



SEN and Disability

**Local Offer: Millfield Science and
Performing Arts College**

School number: 101

Mainstream

School address	Belvedere Road Thornton-Cleveleys Lancashire FY5 5DG
Telephone	01253 865929
Website	www.millfield.lancs.sch.uk
Age range taught	11-16
Does the school specialise in meeting the needs of children with a specific SEN?	No
Name of SENDCO	Becky Ashton
Contact details.	r.ashton@millfield.lancs.sch.uk
Name of Assistant SENDCO	Beth Wilson
Contact details.	e.wilson@millfield.lancs.sch.uk
Name of Learning Support Manager	Sarah Griffiths
Contact details.	s.griffiths@millfield.lancs.sch.uk

Accessibility and Inclusion

- *How accessible is the school environment?
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?*
- *How accessible is your information - including displays, policies and procedures etc.
Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?*
- *How accessible is the school?
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?*
- *Do you have specialised equipment (e.g., ancillary aids or assistive technology?)*

What the school provides

- The Millfield building is fully wheelchair accessible with lifts to all floors in both the Science and Humanities blocks. However, there are some doorways to the outside of the building with a slight step that makes access a little difficult.
- The lifts are operated by a member of staff and children are not permitted to access the lifts without a member of staff to operate it. Students are fully supervised.
- There are two identified disabled parking spaces at the front of the building and two at the back.
- There are two disabled access toilets in the school building.
- The dining room facilities are on the ground floor and are fully wheelchair accessible.
- The school has a School Accessibility Plan which is available on request.
- The medical room has hand washing facilities and a medical bed.
- The majority of the classrooms are carpeted and are fitted with blinds and wall displays, in order to meet sensory needs.
- The acoustics are poor in sports hall.
- Reasonable adjustments are made to support access to the school curriculum where a student has an identified need. All specialist equipment is ordered on an individual basis in consultation with parents and health professionals as appropriate.
- Pupils may be issued with a laptop or access to word processing facilities if they have an identified and diagnosed additional need which requires a laptop to enable them to access the curriculum.
- Information and policies are available to parents and students on the school website and a paper copy can be made available upon request. These can be enlarged if necessary. However, the school does not have the ability to provide information in a braille or auditory format.
- The school does not have a translator to communicate with parents whose first language is not English. However, we would endeavour to support these needs on an individual basis.
- Students may be provided with a visual timetable if it is necessary to support their access.

Teaching and Learning

- *What arrangements do you have to identify and assess children with SEN?*
- *What additional support can be provided in the classroom?*
- *What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities) • What SEN and disability and awareness training is available to all staff?*
- *What staff specialisms/expertise in SEN and disability do you have?*
- *What ongoing support and development is in place for staff supporting children and young people with SEN?*
- *What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?*
- *How do you share educational progress and outcomes with parents?*
- *What external teaching and learning do you offer?*
- *What arrangements are in place to ensure that support is maintained in "off-site provision"?*
- *What work experience opportunities do you offer?*
- *How well does your SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?*

What the school provides:

- Students with SEND are usually identified as part of the KS2 – KS3 transition process and there is communication between the SEND Team and the primary school SENDCOs.
- On arrival at Millfield year 7 students complete the Cognitive Abilities Tests along with baseline testing in English using standardised reading and spelling tests.
- Teachers are encouraged to raise concerns about pupils not making expected progress with the SENDCO, Assistant SENDCO or Learning Support Manager.
- Teachers are encouraged to raise concerns about pupils with the SENDCO, Assistant SENDCO, or Learning Support Manager, using the SEND Referral system in place.
- Further testing may be carried out with external agencies and specialist teachers with the consent of the parent / guardian to obtain a diagnosis if appropriate.
- All students with on the SEND Register have a support plan which identifies barriers to learning and suggested support strategies. These plans are written by the SENDCO with the support of the parent, student and any additional specialist advice received. They are reviewed regularly at set intervals, or as required based on changes in need.
- Laptops and word processing facilities are available to support identified students with an additional need.
- High Quality Teaching is promoted throughout the school through the Teaching and Learning group with the assistance of the SENDCO and Assistant SENDCO. Additional training and in house support is offered throughout the year in twilight meetings and inset. In addition, all staff are provided with an in house produced booklet of inclusive teaching strategies in order to broaden staff knowledge of barriers to learning and strategies to overcome them in an inclusive teaching environment. External training providers are brought in as necessary.
- The SEND Teaching Assistants are allocated to support in lessons based upon individual need with priority being given to students with Educational Health and Care Plans.
- The school has access to an internal dyslexia and dyscalculia screener program for those students who are identified by staff. The screener gives both a parental overview as well as detailed teacher notes on how to differentiate in lesson to make the learning as accessible as possible.
- Updates are given to staff by the SENDCO in morning briefings, the weekly SEND briefing, the weekly Bulletin and via internal communication systems as required. Meetings are held with staff to update on individual strategies as necessary.
- Early in KS4 some students may be identified and assessed for exam access arrangements, with the consent of the parent / guardian, in accordance with the exam board regulations.

- Educational progress is monitored and shared with parents through the school reporting system. It is expected that individual teachers should share concerns about progress with

the parent / guardians and the SEND Team.

- It is the responsibility of the individual class teacher to ensure High Quality Teaching is delivered with appropriate scaffolding to ensure that the lessons are accessible for all students.
- We enlist the services of the Lancashire SEN and Disability Support Service as necessary.
- We have a life skills coach, as well as ACE (achieve, change and engagement) and learning mentors which are organised by the Pastoral Team.
- All students have the opportunity to participate in two weeks work experience during Year 10.
- SEND reviews are held at least annually but can be more frequent if required.

Reviewing and Evaluating Outcomes

- *What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?*
- *What arrangements are in place for children with other SEN support needs?*
- *How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?*

What the school provides:

- Review meetings for students with an Education, Health, and Care Plan (EHC) are held annually in accordance with current SEND legislation. However, review meetings can be requested at any time of the year to discuss the progress of your child.
- Documentation is shared in advance and the meeting is held at a mutually convenient time. Summary advice is sent to the LA, the parent/carer, and relevant agencies. Students are always encouraged to participate in their meeting.
- Progress of other students with SEND is monitored in line with the school assessment calendar. Internal tracking systems are used to highlight individuals and groups who are not making expected progress.
- Progress information is shared with parents in a written format in line with the school assessment calendar and through face-to-face parent's evenings where parents have the opportunity to discuss progress with the individual subject teacher.
- The effectiveness of our provision is measured in the progress that individuals and groups of students make over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual targets on support plans.

Keeping Children Safe

- *How and when will risk assessments be done? Who will carry out risk assessments?*
- *What handover arrangements are made at the start and end of the school day?*
- *Do you have parking areas for pick up and drop offs?*
- *What support is offered during breaks and lunchtimes?*
- *How do you ensure children stay safe outside the classroom? (e.g., during PE lessons and school trips)*
- *What are the school arrangements for undertaking risk assessments?*
- *Where can parents find details of policies on anti-bullying?*

What the school provides:

- Preliminary transition risk assessments would be carried out before the student started at Millfield, as necessary. These may be undertaken by the Deputy Headteacher, Assistant Headteacher, DSL or SENDCo.
- Other risk assessments which arise during the course of a student's time at Millfield are carried out by the Deputy Headteacher with responsibility for health and safety as necessary. These are reviewed as needs change.
- The school has a drive in layby where parents can drop children off. Pupils can be met by a member of staff if specific arrangements have been made.
- At break and lunchtimes students can access Pastoral support or SEND support in their designated rooms. In addition, pupils with SEND who need a quiet space at lunchtime can access an alternative space. Year 7 have their own yard at break and lunchtimes.
- There is a high staff presence around the building at unstructured times led by the SLT.
- The building is surrounded by fencing and the doors to the building are protected by locks that require a key fob for access.
- During the day visitors are only permitted to enter the building through the main reception where they are required to sign in electronically and have a photograph taken. Visitors are expected to display this photo id at all times when in the building and be accompanied by a member of staff.
- All trips are processed through the "EVOLVE" system and Risk Assessments are attached to forms, checked by SLT, and delivered by the group leaders/responsible staff.
- PEEPs (Personal Emergency Evacuation Plans) are in place for identified students.
- All school policies on safeguarding are clear, inclusive, and comprehensive.
- The school policy on bullying is available on the website.

Health (including Emotional Health and Wellbeing)

- *How do you manage safe keeping and administration of medication*
- *How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?*
- *What would the school do in the case of a medical emergency?*
- *How do you ensure that staff are trained/qualified to deal with a child's particular needs?*
- *Which health or therapy services can children access on school premises?*

What the school provides:

- Our Policy on supporting student's medical needs is available on request. We adhere to the latest guidelines from the DFE.
- All medication is kept locked away in a central place in the school office. The locked cabinet is clearly labelled and designated staff have access to the key.
- For the safety of all the community, students are not allowed to carry medicines in the school unless a special arrangement has been agreed.
- Medications in the cabinet are all clearly labelled to identify the student it belongs to. Names are checked carefully, and instructions read before a record of any administration is noted.
- Instructions for administration are kept with the medication/ Care Plan.
- All medication is checked regularly for expiry dates, and parents/carers contacted to replace if necessary.
- Some medications are required to be kept refrigerated. These are kept in a clearly marked area of the refrigerator in the school office.
- A Care Plan is drawn up in conjunction between the parents, child, and medical professional. A meeting is called in school when the plan is agreed and signed by responsible staff. The Learning Support Manager ensures that all Care Plans are in place and updated as necessary.
- Care Plans are held centrally in the school office and are also made available to all staff. They are reviewed at least annually or earlier if circumstances change.
- Staff are briefed by the SENCo, Assistant SENCo or Learning Support Manager about students with medical needs. Additional training for staff or first aiders is arranged as required.
- The school does not have any health worker or therapist in residence. Any service can make an appointment to visit a child on site with parental permission and subject to the school safeguarding protocols.
- Our school works closely with other professionals such as the school nurse, the Speech and Language Team, Specialist Teachers, CAMHS workers, the Educational Psychology Service and the SEN and Disability Support Service.

Communication with Parents

- How do you ensure that parents know "who's who" and who they can contact if they have concerns about their child/young person?
- How do parents communicate with key staff (eg do they have to make an appointment to meet with staff or do you have an Open Door policy)?
- How do you keep parents updated with their child/young person's progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

What the school provides:

- Parents are invited into Millfield as part of the KS2 – KS3 Transition process.
- There is a photo board of key personnel in the school reception area.
- Contact information including phone numbers and email addresses is on the school website.
- The SENDCO and members of the SEND Team are available on Induction Evening to answer parental questions.
- Parents are encouraged to contact the form tutor if they have a concern so that it can be dealt with early enough to avoid the escalation of the problem.
- Parents are requested to make an appointment to speak to a member of teaching staff, if possible, in order to accommodate their teaching commitments. However, we do seek to operate an open-door policy as far as is practicable.
- The Prospectus and the SEND Policy highlight the key contacts for SEND. This can also be found at the start of our local offer.
- All parental enquiries are dealt with as quickly as possible.
- Progress is regularly reported to parents in line with the school assessment calendar.
- Parents are also updated via phone calls, text, email, or reward postcard.
- Open Evening takes place in September or October each year.
- Parents can make appointments to tour the school at any time and request additional information.
- Parental feedback is actively pursued via surveys at progress evenings, and in parental forums.

Working Together

- *What opportunities do you offer for children to have their say? e.g. school council*
- *What opportunities are there for parents to have their say about their child's education?*
- *What opportunities are there for parents to get involved in the life of the school or become school governors?*
- *How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g., health, social care, voluntary groups)*
- *How do home/school contracts/agreements support children with SEN and their families?*

What the school provides:

- The school has an active school council who meet regularly and feedback at SLT meetings.
- All year groups have elected representatives on the school council.
- Senior staff appointments involve a student panel which meets with candidates, asks prepared questions, and feeds back information to the Appointments Panel.
- Students are invited to give feedback following trial lessons conducted by prospective teachers.
- Students are regularly asked for their views during departmental and whole school pupil voice meetings.
- Parents are invited to complete questionnaires at parent's evenings.
- Both students and parents are invited to express their views during EHCP review meetings.
- Other students with SEND are asked for their views on the High-Quality Teaching and support they have received in an end of year review with a member of the SEND Team.

- The constitution of the Governing Body requires parents to be represented on the body. When a vacancy arises or a term of office expires, vacancies are advertised via the website and by letters home. Parents then apply for the vacant positions as set out under the Governing Body constitution.
- The SENDCO presents regular information to SLT on SEND progress, attendance, and wellbeing to report back to governors.
- The school has two SEND governors who meet termly with the SENDCO to review the progress of the students and the provision in the department. They report back to full governors.

What Help and Support is available for the Family?

- *Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this? • What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?*
- *How does the school help parents with travel plans to get their son/daughter to and from school?*

What the school provides:

- Administrative support is provided on request by members of staff.
- Designated teachers, external agencies and partners ensure that impartial careers advice and guidance is delivered to students. A wide range of external agencies and colleges are invited into school to assist in this delivery. Vulnerable students receive one-to-one advice and guidance as required.
- Students are given support in completing application forms.
- Working in partnership with the LA Travel Unit we support the information received by parents concerning travel plans.
- School works closely with the SEND Partnership, SENDIASS and other services to support students, parents, and carers.

Transition from Primary School and School Leavers

- *What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)*
- *What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)*
- *What advice/support do you offer young people and their parents about preparing for adulthood?*
- *What advice/support do you offer young people and their parents about higher education, employment, independent living and participation?*

What the school provides:

- The school provides an annual Open Evening every year in September or October which parents are encouraged to attend. The SENDCO is available on this evening.
- Parents are invited to come for an additional tour of the school and a discussion with a member of the SEND Team if they have a child with an additional need.
- Designated staff in the Transition process will visit year 6 primary schools.
- The SENDCO, Assistant SENDCO or Learning Support Manager meet with the primary SENDCOs to gather the relevant information on SEND pupils who are moving to Millfield.
- Additional transition sessions are offered to identified students with SEND.
- All students are offered careers advice by an external provider as well as frequent in-house support and guidance.
- Students in year 10 take part in a mock interview day to help prepare them for adulthood and all year 10 students have the opportunity to undertake two weeks work experience.
- An Information Evening takes place every year for students before they choose their options subjects, which is in the Spring Term of Year 9.
- The SEND Team works closely with students, parents, and external providers to ensure a smooth transition to Post 16 provision.

Extra-Curricular Activities

- *Do you offer school holiday and/or before and after school provision? If yes, please give details.*
- *What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?*
- *How do you make sure clubs, activities and residential trips are inclusive?*
- *How do you help children and young people to make friends?*

What the school provides:

- The school does not offer childcare before or after school.
- There is a wide range of extra-curricular clubs and activities which operate during lunchtimes or after school. Information on these is sent out termly by the school office.
- All clubs, activities and trips are available to all students but are subject to risk assessment.
- In unstructured time, the Pastoral / SEND support is available to socially or emotionally vulnerable students and actively promotes social integration and friendship support under the supervision of adults.