



Millfield School

Name of Policy: Special Educational Needs and Disability (SEND) Inclusion

This policy was developed in consultation with the SLT, Governing body, the parents/carers of children and young people with SEND at Millfield and the children.

Our Mission Statement

'Every teacher is a teacher of every child or young person, including those with special educational needs and disabilities.'

Legislation and Guidance

The Millfield School SEND policy reflects the legislative changes relating to Part 3 of the Children and Families Act 2014 and the revised SEN Code of Practice 0-25 (2015 – last updated April 2020).

It relates to children and young people with special educational needs (SEN) and disabled children and young people. All children and young people are entitled to an education that enables them to make progress so that they can achieve their very best, become confident individuals living fulfilling lives and make a successful transition into adulthood, whether this be into employment, further or higher education and training.

Our Aim

At Millfield School we are committed to meeting the special educational needs of students to ensure they make good progress. In line with our mission statement, we aim to:

- Ensure that all students, particularly SEND students, are independent, resilient learners with exceptional learning habits.
- Release the full potential of all our learners, fostering a culture of life-long learning and enabling all to be successful.
- Stimulate intellectual curiosity, independent learning and the spirit of enquiry.
- Ensure that all young people understand their rights and responsibilities and actively participate within our diverse global society.
- Encourage high standards of self-discipline and self-respect.
- Maintain high expectations and standards for all students with SEND.

- Ensure that young people with SEND are included in decisions made about them and their views are listened to.
- Follow the school's GDPR (data protection) policy and the health and safety policy for all students with SEND

Definitions

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age
- disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

1. Objectives

- 1.1** We work within the guidance provided in the SEND Code of Practice 2015 (updated April 2020) to operate a 'whole student, whole school' approach to the management and provision of support for students who have special educational needs and disabilities. The SENDCO works within the SEND Inclusion policy and provides support and advice for all staff working with students with SEND to ensure participation, progress and personal success.
- 1.2** The Governing Body has identified governors to have oversight of SEND provision at Millfield to ensure that the full governing body is kept fully informed of how the school is meeting the statutory requirements. At Millfield, this role is undertaken by Debbie Sunderland and Anna Richards.
- 1.3** Mr J Lyons is the SENDCO, who works closely with Miss R Ashton the Assistant SENCO and Mrs S Griffiths the Learning Support Manager, as well as the Pastoral Team to ensure the effective operation of the school's SEND policy.
- 1.4** The Head Teacher, Mrs Regan, has overall responsibility for the provision of education to students with special educational needs and disabilities. In consultation with the SENDCO and the Learning Support Manager, the Headteacher will keep the Governing Body informed about SEND provision made by the school.
- 1.5** The Senior Assistant Headteacher Mr M Deaville is the SLT link ensuring that SEND issues are raised and discussed at SLT level.
- 1.6** The SENDCO works with the Senior Leadership Team, Governing Body, staff and teaching assistants to determine the strategic development of the SEND policy and quality provision to ensure achievement of students with SEND across the curriculum.

Additionally, the SENDCO is responsible for developing the work of the structures and systems in the SEND department. To achieve this, the SENDCO will:

- Promote the importance of the role of the SEND Department with all staff in school, ensuring that its work is high profile and valued by all stakeholders.
- Develop the confidence of all staff in their ability to plan for and meet the needs of students with SEND.
- Liaise with Heads of Department, the Pastoral Team, Teachers and Teaching Assistants with regard to the identification and assessment of students with SEND and the development of student progress plans.
- Oversee the students' SEND records.
- Line manage the work of the Assistant SENDCO and the Learning Support Manager.
- Oversee the work of specialist SEND Teachers.
- Liaise with the Senior Leadership Team.
- Support subject specialists in dealing with students with SEND.
- Ensure the regular review of the progress of students identified on the SEND Register.
- Oversee the KS2/3 and KS4/5 transitions for students with SEND by liaising with partner primary schools and Post 16 providers, in conjunction with other staff members.
- Liaise with parents/carers of students with SEND.
- Contribute to the statutory assessment for an Education Health and Care Plan (EHC).

1.7 The Role of the Assistant SENDCO involves supporting the SENDCO by:

- Supporting students at Millfield with SEND ensuring that they receive interventions that are additional and different to other students at Millfield.
- Supporting the SENDCO with data tracking for the SEND cohort across all subjects.
- Contributing to WSSE schedule with the SENDCO as necessary.
- Being the lead professional for SEND meetings in the absence of the SENDCO.
- Updating and maintain the electronic SEND register.
- Supporting in the writing and regular review of student support plans.
- Representing the SEND department at Teaching and Learning group.
- Attending SEND area cluster meetings as necessary.

- Supporting the SENDCO with the day to day running of the SEND department.
- Liaising with professionals and maintain accurate records of meetings.
- Supporting with the line management and appraisals of Teaching Assistants where appropriate.
- Any other reasonable responsibilities as directed by the SENDCO.

1.8 The Role of the Learning Support Manager involves supporting the SENDCO by:

- Overseeing the day-to-day operation of the SEND policy.
- Contributing to the development and implementation of student progress plans, care plans, provision maps and ensuring these are updated in a timely manner.
- Providing information on students with SEND to all subject staff.
- Liaising with external agencies.
- Overseeing the KS2/3 and KS4/5 transitions for students identified with SEND.
- Initiating and organising EHC reviews.
- Co-ordinating the work, management and deployment of Teaching Assistants daily.
- Supporting students with medical needs and liaising with outside agencies as necessary.
- Liaising with parents/carers.
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1.9 The Governing Body has identified Debbie Sunderland and Anna Richards as the SEND Governors. The SEND governors will ensure that:

- SEND provision is an integral part of the school development plan and that the quality of SEND provision is continually monitored.
- Governors are fully involved in developing and adhering to SEND policy.
- Governors are kept up to date and knowledgeable about the school's SEND provision, including how funding is delegated to the SEND department to support students with SEND.

1.10 The Code of Practice acknowledges the importance of the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of SEND and of the provision of students with SEND.
- Adequately differentiating and scaffolding work in accordance with the aims and objectives of the student support plans.

- Monitoring the progress of students with SEND in their classroom and collating this information.
- Effectively using resources and support staff to ensure the progress of all students with SEND in their lessons.
- Working with the SEND Team to feed back into the annual review process.
- Having an understanding of what exactly constitutes a 'level of concern' and at which point a statutory assessment is initiated.

2. Admissions Policy

2.1 Students with SEND will be admitted to Millfield School in line with the school's admission policy. Millfield is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will collaborate with all stakeholders to identify students with special educational needs and make reasonable adjustments as appropriate.

2.2 Lancashire County Council manages admissions to Millfield School. Full details are provided within the Secondary School Admissions in Lancashire booklet (available online <https://www.lancashire.gov.uk/children-education-families/>).

3. Identifying Special Educational Needs

The SEND Code of Practice describes the four broad categories of need as:

3.1 Communication and interaction

This includes students who may have speech, language and communication needs (SLCN) and young people with ASD, including Asperger's Syndrome and Autism.

3.2 Cognition and learning

Students may learn at a slower rate than their peers, even with appropriate differentiation. This category of need includes moderate learning difficulties (MLD), severe learning difficulties (SLD) through to profound and multiple learning difficulties (PMLD) where children have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD) affect one or more aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.

3.3 Social, emotional, and mental health difficulties

Social and emotional difficulties may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. These behaviours may result in anxiety, self-harming, or substance misuse. Others may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.

3.4 Sensory and/or physical needs

Young people with vision impairment (VI), hearing impairment (HI), or a multi-sensory impairment (MSI), may require specialist support equipment to access their learning. Some young people with physical disabilities (PD) may also require ongoing support and equipment to access all the opportunities available to their peers.

3.5 The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. At Millfield School the needs of students are identified by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

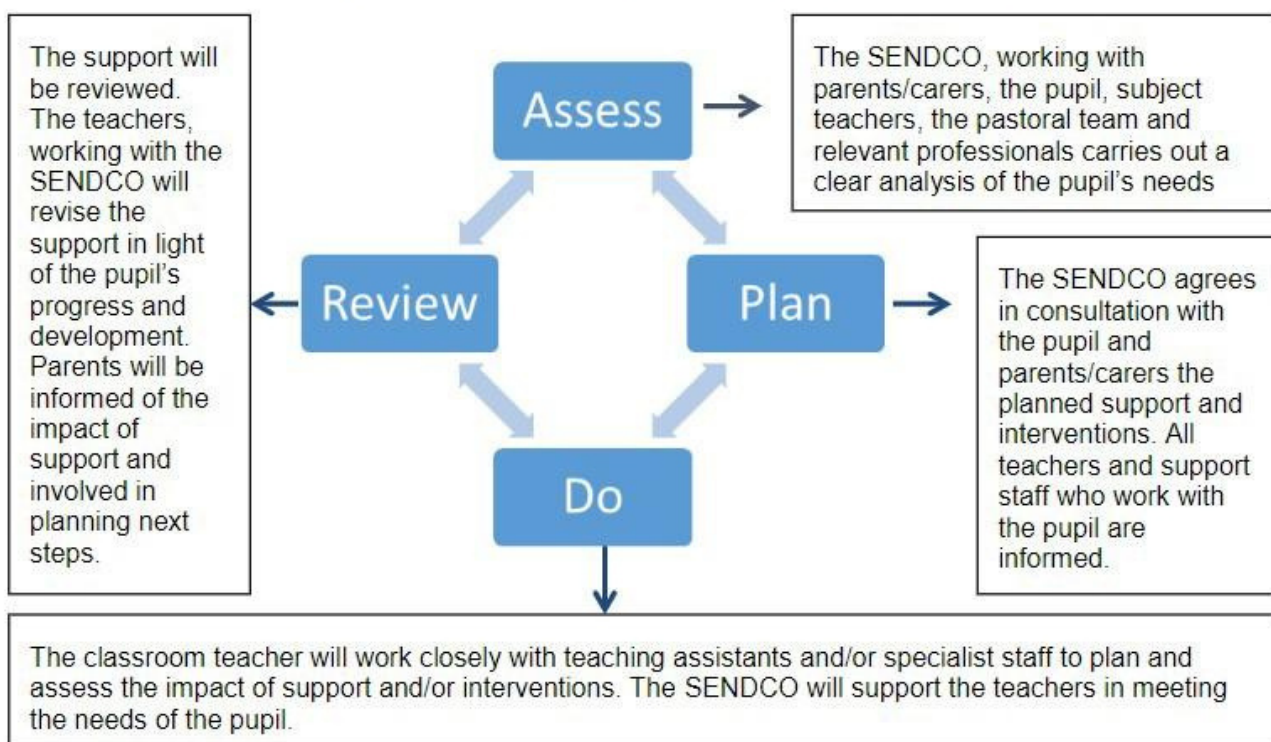
As well as SEND, other factors may impact upon progress and attainment, including;

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings. Disability does not constitute SEN)
- Attendance and punctuality.
- Health and welfare.
- EAL
- Being in receipt of the Pupil Premium Grant.
- Being a Child Looked After (CLA).
- Being the child of a services person.

4. A Graduated Approach to SEND Support.

- 4.1** The SEN Code of Practice suggests that students are only identified with SEND if they do not make adequate progress once they have had all the intervention and differentiation associated with individualised classroom teaching.
- 4.2** The quality of teaching for students with SEND and the progress made by students is a core part of our performance management arrangements and our approach to professional development for all teaching and support staff (see Teaching & Learning Policy).
- 4.3** The identification of SEND is built into the overall approach to monitoring the progress and development of all our students. The diagram below summarises the graduated approach to SEND support at Millfield.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and the individual's progress. SEND support operates on a three-wave system.

4.4 The first step in responding to students who have or may have SEND is high-quality teaching that is differentiated and scaffolded for individual students. Additional intervention and support cannot compensate for the lack of high-quality teaching. The quality of Teaching and Learning at Millfield is monitored closely and those students at risk of underachieving are offered subject specific intervention organised by Heads of Department. Students with SEND are also tracked by the SENDCO.

4.5 When considering if a student has SEND, all the student progress data is considered, alongside expectations of progress. This process will involve the following approaches:

4.6 Obtaining Information from primary schools.

- Liaison with primary school class teachers, SENDCO and TAs
- Transition meetings with parents
- Attendance at year 5 or 6 reviews when invited

4.7 Screening of Year 7 students

- Reading Ability Tests
- Cognitive Ability Tests

- Students who have below average scores are further assessed by the SEND Team in school and/or specialist teachers

4.8 Screening Tests

- The SENDCO/Assistant SENDCO may identify a more specific condition using assessment tools such as G&L Dyslexia Screener, Boxall Profiles, Sensory Profiles, SNAP- IV ratings, and SDQs.

4.9 Data Collections

- Regular progress checks in core subjects to ascertain current level of progress

4.10 Observations

- Data from the pastoral team
- Concerns raised by parents, carers, or staff
- In class observation by members of the SEND Department to assess difficulties
- Students' own concerns

4.11 For higher levels of need, the school will draw on more specialised assessments for external agencies such as referrals to the school doctor, Lancashire's Inclusion Service* and the expertise of the Educational Psychologist. If the results of further tests identify a specific need in consistency with the 4 main categories of need outlined in the SEND Code of Practice, the student will be placed into the SEND support category. (*Some services may be accessed through other districts such as Blackpool Council / NHS)

4.12 Parents and carers will be invited into school to discuss the specific needs of their child and complete the 'One Page Profile.' This will be made available to all staff that teach the child through the SEND data base. A student support plan will be written with the help of the student, professionals, and parents so that all staff are aware of how best to offer individualised support to encourage progress towards short term measurable targets.

4.13 The SENDCO monitors the quality of teaching by conducting assessments of the work carried out in lessons through book sampling, Learning Walks and informal dialogue with subject teachers. Strategies may be suggested by the SEND Team to class teachers through informal student observations.

5 Provision of support for students with special educational needs.

5.1 Support provided is flexible to meet the needs of the individual student. SEND Support operates on a three-wave system whereby students on Wave 1 receive support through High Quality Teaching and students on Wave 3 receive long-term personalised support from the SEND Team. All schemes of work are designed so to be accessible to students of all abilities. All students are entitled to follow the National Curriculum at Millfield. Students may be offered specific short-term intervention programmes such as additional literacy support during non-core subject time to help boost progress.

- 5.2** The SEND Department has a central SEND database that can be accessed by all teaching and support staff on the shared drive and online through an app called Provision Maps. The database consists of the One Page Profile, student progress plan, provision map, whether the student is in receipt of Pupil Premium funding or is high ability, and links to the pastoral records. These are live records which tell all staff what needs have been identified and how to remove barriers to learning. The SEND database is maintained by the SENDCO/Assistant SENDCO. This information will feed into student review meetings when targets and progress are discussed and reviewed.
- 5.3** The level of provision received is identified using specific professional guidance from the EHC Plan written by the Local Authority, Educational Psychologist (EP), or specialist teacher advice. This is further supported through the rigorous tracking and monitoring of the progress of students with SEND. If capacity allows, Teaching Assistants may also be deployed when a student needs additional support due to absence or lack of progress. However, it is the core expectation that the class teacher is responsible for delivering quality first teaching and evidencing progress according to the outcomes described in the individualised student support plan.
- 5.4** The level of provision is decided according to our available resources, as detailed in our Local Offer. However, if we are unable to fully meet the needs of a student through our own provision arrangements, evidence will be collated to start statutory proceedings for an Education, Health and Care Plan (EHCP). We will draw upon the expertise of specialist support teachers and an EP assessment, which is monitored by the SENDCO and costed on an individualised provision map. Families and carers are kept fully informed by the Learning Support Department of the proceedings and have the right to appeal any decisions made by the Local Authority. Parents/carers will be invited into school to complete the Early Help Assessment paperwork (formerly known as the Common Assessment Framework (CAF)).
- 5.5** If, despite all the additional provision and statutory intervention, a student still fails to make adequate progress in line with their personalised targets, a review meeting will be called with the SENDCO to discuss the suitability of the mainstream placement.

6. Criteria for exiting the SEND record.

- 6.1** Students are placed into the SEND support category (K) if they have SEN as defined by the SEND Code of Practice. They will be regularly set new performance targets to ensure that they continue to make good progress and secure the best possible learning outcomes. If a student has a medical condition, it is important to understand that this does not constitute SEN. Students will not be removed from the SEND register without a review involving parents/carers.

7. Supporting students and their families.

- 7.1** If any further information is required regarding support for your child or family within the local area, please check Lancashire's Local Offer at:
www.lancashire.gov.uk/childreneducation-families/special-educational-needs-anddisabilities.aspx .

- 7.2** Millfield's Local Offer, SEND Information Report and Whole-School SEND Provision Map is available via the school website.
- 7.3** If a student needs additional support to access examinations, they will be evaluated for Access Arrangements under the JCQ guidelines, providing that we have educational and medical evidence to support the application.
- 7.4** Transfer between phases of education including a review of an EHC Plan involving a transfer between settings and/or schools (e.g. primary to secondary, middle to high etc.) including the Local Authority administrative procedures should be completed by the 15th of February in the calendar year of the transfer. For young people transferring from secondary to a post 16 setting, the review process should be completed by 31st of March in the calendar year of the transfer or at least 5 months before the transfer takes place.
- 7.5** Transition for students with SEND will begin in the Spring term. Primary schools are asked to fill in transition forms which will provide our SEND Department with basic information. A member of the SEND Team will attend transition review meetings in conjunction with the primary school and plan additional transition visits as appropriate. Parents/carers will be invited into school to discuss any additional needs their child has before they start. Timetables and any additional support that is needed will be discussed beforehand and a student support plan will be written with achievable targets. Targets will be reviewed at regular meetings.

8. Supporting students at school with medical conditions.

- 8.1** Millfield School recognises that students with medical conditions should be properly supported so that they have full access to education, including school trips and PE. Some students may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- 8.2** Some students may also have special educational needs and may have an EHC plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice is followed.
- 8.3** Students with medical conditions have a Care Plan which is written with the relevant health care professionals and parents/carers. Care Plans are held in a central place within school and students with medical conditions are published in the weekly pastoral bulletin so that teaching and support staff are kept fully informed.
- 8.4** Millfield has a medical policy for supporting students with medical conditions that can be read in conjunction with this policy (Disability Equality Scheme and Accessibility Plan).

9. Monitoring and evaluation of SEND.

- 9.1** Subject specific interventions are organised by Heads of Department for students who are not achieving their target grades. Students will be assessed at the start of an intervention block and at the end to see progress as a direct result of intervention. Students are asked for their feedback through questionnaires and student voice.

- 9.2** The SENDCO and Assistant SENDCO audit the quality of provision in lessons across the curriculum using feedback, where students and teachers are invited to comment. This feedback allows the SENDCO to assess where provision can be improved and what is working well. The SEND department annually completes a departmental development plan which feeds into the whole school development plan. These targets are evaluated by the department to ensure that progress is being made towards previously agreed targets.

10. Training and resources

The Governing Body ensures that resources are allocated to support appropriate provision for all students requiring support.

Financial resources

- 10.1** The Local Authority 'bands' students with Statements and Education, Health and Care Plans (EHCPs) according to their needs. The student 'weighting' determines the amount of funding delegated to the student's school to meet their additional needs. Parents should be advised that the 'notional SEN' budget is not ring-fenced.
- 10.2** The DfE expects schools to meet the first £10,000 for a student with high needs from their 'basic student element' and 'notional SEN' budgets. For Lancashire EHCP funding and banding information, please refer to the LCC website.
- 10.3** The training needs of staff are identified through SEND questionnaires which are issued to staff. This identifies areas where staff feel they need to develop their knowledge over the coming academic year, and tailored CPD sessions are planned accordingly. Teaching Assistants have appraisals where training needs are identified, and courses are offered to help develop the quality of provision and teaching whilst ensuring continued professional development. The SENDCO is a Teaching and Learning Lead Practitioner and is involved in planning, delivering and auditing the school's CPL programme.
- 10.4** The SENDCO and Assistant SENDCO are involved with the training of new teachers in the school to explain the systems and structures in place around the school's SEND provision. The SENDCO or Assistant SENDCO regularly attends the area SENDCO meetings in order to keep up to date with local and national updates on SEND. The department has built excellent links with the local feeder primary schools through proactive transition liaison.

Storing and managing information.

- 11.** All confidential documents are securely stored in the SEND Office, as well as student files which are held centrally in school. Further information can be found in the school's Policy on Information Management

12. Reviewing the policy

- 12.1** Millfield's SEND Inclusion Policy is reviewed annually in order to:

- Be fully compliant with SEND legislation.
- Consider the effectiveness on behalf of the students with SEND.

- Make any necessary changes to the policy.
- Enable the governing body to include such information as part of their annual report.

12.2 Evaluation of SEND policy and provision should ensure that:

- Students with SEND are identified at the earliest possible time.
- The additional needs of students with SEND are accurately identified through the appropriate use of assessment.
- That adequate provision is made for students with SEND, including flexible support and good links with families.
- Progress of students with SEND will be closely monitored through achievement of performance targets, progress in line with personal expectations and improvements in standard literacy and numeracy where appropriate.
- The SEND register is regularly updated and maintained by the assistant SENDCo and the Learning support team.
- That there is close liaison with external agencies.

13. Accessibility

13.1 In conjunction with the SEN and Disability Act 2001, Millfield Science and Performing Arts College has a full accessibility plan. One key objective is to continue to address accessibility to the physical environment at Millfield, which is built on several levels, particularly in areas such as the science department.

13.2 Two disabled toilets are located on the ground floor and two on the first floor.

13.3 An environmental audit of Millfield's facilities in relation to the student is conducted with the relevant health care professionals and a representative of Lancashire County Council before a student with physical difficulties starts Millfield. This is to assess whether our building is suitable and ensure that reasonable adjustments can be made if it is possible to do so.

13.4 Individual student medication is kept in a locked cupboard in the school office. The administration of medication is done by nominated staff, after consultation with parents and health care professionals regarding suitable times for collection.

14. Dealing with complaints.

14.1 Should a parent or carer wish to make a complaint about the SEND provisions made for their child, they should refer to the school complaints policy.

15. Bullying.

15.1 Millfield has a comprehensive anti-bullying policy that can be read in conjunction with this policy and can be downloaded from our school website. The emotional wellbeing and welfare of all our students is of paramount importance. If issues arise, they are dealt with swiftly by the pastoral team.

15.2 Confidence building sessions, mentor support, social skills groups and a Life Coach are targeted interventions for students who may be vulnerable or have additional learning needs.

16.Appendices

For further information regarding SEND provision at Millfield or further policy information, please refer to:

- Local Offer
- SEND Information Report
- Teaching and Learning Policy
- Anti-Bullying Policy
- Accessibility Plan
- e-Safety Policy
- Policy on Students with Health Needs Who Cannot Attend School
- Complaints policy

SEND Team contact details:

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Reviewed by: JLY

Date: July 2026

Review date: July 2027