

Support

Learning /
Curriculum

Teaching

Environmental
and Physical
Resources

Emotional

FAQ

Our SEN information report was developed in consultation with staff, Governors and parents/carers in July 2014 and will be reviewed by Governors on an annual basis, as from September 2015.

Should you want to know what our current parents feel about Mill Ford School please follow the link to Parent View on the Ofsted Web site: <http://parentview.ofsted.gov.uk/parent-view-results/urn/116622>

	Whole School Universal Approach to All Our Young People	Targeted Support for Individuals or Small Groups According to Need	Specialist Individual Support According to Need
Support	<ul style="list-style-type: none"> • <i>Small class groups of 1 teacher to 8 pupils on average</i> • <i>High level in class support of 3 teaching assistants to 8 pupils on average</i> • <i>Support provided to meet personal and social needs</i> • <i>Multi agency support</i> • <i>Weekly class team meetings to review pupil progress, IEP's, share information e.t.c. or on going training to ensure up to date skills of staff</i> • <i>Weekly whole school meetings to share information</i> • <i>Programmes and guidance provided by Speech and Language therapists, Occupational therapist and Physiotherapist and delivered by teaching assistants and teachers integrated within the class timetable to support and facilitate access to the curriculum as required</i> • <i>On site daily support and monitoring from the schools Nursing team as required</i> 	<ul style="list-style-type: none"> • <i>Enhanced staff support during lessons and class activities</i> • <i>Increased levels of multi-agency support</i> • <i>Support/guidance from Educational Psychologists (as required)</i> • <i>Support/advice from internal behaviour manager</i> • <i>Programmes and group sessions occasionally led but always monitored by Speech and Language therapists, Occupational therapist and Physiotherapist as required</i> 	<ul style="list-style-type: none"> • <i>1:1 support across the day</i> • <i>Rotation of class staff across the day</i> • <i>Regular multi-agency support and meetings</i> • <i>Intensive support from Educational Psychologists, Child and Adolescence Mental Health Service SLD team as required</i> • <i>Additional advice from medical services, autism assessment teams, health care teams e.t.c.</i> • <i>Specific Health and therapy programmes delivered directly by either Speech and Language Therapists, Occupational Therapists or Physiotherapists or integrated into the classroom</i>

	Whole School Universal Approach to <u>All</u> Our Young People	Targeted Support for Individuals or Small Groups According to Need	Specialist Individual Support According to Need
Learning / curriculum	<ul style="list-style-type: none"> • Individual Education Plans linked to Statement objectives – reviewed at least termly • Short term targets in all subjects and differentiated learning outcomes for each pupil for every lesson • Detailed termly planning for all subjects with differentiated outcomes for every pupil • Termly meetings with parents to discuss progress • Annual Review and Annual Report • On-going contact with parents/carers through Home School Book • On-going assessment of pupil progress and attainment • Analysis of P level/ NC levels data for whole school and individual pupils • Generic risk assessments • Schemes of work to meet the needs of all learners • Schedules and individual work systems for pupils, differentiated to their learning needs • Use of PECS • Use of Makaton, symbols e.t.c. • Focus on positive behaviour management for all pupils • Access to school nurse • Read, Write, Inc to support reading • Blast to support language development • Write Dance to support handwriting 	<ul style="list-style-type: none"> • Positive behaviour plans – reviewed termly with support from Assistant Head including • On-going monitoring, recording and analysis of behaviour • Individual behaviour charts with external motivators and reward systems used throughout each day • Meetings with parents/carers regarding specific issues • Detailed risk assessments for identified pupils • Additional information shared on pupils at whole school meetings • Detailed and individual social stories for range of activities and lessons • Additional schedules for problem areas/activities • TEACCH approach to develop independence • Attention autism to develop engagement • Sensory profile to understand any sensory processing difficulties • Sensory diet to support and progress sensory difficulties 	<ul style="list-style-type: none"> • On-going review of Individual Education Plans • Weekly assessment of challenging behaviour, Individual Education Plans and behaviour data and resulting adjustments made • Daily contact with parents/carers • Support from behaviour specialist • Multi agency meetings to review areas of difficulty and levels of support • Risk assessments relating to specific activities • Different timetable and activities • Individualised learning programme • Structured environment with regular built in times for physical exercise alongside positive choices • Specialist support for physical needs e.g. Hydrotherapy, Physiotherapy • School nurse available for medical support • Specialist areas with trained staff to support sensory needs and develop individual choice making skills •

	Whole School Universal Approach to All Our Young People	Targeted Support for Individuals or Small Groups According to Need	Specialist Individual Support According to Need
Teaching	<ul style="list-style-type: none"> • 1:1 teaching at times on a regular basis • 1:2 teaching on a daily basis • Small group teaching for all lessons • Groups changed to reflect pupils' learning needs for each lesson • Structured environment within each class • Consistent routines and systems across the whole school 	<ul style="list-style-type: none"> • 1:1 teaching for all new leaning/generalisation of skills • A range of teaching strategies to support behaviour/health needs • Additional visual clues and guidance • 1:1 support provided to meet personal and social needs • Individual behaviour systems, rewards and motivators 	<ul style="list-style-type: none"> • Pupil taught on individual basis 1:1 attention for all of the day, occasional 2:1 for specific needs, with individually designed curriculum • Teaching at times can be in separate room • Restricted time with class peers • Restricted access to facilities at shared times i.e. playtimes • Priority access to identified resources such as soft play-room etc.

	Whole School Universal Approach to All Our Young People	Targeted Support for Individuals or Small Groups According to Need	Specialist Individual Support According to Need
Environmental and Physical Resources	<ul style="list-style-type: none"> • Well lit and well resourced environment • Visually clear classrooms • Access to specialist areas such as soft play, multi sensory room, sand and splash and hydrotherapy pool • Stimulating external play areas • Access to a wide range of additional therapies – hydro, horse riding e.t.c. as required 	<ul style="list-style-type: none"> • Specialist equipment such as overhead hoists, specialist seating, standing frames, on the advice from therapists and health colleagues • Hydrotherapy sessions • Emotional literacy support – internal and external • Specialist Occupational Therapy sensory resources as required • Dedicated resources matched to pupils' behavioural, social and learning needs with individual motivators and rewards • Satellite provision at Ernesettle Community School for primary aged children for whom inclusion with mainstream is judged by school staff to be most beneficial. 	<ul style="list-style-type: none"> • Designated teaching areas for identified pupils, as required • Dedicated resources matched to pupils behavioural, social and learning needs with individual motivators and rewards

	Whole School Universal Approach to All Our Young People	Targeted Support for Individuals or Small Groups According to Need	Specialist Individual Support According to Need
Emotional	<ul style="list-style-type: none"> • <i>Positive Learning environments with excellent staff role models.</i> • <i>Focus on developing confidence and self esteem.</i> • <i>Personal Social and Health Education is a core curriculum subject</i> • <i>Bullying policy in place with differentiated child friendly form</i> • <i>A THRIVE approach to develop emotional literacy and prompt self regulation</i> • <i>SoSafe to teach safe relationship and sex education at appropriate stages of a young persons life</i> 	<ul style="list-style-type: none"> • <i>Additional time allocated to support emotional development and understanding</i> • <i>Focus on developing shared attention skills</i> • <i>Focus on developing interest in learning through activities based around skills and interests.</i> • <i>Focus on developing shared attention skills</i> • <i>Playworx to promote and support positive relationships and self esteem, using a Threaplay approach</i> 	<ul style="list-style-type: none"> • <i>Emotional development and well being is main focus</i> • <i>Increased joint working between parents/carers, school and multi agencies.</i>

How will the curriculum be matched to my child's needs?

How does Mill Ford know if children need extra help & what do I do if I think my child may have SEN?

How will Mill Ford staff support my child?

How will I know how my child is doing and how will you help me to support my child's learning?

What training have the staff had or are having?

What specialist services and expertise are available at or accessed by Mill Ford?

How accessible is the school environment?

How will Mill Ford prepare and support my child to join the school and then transfer to a new school?

How are Mill Ford's resources allocated and matched to children's special educational needs?

How is the decision made about what type and how much support my child will receive?

What support will there be for my child's overall well being?

How will my child be included in activities outside the classroom including school trips?

Who can I contact for further information?

What should you do if you feel that the SEN information report is not being delivered or is not meeting your child's needs?

Will my child study for qualifications whilst at Mill Ford School?

Our SEN information report was developed in consultation with staff, Governors and parents/carers in July 2014 and will be reviewed by Governors on an annual basis, as from September 2015.

How will the curriculum be matched to my child's needs?

Our curriculum is based on the National Curriculum and it includes mainstream subject areas. Detailed plans have been produced for every subject, but it has been written by staff to enable all pupils to access each subject in a meaningful and purposeful way. Our curriculum follows the National Curriculum framework.

Every child has a personalised learning programme, which includes differentiated (individualised) learning outcomes for every subject and individual expectations to match the pupils' social skills and behaviour. It also includes appropriate therapies and support according to the individual.

Our children make progress in many ways, not only academic progress. We follow advice from a Private Occupational Therapist (Blue Sky Therapies) to enable individuals to engage at their individual optimum in order to help every child learn.

Children also have the opportunity to generalise and transfer their learnt skills to other settings.

A very important aspect of our work is to help each child develop their communication skills in both how they communicate with others and how they receive communication. We use PECS, Makaton and symbols throughout the school to facilitate this and have a 'total communication' policy, as well as employing a communication technician to support in this vital area.

Personal, social and health education is very important within Mill Ford and an emphasis is placed upon all children becoming as independent as possible, as both a learner and a young person. Life skills have a greater emphasis as our pupils move up through the school

How does Mill Ford know if children need extra help and what should I do if I think my child may have special educational needs?

The Children and Young Peoples Service Matching Panel and the Head Teacher place children at Mill Ford following agreement. All children have a Statement of Special Educational Needs or an Education, Health and Care Plan, which describe their individual areas of special needs and inform his/her individual education plan, unless they are on an assessment placement. If a pupil is on an assessment placement the school, along with other professionals and parents will decide the level of need the child has and if an Education, Health and Care Plan is appropriate and if placement at Mill Ford is suitable.

A formal review is held once a year to discuss your child's progress, their current areas of special needs and to agree at least three targets. Any additional needs are discussed as part of the review and if appropriate, alternative or additional sources from within school are agreed.

As all classes have high staffing ratios (often 2:1) each teacher is able to quickly identify any requirements for additional support on an ongoing basis throughout the year and will discuss these with senior managers and parents. The class teacher is the first point of contact for parents who think their child has developed additional needs and so may require alternative support

How will Mill Ford staff support my child?

Each class has on average, one teacher and three special school assistants to eight children although this can vary slightly according to need. The class teacher plans for all the children in his/her class and is responsible for the overall assessment of their progress. Children are taught as a whole class, in small groups and/or 1:1 by both the class teacher and the teaching assistants.

We believe it is important for children to develop relationships with a number of adults and so we do not allocate specific assistants to work with identified children. All children work with every adult in their class team.

At the beginning of each school year, we include photographs of the adults in each class team as part of the Home School Diary so parents can recognise who is working with their child.

The School Governors are ultimately responsible for the progress and attainment of all the children although they delegate this responsibility to the Head Teacher. They receive collated and anonymised data about the progress of groups of children and hold the Head to account for how good this is, in comparison to nationally similar groups of children. The Governing Body know the children well at Mill Ford and many are regularly in the school and assist with trips out and sessions in school

How will I know how my child is doing and how will you help me to support my child's learning?

Assessments of your child's progress are made on a daily, weekly and half termly basis so the teacher always knows what each child in their class has achieved and what needs to be further developed. Once a term, each class teacher meets with the Head Teacher to discuss the children's progress. Teachers in turn meet with you to discuss your child's progress as part of a bi-annual pupil progress meeting and coffee mornings. Progress meetings and coffee mornings also give you a chance to see your child's work.

Parents/carers are required to attend an Annual Review of Statement or Education, Health and Care Plan, after which a written report is sent to attendees. Copies of each child's individualised targets are sent home once every term. These break down the targets which were agreed at the previous Annual Review meetings and at least one of these targets will be something they can do at home as part of their homework. Parents/carers will also receive a full end of year report along with home school diaries and certificates, which inform you of successes as they happen.

<p>What training have the staff had or are having?</p>	<p>All staff, both teachers and support staff receive comprehensive and ongoing training in meeting the needs of children with complex learning difficulties and a detailed induction programme is given to all new staff. Teachers who work in classes for solely ASC pupils also receive TEACCH training.</p> <p>All class-based staff complete a Positive Behaviour course and manual handling training both of which are regularly up dated. Staff also receive basic first aid training, epilepsy awareness, fire safety and annual safeguarding training. The five annual training days are used to further extend staff knowledge and expertise and to work collectively on areas of whole school improvement. Some staff also receive mini bus training and wheel chair clamp training. Furthermore, staff are trained in Makaton and PECs.</p> <p><i>The school benefits from having it's own trainers in positive behaviour and manual handling.</i></p>
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<p>What specialist services and expertise are available at or accessed by Mill Ford?</p>	<p>Senior leaders, teachers and support staff are highly skilled and experienced in meeting the individual learning, behavioural and social needs of children with complex learning difficulties.</p> <p>The school accesses a range of specialist services including clinical psychology, CAMHS, social care and health services. We have a full time School Nurse on site who liaises with Children's consultants and specialist nurses and the dentist visits annually. The Psychology Service also provide on-going advice and support.</p> <p>Visiting therapists include Speech and Language therapists, and Physio. Therapist and a Physiotherapist assistant. A member of the VI service visits weekly to teach children with VI how to access their surroundings.</p> <p>The school also employs Blue Sky Therapies (Occupational Therapy) to assess and advise how best to support children's individual sensory needs. School can also access specialists e.g. Music Zone and the Plymouth Music service for short-term input and we use local facilities such as The Donkey Sanctuary and Sutton Harbour for work experience placements. We use the Plymouth Translation Service as and when necessary to ensure parents/ carers can access information.</p>
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How accessible is the school environment?

Mill Ford is a fully accessible building, built on one level. Mill Ford also has classrooms in a local primary school to support integration with mainstream peers. Both sites are safe and secure with the second storey at Ernesettle Community School being accessible via a lift. The building is light and has specialist rooms including physiotherapy room, soft play, Speech and Language room, sand and splash, hydrotherapy pool, food tech and sensory room which are accessible to all. The colour scheme has been chosen to support children with VI and autism. Classrooms have overhead hoisting as well as mobile hoisting on site to ensure all areas of the school are accessible

We have a growing number of families whose first language is not English. Where required interpreters enable parents/carers to fully participate in formal meetings such as Annual Reviews and other times as required.

How will Mill Ford prepare and support my child to join the school and then transfer to a new school or adult services?

Once a place at Mill Ford has been confirmed, parents/carers will be invited to meet the class teacher. The class teacher will meet with the staff, spend some time observing your child at their current setting and also meet with you to gain detailed information.

Following this visit your child will be invited to spend some time within a class at Mill Ford although depending on the point of entry and your child's needs, this will vary. The number of times your child will visit varies but generally we have found a shorter transition to be most successful.

All children are given a transition book before they join Mill Ford, at the end of each academic year and when they move onto a new school. This includes for the children who are moving to and from our Satellite classes at Ernesettle Community School. This book provides pictures and details about their new class/school and staff to be read prior to admission or changing class. We have found this to be very successful in familiarising a child with their new environment and reducing any anxiety about the new school/class.

As part of their transition from Year 9 (approximately 14 years of age) children receive a Person Centred Transition Annual Review, which concentrates on learning and holistic outcomes as well as focusing upon transition planning. The aim for the school is that both our young people and families are fully satisfied with the Post-19 placement for our young.

A similar process happens when a child leaves Mill Ford. We support visits to the new placement, liaise with the staff to share information.

How are Mill Ford's resources allocated and matched to children's special educational needs?

Children receive support matched to their own level of need.

This will vary across each day and throughout their time in our school, as the level of support is directly related to their needs and circumstances.

We currently have 3 classes based at Ernesettle Community School where our children have good opportunities to be included in mainstream lessons where appropriate, at play and lunch times and in other activities such as sporting, drama and music where our staff, in liaison with Ernesettle staff, feel the children will benefit.

How is the decision made about what type and how much support my child will receive?

On a daily basis, the class teacher determines the level of support for individual children from within the class team.

When children whose SEN circumstances, Health requirements, behaviour tracking or complex learning needs indicate that additional support maybe required, discussions are held between the class teacher and senior leaders to determine what this might be. Typically, this support continues to be provided from within the class team, but may be targeted at specific times, i.e. break times, circle times etc.

If the evidence suggests that even higher levels of support may be beneficial and senior leaders agree this, the resource is provided from within the school initially. Due to the high levels of staffing in each class this is not required very often and only in very extreme situations would additional support be requested from the Local Authority.

Parents/carers are generally aware of the need for additional support and a joint programme of intervention is planned. Due to the cost, clear measures of success are highlighted so it is possible to identify if the intervention has been successful and if it needs to continue. If so, the support is reviewed on an ongoing basis.

<p>What support will there be for my child's overall well being?</p>	<p>Your child's well being and emotional health is an important aspect of life at school. A happy child is a child ready to learn and make academic progress. Class teachers plan for the development of your child using knowledge gained from yourself, other professionals and observations to promote their confidence and self-esteem. Staffing levels in each class enable the class teacher to provide additional support when required to promote the emotional well being of your child.</p> <p>Individual behaviour plans and expectations in school use your child's skills and interests, such as Thomas the Tank Engine, Moshi Monsters and Disney Characters, as rewards and motivators. This increases the chance of your child enjoying school and wanting to fully engage in learning. When a child's behaviour becomes challenging, teachers are supported by the Senior Leadership Team to understand the function of behaviour and agree with you as to the best way to manage the behaviour in a positive and proactive way.</p> <p>Our School Nurse supports individual medical needs, though in her absence other staff are trained where required in the emergency administration of medication. The class team meets all personal needs.</p>
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Will my child study for qualifications whilst at Mill Ford School?

We feel that it is an important part of your child's education to receive recognition for their efforts, both academically and within other areas, such as life skills or self help skills.

Throughout their time at Mill Ford school recognition for your child is provided through a weekly Star of the Week assembly and also through termly award assemblies.

All children in KS3, 4 and Post 16 are additionally given the opportunity to study for a qualification according to their ability. The Assessment and Qualifications Alliance (AQA) and Oxford, Cambridge and RSA (OCR), who are a nationally recognised provider, provide our qualification routes.

Dependent upon ability your child may study unit awards, which are small step certificates of progress, or Entry Level Certificates. These are certificates particularly suited to those students who are working below the level required for a GCSE 'G' grade.

How will my child be included in activities outside the classroom including school trips?

All children are given the opportunity to participate in whole school, curriculum and off site activities. The extent to which your child participates and the level of support required is part of a teacher's risk assessment and may vary over time and for differing activities, however we differentiate all activities to enable all children to participate.

Parents are requested to give generic permission for their child to participate in activities in support of curricular objectives, i.e. a visit to the local shops, swimming pool, etc. All visits are risk assessed prior to access. Further permission will be sought from yourself for visits that last for a whole day or more, or are further afield, such as the Ten Tors Jubilee Challenge.

Who can I contact for further information?

The first point of contact for anything relating to your child's education is the class teacher. We encourage parents/carers not to wait for the next formal opportunity to meet but to contact us on an ongoing basis. Staff can be available to talk outside of teaching hours or an appointment can be made for a mutually convenient time. Please either telephone or write in the Home School diary if you wish to meet or speak with the class teacher.

For matters not directly relating to your child's progress parents/carers are invited to contact our support worker (Sylva Salame). She is available to provide targeted support to parents/carers on a range of issues such as parental/carer's support, transport, transition, attendance etc. Or you can contact one of the School Leadership Team who include Claire Wills (Head Teacher) and Simon Payne (Deputy Head/SENCO).

Considering a Special School for your child can be a very daunting time and we have parents/carers who are happy to talk with prospective parents/carers to share their experience and answer questions about Mill Ford from their perspective.

Support can be provided as required or requested to help parents and carers access the information.

What should you do if you feel that the SEN information report is not being delivered or is not meeting your child's needs?

Parents/carers who believe their child's needs are not being met within school are asked to meet with the SENCO (Simon Payne) or Head Teacher (Claire Wills) to talk through their concerns.

Where appropriate an early Annual Review can be arranged, with representation from the SEND team to formally review your child's progress, current special needs and provision.