






MILLWOOD SCHOOL, BURY

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>We provide a specialist and highly resourced setting for children who have a special educational need</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>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.</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>Arrangements for consulting parents of children with SEN and involving them in their child's education.</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>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</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>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.)</p> 	<p><u>Home to Millwood (EYFS)</u> 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><u>Childcare to Millwood (EYFS)</u> As above Visit child in childcare provision</p> <p><u>Mainstream school, PLC (or residential) to Millwood</u> 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><u>Millwood to mainstream, PLC or residential</u> 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><u>Out of borough to Millwood</u> 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>The approach to teaching children and young people with SEN</p> 	<p>Provision map 2017</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>How adaptations are made to the curriculum and the learning environment of children and young people with SEN</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>The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured</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>Evaluating the effectiveness of the provision made for children and young people with SEN</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) New 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>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</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>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</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>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</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>Arrangements for handling complaints from parents of children with SEN about the provision made at the school</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>Arrangements for supporting children and young people who are looked-after by the local authority and have SEN</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	
Vulnerable group - education	English as an Additional Language	Ethnic minority	Asylum-seeker	Free School Meals	Post-LAC	Attendance	
Vulnerable group – social care	LEVEL 1 Universal Services Millwood HLTA family support Bury Parents' Forum Millwood CAF worker	LEVEL 2 Single agency Millwood - Child and family worker Bury Parents' Forum Millwood CAF worker	LEVEL 3 Team Around the Child Millwood – Child and Family worker Millwood CAF worker Parents' Forum i-hop (prison parents)	LEVEL 4 Child in Need Children's Disability Service Re:d Centre Cambeck Home from Home	LEVEL 5 Child Protection Bury Safeguarding Team		
Vulnerable group – health	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		
SPECIALIST RESPITE – Derian House, Francis House				SPECIALIST HOSPITAL – eg RMCH Galaxy Unit			
SPECIALIST SUPPORT – CAMHS, CTLD				SPECIALIST MEDICAL SUPPORT – 1:1 or 2:1 Routes, Interserve			
PRIMARY NEED				SECONDARY NEED			
Staffing	Class team			1:1 eg intervenor		2:1	
Total Communication (Millwood) Systems 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 Support Social skills language group, wayfinding through colour and signage, AAC group Equipment							

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

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

10-2-17