





# MILLWOOD SCHOOL, BURY


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*Special Education Needs Information Report –February 2017*

In compliance with Section 69 (2) of the Children and Families Act, 2014; regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014; Section 6 of the Special Educational Needs and Disability Code of Practice: 0-25 years; paragraph 3 of Schedule 10 of the Equality Act 2010

What do we do?	How do we do it?	How do you know?
<p><b>We provide a specialist and highly resourced setting for children who have a special educational need</b></p> 	<p>Children who have a Statement of Educational Need  Children who have an Education, Health and Care Plan  Children whose attainment is in the first centile or similar  Very young children who are being assessed for specialist provision at Millwood  Children who have a dual placement with a mainstream school or nursery  Children who have a diagnosis of CAL and autistic spectrum condition  Children who have CAL and a speech, language, communication need  Children who have any severe global developmental delay  Children who have a profound and multiple learning difficulty  Children who have a significant medical need requiring a high level of nursing input  Children who have a life-limiting condition</p> <p>Children who have or who develop epilepsy  Children who have severe challenging behaviour as a result of their condition  Children who move into the local authority  Children who are looked-after in public care</p>	<p>Panel minutes  Termly census data</p> <p>Individual risk assessment and bereavement support plans</p>

What do we do?	How do we do it?	How do you know?
<p><b>The SEN team in Bury helps us to make sure that your child has the best possible provision either at Millwood or in a mainstream primary. The name of the leader of the SEN team is Carol Grunbaum. Her telephone number is 0161 253 5642.</b></p> 	<p>Education, Health and Care Plan</p> <p>Headteacher (or SMT) sit on the Millwood Panel once a year in the spring term</p> <p>Assessment visits and reports by Millwood staff to mainstream schools prior to child's admission</p> <p>Meeting with child's current school prior to admission</p>	<p>Panel minutes Panel minutes (Admissions File)</p> <p>DHT and AHT minutes and notes – child's purple file</p>

What do we do?	How do we do it?	How do you know?
<p><b>Arrangements for consulting parents of children with SEN and involving them in their child's education.</b></p> 	<p>Millwood website</p> <p>Individual visits by parents/carers with their child  Termly new parents' and carers' visits to Millwood School  New parents' and carers' coffee morning in summer term  Millwood Prospectus given out to new parents and carers  Millwood Admissions Pack</p> <p>Home school agreement  Home/school communication policy 2009 – due for review  Home school diaries to be completed daily  Termly parents' and carers' coffee mornings</p> <p>Weekly Millwood Newsletter goes home each Friday</p> <p>IEP termly update of pupil progress  Annual reviews of Statement or of Education, Health and Care Plan  Annual report to parents and carers of pupil progress, achievement and attainment sent out in summer term</p> <p>Annual Parents' and Carers' Questionnaire  Annual Questionnaire summary  Annual Parents' and Carers' evening in the summer term</p> <p>Family support workers' caseload  Millwood Child and Family worker caseload</p> <p>Annual Prize Day  Annual Year 6 Leavers' awards</p>	<p>Prospectus and website</p> <p>Child's purple file  Child's purple file</p> <p>Newsletters file in reception  Questionnaires File  Questionnaires File and GB report  Record of teachers' appointments  Family support workers' file  AHT's file  School diary  Child's home school diary  Child's purple file  Child's purple file  Child's purple file  Family support workers' file  Family support workers' file  Social worker's files  Parent/carer questionnaires</p>



Annual Calendar of Events published in September on website  
 Invitations to Harvest assembly, Christmas productions, Dance Festival at Lowry, Chinese New Year, Remembrance Day, Mother's Day

Local authority CYPIC award ceremony in spring term  
 Parent governor representation on Millwood Governing Body

Complaints policy  
 Safeguarding policy  
 e-safety policy  
 Attendance policy

Website  
 Programme  
 Programme  
 Calendar of Events on website  
 Newsletters

Newsletters, CYPIC teacher's file  
 Governing body minutes


**Arrangements for consulting young people with SEN and involving them in their education**




Individual education plan targets agreed with child  
 Lessons – WALT and WILF recorded in medium-term planning  
 Input in child's annual review especially Year 5 and 6 transition reviews

'Bringing out the Best' targets –achievement in child's area of interest  
 Physical and sensory literacy achievement  
 Pupil Premium achievement targets  
 Sports Premium targets  
 School Council

IEP targets/summary CASPA data-class  
 data-class  
 Medium-term planning – reviewed  
 Child's talking mat, Passport, Transition Plan in Child's purple file  
 BotB summary data (NP-T)  
 Engagement data (AB)  
 CASPA data  
 CASPA data/sports premium returns  
 KN file and campaigns

What do we do?	How do we do it?	How do you know?
<p><b>Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review</b></p> 	<p>Statement of SEN/Education Health and Care Plan            Baselining on entry to Millwood School            IEP targets including communication targets            IEP termly update of pupil progress            Annual reviews of Statement or of Education, Health and Care Plan            Individual behaviour support plans, reviews and Level 4 reports            Therapy plans for speech and language development, physiotherapy development and occupational therapy interventions            Nursing and medical support plans            All About Me booklet</p> <p>Baseline assessment (Year R)            Individual target-setting against expected progress expectations (CASPA) and Milestones to Mastery            Reviewing 'dippers' each term to ensure that pupils make expected progress or are on track            End of year data on attainment, progress and achievement</p>	<p>Child's purple file            IEP targets/summary CASPA data-class            Child's purple file            Child's purple file            Child's purple file            Child's purple file</p> <p>Child's purple file            On display in class            CASPA data</p> <p>Assessment file; shared drive</p>

What do we do?	How do we do it?	How do you know?
<p><b>Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. (As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.)</b></p> 	<p><b><u>Home to Millwood (EYFS)</u></b>  Liaise with therapists/health for information-sharing  Visits to school by parents and children  Liaise with SEN team for information-sharing  New parents' and carers' coffee morning  Transition visits for pupils  Provide prospectus to parents/carers  Through admissions pack including medical information  All About Me booklet written with parents/carers  Meetings with Portage  Pre-admission CiN meetings  Multi-disciplinary Vulnerable Children's meetings where information shared prior to child's admission  Reports from sensory needs team</p> <p><b><u>Childcare to Millwood (EYFS)</u></b>  As above  Visit child in childcare provision</p> <p><b><u>Mainstream school, PLC (or residential) to Millwood</u></b>  As above  Assessment visits and reports by Millwood staff/Judith Blaylock  Liaise with school for information-sharing  Attend annual reviews if appropriate  Provide photographs of school and staff for pupils if appropriate (usually for those pupils with ASC)</p> <p><b><u>Millwood to mainstream, PLC or residential</u></b>  Millwood staff support pupils on transition visits  Provide detailed information re pupil attainment and progress  Provide information re any safeguarding issues  Provide information re medical issues  Social stories about changing schools</p> <p><b><u>Out of borough to Millwood</u></b>  As Early Years and mainstream school to Millwood – see above</p>	<p>Child's talking mat, Passport, Transition Plan in Child's purple file</p>





**Millwood to out of borough (inc detention centres)**

As Millwood to mainstream – see above

If NOT KNOWN IN ADVANCE – follow Child Missing in Education procedure with SAO

Work with solicitors or other support agencies where appropriate to provide information about pupil and family

**Nursery to Reception (Millwood)**

Shared planning

Shared assessment information - IAT

Regular joint activities between classes throughout the year

Formal transition visits once classes set with new staff and pupils

Staffing in new class to include one member of staff from the previous year, if possible

Physical and sensory literacy class activities daily

Any staff new to the school to see children in school prior to starting and given induction to ensure that provision for children is consistent

Target-setting in September to ensure that new staff are fully informed of pupil attainment and progress and where there is a difference in attainment, meeting takes place to find out how previous staff supported pupil to make higher attainment (narrow the gap)

**Reception to Key Stage 1 (Millwood)**

As Nursery to Reception – see above – Key Skills Tracker assessment

Early Years Profile

**Key Stage 1 to Key Stage 2 (Millwood)**

As Key Stage 1 to Key Stage 2 – see above – Key Skills Tracker assessment

Phonics text/SATs, Statutory assessment


**Year 6 to Year 7 high school (Millwood-Elms Bank)**

Input in child's annual review especially Year 5 and 6 transition reviews

Transition visits organised by high school in liaison with Millwood School

SATs, Statutory assessment



What do we do?	How do we do it?	How do you know?
<p><b>The approach to teaching children and young people with SEN</b></p> 	<p><b>Provision map 2017</b></p> <p>Statement of SEN/Education Health and Care Plan          Millwood Curriculum 2014          Millwood Assessment Model          Teaching and learning policy          Inclusion policy          Monitoring Learning policy          Disability policy          EAL policy          Curriculum Statement          Behaviour management policy          ASC policy          PMLD policy          Total Communication policy          Sensory Integration Policy          EYFS policy          English policy          Library policy          Numeracy policy          Science policy          PSHE policy          Sex and Relationships policy          RE policy          Collective Worship          ICT policy          D and T policy          Art and Design policy          Music policy          Drama policy</p>	<p>Shared drive and website</p>



History policy  
Geography policy  
Humanities policy  
PE policy  
MFL policy

Termly Curriculum enhancement days or weeks eg Science Week

TLR summary sheet detailing interventions and resources – hydrotherapy, light and dark room interventions, sensory integration, multi-sensory impairment support, Bringing out the Best, physical and sensory literacy lunchtime sessions, sports clubs, music lessons

Visits by Live Music Now!, Eureka, Crocodile Joe, The Mighty Zulu Nation Educational visits - shopping, swimming, donkey sanctuary, churches

Annual Sports Day

Dance sessions for ASC

Annual Lowry Dance Festival (sponsored by Teaching Personnel)

Annual Christmas performances

Assemblies – Remembrance, transition to high school

Role play and drama

Play therapy

Outdoor and adventure play

Sensory integration

Rebound therapy

Dark room programme

Light room programme


Total Communication


Behaviour management (Team Teach)


Hydrotherapy


Multi-sensory impairment support


Vision-impairment and hearing-impairment team support

What do we do?	How do we do it?	How do you know?
<p><b>How adaptations are made to the curriculum and the learning environment of children and young people with SEN</b></p> 	<p>ASC policy  PMLD policy  EYFS policy  Care and control policy  Communication and TLR lead  Occupational therapy support  Physiotherapy support  Speech and Language Therapy support  Sensory Integration diet and SI practitioner support  Rebound instructor  Hydrotherapy support  Physical and sensory literacy</p> <p>Building – new accommodation fully accessible opened in 2012</p> <p>Personalisation of the medium-term planning and curriculum including curriculum enrichment activities</p>	


What do we do?	How do we do it?	How do you know?
<p><b>The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured</b></p> 	<p>Annual Professional Activity Days and training linked to School Improvement Plan            Medical support training            Administration of Medicines policy            Team Teach training embedded to support behaviour management            Team Teach training offered and delivered to all schools/services in Bury            Care and control policy</p> <p>Referral to education psychologists for EP reviews, to the CAL team, SpLd reviews, SI reviews, sensory impairment referrals to sensory needs team, CAMHS referrals, input from music specialists, Bury FC link, Manchester City FC link</p>	


What do we do?	How do we do it?	How do you know?
<p><b>Evaluating the effectiveness of the provision made for children and young people with SEN</b></p> 	<p>School Improvement Plans  CASPA data summary in summer term – progress against expectations  Achievement data – ‘blue sheet’ in summer term  Progress and achievement of Vulnerable Children data in summer term  P-level and NC level data on attainment (current)  <b>New</b> progress/attainment data against year group expectations  Curriculum reports from all TLR leaders for autumn term GB report  Termly Governing body meetings  Termly Resource Committee meetings  Termly attendance report for GB report  Annual SWOT analysis by staff informing the School Improvement Plan  Annual lesson observations of all teachers and HLTAs and feedback  Termly monitoring of all planning by senior management team  Annual appraisal meetings in the autumn term  Annual interim appraisal meetings in spring or summer terms  SMT attendance at SENCo and similar meetings</p> <p>Appointment of Child and Family worker</p>	


What do we do?	How do we do it?	How do you know?
<p><b>How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN</b></p> 	<p>Inclusion policy  School Council with annual elections  School Council budget and annual spend  After-school clubs twice weekly at Millwood  Holiday clubs run by Bury FC at Millwood  Policy on Children in Entertainment (2015), for example those children who have taken part in BBC Blue Peter, Lowry Dance Festival, Bury Times, Radcliffe Times</p>	

What do we do?	How do we do it?	How do you know?
<p><b>Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measure to prevent bullying</b></p> 	<p>PSHE policy Sex and Relationships policy Anti-bullying policy Anti-racism activities Assemblies Collective worship</p>	



What do we do?	How do we do it?	How do you know?
<p><b>How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families</b></p> 	<p>Termly meetings with nursing team, SaLT, physiotherapists, occupational therapists for school, Social Care OT</p> <p>Weekly Vulnerable Children meetings with school nurse and Millwood Child and Family worker</p> <p>Pennine Acute Paediatric consultants hold clinics in school</p> <p>Visits by orthoptists</p> <p>Visits by dentists</p> <p>Visit by orthotic clinicians</p> <p>Liaison with Bury Parents' Forum for PATH (Planning Alternative Tomorrows with Hope), EHC Plans, Personal Budget support</p> <p>Liaison by safeguarding teacher with MASH (Multi-Agency Safeguarding Hub)</p> <p>Partnership working with Children's Disability Service (social care)</p> <p>Referrals to and service level agreement with CAMHS</p> <p>Referrals to and service level agreement with Educational Psychologists</p> <p>Visual impairment team support</p> <p>Hearing impairment team support</p> <p>Bury FC Club free tickets for league matches and Matchdays</p> <p>Bury FC Community Trust lunchtime training sessions</p> <p>Short breaks at Re:d Centre in Bury</p> <p>Short breaks through Home from Home</p> <p>Appointment of Child and Family worker</p>	<p>VC e-chronology</p> <p>Iris Adapt</p> <p>Follow-up letters in child's purple file</p> <p>Follow-up letters in child's purple file</p> <p>Follow-up letters in child's purple file</p> <p>Follow-up letters in child's purple file</p>

What do we do?	How do we do it?	How do you know?
<p><b>Arrangements for handling complaints from parents of children with SEN about the provision made at the school</b></p> 	<p>Complaints policy Published reviews of annual parents' and carers' questionnaires</p> <p>Whistle-blowing policy</p>	

What do we do?	How do we do it?	How do you know?
<p><b>Arrangements for supporting children and young people who are looked-after by the local authority and have SEN</b></p> 	<p>Local authority CYPIC award ceremony in spring term          Termly CYPIC report for GB report          CYPIC funding through Pupil Premium and record of spend          Personal Education Plans reviewed in LAC review meetings          CYPIC policy          Safeguarding policy          e-safety policy          Attendance policy          IEP termly update of pupil progress          Annual report to parents and carers of pupil progress, achievement and attainment sent out in summer term</p>	

## PROVISION MAP 2017

NAME AND DATE OF BIRTH				Looked-after Child (LA)		YES	NO
YEAR GROUP						Funding	
<b>Vulnerable group - education</b>	English as an Additional Language	Ethnic minority	Asylum-seeker	Free School Meals	Post-LAC	Attendance	
<b>Vulnerable group – social care</b>	<b>LEVEL 1</b> Universal Services Millwood HLTA family support  Bury Parents' Forum Millwood CAF worker	<b>LEVEL 2</b> Single agency Millwood - Child and family worker  Bury Parents' Forum Millwood CAF worker	<b>LEVEL 3</b> Team Around the Child Millwood – Child and Family worker Millwood CAF worker Parents' Forum i-hop (prison parents)	<b>LEVEL 4</b> Child in Need Children's Disability Service Re:d Centre Cambeck Home from Home	<b>LEVEL 5</b> Child Protection Bury Safeguarding Team		
<b>Vulnerable group – health</b>	Epilepsy	Gastrostomy or naso-gastric tube	Tracheostomy	Oxygen	Asthma		
	Colostomy/stoma	Consultant appointments at school	Care plan/medication	1:1 health care package	2:1 health care package		
<b>SPECIALIST RESPITE – Derian House, Francis House</b>				<b>SPECIALIST HOSPITAL – eg RMCH Galaxy Unit</b>			
<b>SPECIALIST SUPPORT – CAMHS, CTLD</b>				<b>SPECIALIST MEDICAL SUPPORT – 1:1 or 2:1 Routes, Interserve</b>			
<b>PRIMARY NEED</b>				<b>SECONDARY NEED</b>			
<b>Staffing</b>	Class team			1:1 eg intervenor		2:1	
<b>Total Communication (Millwood)</b> <b>Systems</b> Speaking, Listening, Intensive Interaction, Sign-supported Language (Signalong), PECS (Picture Exchange Communication System), Symbol Communication, TOBIs (True Object-related Icons), OOR (Objects of Reference), Braille, On-body signing, writing, drawing, gesture and facial expression <b>Support</b> Social skills language group, wayfinding through colour and signage, AAC group <b>Equipment</b>							

Switches, E-Tran frame, Go-Talk, iPad, PECS book							
<b>Learning Style</b>	Visual	Auditory	Kinaesthetic				
<b>TEACCH</b> – Treatment and Education of Autistic and related Communication-handicapped Children				Generic class	ASC class		
<b>Workstation</b>	<b>Visual timetable</b>	<b>Individual timetable</b>	<b>Time out</b>	<b>PECS</b>	<b>Rewards system</b>	<b>Sensory diet</b>	
<b>Sensory curriculum</b> for pupils with profound and multiple and complex needs					Generic class	PMLD class	
<b>Positioning</b>		<b>Equipment and aids</b>		<b>Mobility support</b>		<b>Communication system</b>	
<b>Quality First Teaching</b> Individual targets	WALT What Are we Learning Today ...	WILF What I'm Looking For ...	Differentiation of all curriculum subjects	Formative assessment of small steps of progress - Key Skills Tracker	Summative assessment of progress over time - CASPA		
<b>Whole class</b>	<b>Small group</b>	<b>Individual timetable</b>	<b>Talking partners</b>				
<b>Write Dance</b>	<b>Phonics scheme</b> Dyslexia	<b>Reading scheme</b> Dyslexia (eg Hickey)	<b>Numicon</b> Dyscalculia	<b>Jump Ahead</b>			
<b>Pupil Premium (Ever6FSM)</b>	Additional Literacy		<b>Sports Funding</b>	<b>Physical and sensory literacy</b>	<b>Gifted and Talented 'Bringing out the Best'</b> Eg music lessons		
	Additional Numeracy						
<b>Emotional development</b>	Big Box of Feelings	SEAL	CAT	Emotional well- being debrief	Circle time		
	PSHE lessons	Time to talk	Dancing	Emotions toolkit	CAMHS		
<b>Independence</b>	School Council	Individual target					
<b>Speech and Language Therapy</b>	Swallowing	Programme in class	SALT support	Feeding support			
<b>Sensory processing</b>	SI room	Light room	Dark room	Rebound therapy	Hydrotherapy	Massage	

<b>Play and physical education</b>	Soft play	Adventure outdoor play	Chosen toys	Swimming	Team games	Theatre	
<b>Home/school links</b>	Home/school book	Annual review of Education, Health and Care Plan	Annual report or pupil progress to parents/carers	New parents'/carers' coffee morning	Parent and carer events in school		
<b>Behaviour support</b>	Individual behaviour plan	Safe Space Plan	Team Teach trained staff	1:1 behaviour support	2:1 behaviour support		
<b>Inclusion</b>	In another Millwood class	One half-day in mainstream	Dual placement with mainstream	Transition to mainstream	One half day at Millwood		
<b>Hearing impairment</b>	Hearing aids	Positioning	Hearing-impairment service				
<b>Vision impairment</b>	Glasses	Positioning	Vision-impairment service	Braille support	Light room and dark room	Passports	Optician Orthoptist
<b>Multi-sensory impairment</b>	Glasses	Hearing aids	Intervenor	H-i and V-I service	Mobility service	Cane-supported walking	
	Braille	Light room	Dark room	Transmitter	Optician	Orthoptist	
<b>Physiotherapy</b>	Shoe-fitting service	Physiotherapy referral and support	<b>Occupational therapy</b>	Passports	Occupational therapy referral and support		
<b>Mobility</b>	Wheelchair service	Equipment	MOVE	MOVE trail	Standing frame		
<b>Toileting</b>	Continence support	Hygiene rooms with hoists and showers	Toilets with support	Toilets for independent use			
<b>Feeding</b>	Training for staff	Sterile areas in class kitchens	SaLT support	1:1 class team support	Nursing team support		

10-2-17