How will the school evaluate whether the support in place is helping each child?	6
8. How will the school make sure all children are included in activities?	6
9. How will the school support children's mental health and emotional and social development?	6
10. What support will be available for children as they transition into school, within the school and beyond the school?	7
11. What support is in place for looked-after and previously looked-after children with SEN?	7
12. What should families do if they have a complaint about their child's support?	7-8
13. What support is available for children and their families?	8
19. Glossary.....	9

1. What types of Special Educational Need (SEN) does the school provide for?

Our school provides for pupils with:

Profound and Multiple Learning (PMLD)

Severe Learning Difficulties (SLD)

Physical Disabilities (PD)

All pupils have additional needs in some and/or all the following areas:

Communication and Interaction

Cognition and learning

Social, Emotional and Mental Health

Sensory and/or physical

All 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.

2. Which staff will support the children and what training have they had?

Class teachers

All class teachers receive training and are supported to meet the needs of all pupils who attend our school.

Learning Partners (LPs)

We have a large team of LPs, including senior learning partners and higher-level learning partners (HLLPs) who are trained to deliver SEN provision.

Interventions Team

We have a team of staff, overseen by the Deputy Headteacher, who are trained to deliver interventions such as Thrive, Play Therapy, Lego Therapy, Music Therapy, Music Interaction, Boys Groups (ELSA), Girls Groups, Hydrotherapy, Therapeutic Play, Fizz Whizz Intervention and Sensory Interventions.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- › Speech and language therapists
- › Educational psychologists
- › Occupational therapists
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › Social services and other LA-provided support services
- › Voluntary sector organisations

Training

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, values, aims and protocols. All staff are trained in safeguarding and those working with pupils have received Team Teach training (an approach to de-escalate and support pupils who become dysregulated).

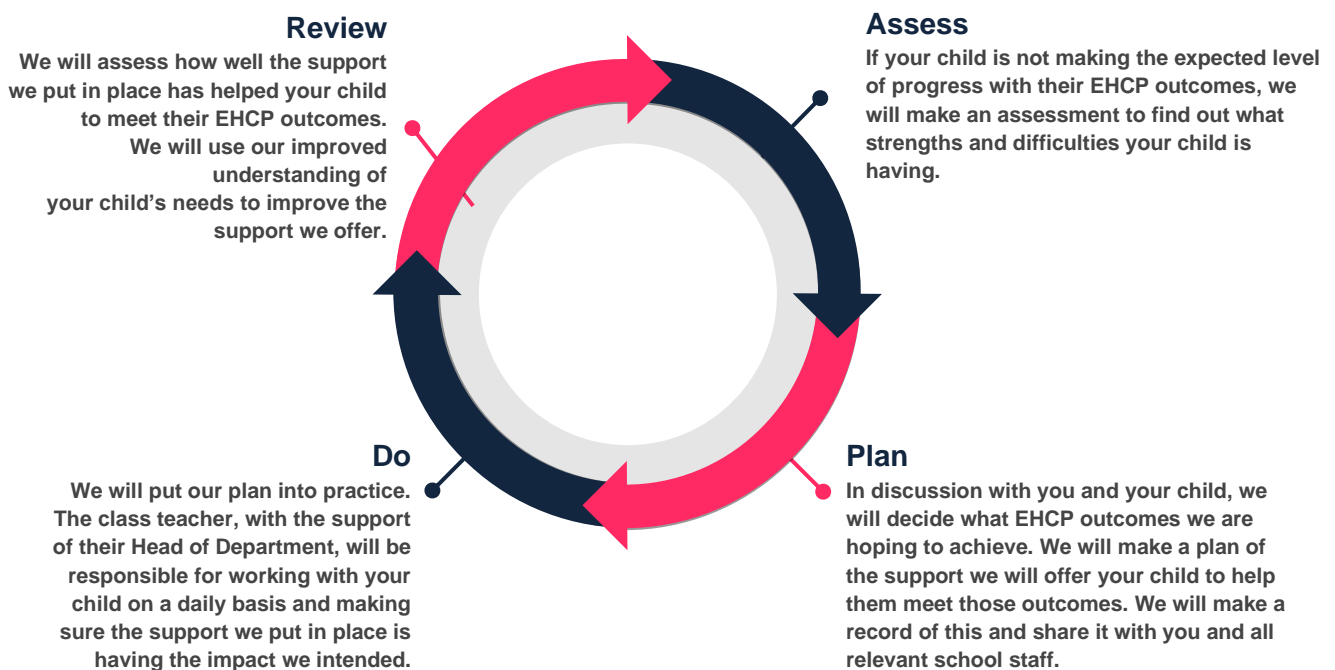
Intervention staff are trained to deliver specific interventions to support focused learning or emotional well-being.

As a school we encourage a coaching approach where staff are supported to develop their skills through learning from each other as an alternative to attending external courses. This supports staff to access relevant development through experienced and skilled colleagues. Staff at school have a wide range of expertise in SEND.

3. How will the school measure each child's progress?

We will follow the 'graduated approach' to meeting children's EHCP needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set EHCP outcomes that we want to see each child achieve.

Whenever we run an intervention with a child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on the child's progress.

We will track children's progress towards the outcomes we set over time and improve our offer as we learn what each child responds to best.

4. How will families be involved in decisions made about their child's education?

We will provide termly reports on children's progress at Parents Evenings and Annual Review meetings.

Class teachers will meet with families 3 times a year to:

- Set clear EHCP outcomes for a child's progress.
- Review progress towards EHCP outcomes.
- Discuss the support we will put in place to help a child make progress.
- Identify what we will do, what we will ask families to do, and what we will ask the child to do.

We know that families are the expert when it comes to their child's needs and aspirations. We want to make sure they have a full understanding of how we are trying to meet their child's needs. This enables families to have an insight into what they think would work best for their child.

We want to hear from families as much as possible so we can build a better picture of how the SEN support we are providing is impacting their child outside of school.

If a child's needs or aspirations change at any time, we ask families to please let us know so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff and families will be given a copy.

If families have concerns that arise between these meetings, we ask that they please contact their child's class teacher via Dojo.

5. How will children be involved in decisions made about their education?

The level of involvement will depend on a child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with family's input.

We may seek a child's views by asking them to:

- Attend meetings to discuss their progress and outcomes.
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting.
- Complete a survey.

6. How will the school adapt its teaching for every child?

A child's class teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to a child's needs. We will make sure every child has access to a broad and balanced curriculum at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to each child.

These adaptations include:

- Differentiating our curriculum offer to make sure all pupils can access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, using a total communication approach etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Learning Partners will support pupils in small groups and on a 1-to-1 basis.

We provide a differentiated approach to support the pupils Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Physical and/or Sensory Needs.

7. How will the school evaluate whether the support in place is helping each child?

We will evaluate the effectiveness of provision for each child by:

- Reviewing their progress towards their learning outcomes each term.
- Reviewing the impact of interventions after 6 weeks.
- Using pupil questionnaires.
- Monitoring by the Class Teacher and Teachers responsible for Teaching and Learning.
- Using assessment data to measure progress.
- Holding an annual review.

8. How will the school make sure all children are included in activities?

All pupils have access to extra-curricular activities and school visits.

All pupils are encouraged to go on our school trips and visits to the community.

All pupils are encouraged to take part in sports day, school performances and special events.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

9. How will the school support children's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils are encouraged to be part of the school council.
- Pupils encouraged to be part of all areas of the school community, including extra-curricular activities to promote teamwork/building friendships.
- We provide extra pastoral support for listening to the views of pupils.
- We run a nurture group for pupils who need extra support with social or emotional development.
- We have a 'zero tolerance' approach to bullying.

10. What support will be available for children as they transition into school, within the school and beyond the school?

New Admissions

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.

Between Departments

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

Life beyond the school

We work with every pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

We begin to prepare pupils for life beyond school 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 Units.

In Year 10 pupils likely to move on to a college attend a college link programme which continues into Year 11.

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.

11. What support is in place for looked-after and previously looked-after children?

Our Send Co (Sue Reed) works with class teachers to support them to understand the implications on teaching and learning for looked-after or previously looked-after pupil's.

Children who are looked-after or previously looked-after will be supported in the same way as any other child. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any support plans or EHCPs are consistent and complement one another.

12. What should families do if they have a complaint about their child's support?

Concerns or complaints about provision in our school should be made, in the first instance, to the class teacher. They can often be addressed quickly and satisfactorily during these discussions.

If, following this, there is still concern, the relevant Head of Department (who are members of the Senior Leadership Team) will offer support to try to resolve the complaint. If necessary, the Deputy Headteacher or Headteacher will support to ensure the complaint is resolved.

Please see the school's complaints policy - <https://www.sandmat.uk/wp-content/uploads/2022/11/Complaints-Policy-Oct-2022-.pdf>

If families are not satisfied with the school's response, you can escalate the complaint. To see a full explanation of suitable avenues for complaint, please see the [SEN Code of Practice](#).

If families feel that our school discriminated against their child, they have the right to make a discrimination claim to the first tier SEND tribunal. To find out how to make such a claim, families should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

Families can make a claim about alleged discrimination regarding:

- › Exclusion
- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, families can go through processes called disagreement resolution or mediation, where they try to resolve your disagreement before it reaches the tribunal. Further information can be found here: <https://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamilies/advice.page?id=RmypRug2jIE>

13. What support is available for children and their families?

If families have any questions, or are struggling to cope, we encourage them to get in touch and let us know. We want to support all children and their families.

To see what support is available to locally, families should look at Gloucestershire's Local Offer for Parent & Carers. Gloucestershire County Council publishes information about the local offer on their website:

https://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=2_1

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisation can be found here:

<https://sendiassglos.org.uk/>

Information on local and national organisations that offer information and support to families of children with SEND can be found here:

<https://sendiassglos.org.uk/support-organisations/>

14. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access education.
- › **Annual review** – an annual meeting to review the provision in a pupil's EHCP.
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services.
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs.
- › **EHCP** – an education, health and care plan are a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **EHCP needs assessment** – the needs assessment is the first step on the way to securing an EHCP. The local authority will do an assessment to decide whether a child needs an EHCP.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND.
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil.
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind.
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area.
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment.
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability.
- › **SEND CO** – the special educational needs co-ordinator.
- › **SEN** – special educational needs.
- › **SEND** – special educational needs and disabilities.
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND.
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN.
- › **SEN support** – special educational provision which meets the needs of pupils with SEN.
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages.