

MILLWOOD SCHOOL, BURY

Special Education Needs Information Report – September 2018

[LINK TO LOCAL OFFER](#)

[LINK TO WEBSITE POLICY PAGES](#)

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 who are not making expected progress in mainstream school 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 autistic spectrum condition Children who have 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 transfer pack – starting with Year 5</p> <p>Senior management team sit on the SEN Panel (currently)</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</p> <p>Panel minutes (Admissions File)</p> <p>HC drive – Admissions folder</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</p> <p>Termly new parents' and carers' visits to Millwood School</p> <p>New parents' and carers' coffee morning in summer term</p> <p>Millwood Prospectus given out to new parents and carers</p> <p>Millwood Admissions Pack</p> <p>Home school agreement</p> <p>Home/school communication policy 2009 – due for review</p> <p>Home school diaries to be completed daily</p> <p>Termly parents' and carers' coffee mornings</p> <p>Weekly Millwood Newsletter goes home each Friday</p> <p>IEP termly update of pupil progress</p> <p>Annual reviews of Statement or of Education, Health and Care Plan</p> <p>Annual report to parents and carers of pupil progress, achievement and attainment sent out in summer term</p> <p>Annual Parents' and Carers' Questionnaire</p> <p>Annual Questionnaire summary</p> <p>Annual Parents' and Carers' evening in the summer term</p> <p>Family support workers' caseload</p> <p>Millwood Child and Family worker caseload</p> <p>Annual Prize Day</p> <p>Annual Year 6 Leavers' awards</p>	<p>Prospectus and website</p> <p>Child's purple file</p> <p>Child's purple file</p> <p>Newsletters file in reception</p> <p>Questionnaires File</p> <p>Questionnaires File and GB report</p> <p>Record of teachers' appointments</p> <p>Family support workers' file</p> <p>AHT's file</p> <p>School diary</p> <p>Child's home school diary</p> <p>Child's purple file</p> <p>Child's purple file</p> <p>Child's purple file</p> <p>Family support workers' file</p> <p>Family support workers' file</p> <p>Social worker's files</p> <p>Parent/carer questionnaires</p>

	<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</p> <p>Local authority CYPIC award ceremony in spring term Parent governor representation on Millwood Governing Body</p> <p>Complaints policy 2014 Safeguarding policy September 2014 e-safety policy April 2014 Attendance policy 2014</p>	<p>Website Programme Programme Calendar of Events on website Newsletters</p> <p>Newsletters, CYPIC teacher's file Governing body minutes</p>
<p>Arrangements for consulting young people with SEN and involving them in their education</p>	<p>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</p> <p>'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</p>	<p>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</p>

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 Baseline 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>New baseline assessment (Year R) Individual target-setting against expected progress expectations (CASPA) Reviewing 'dippers' each term to ensure that pupils make expected progress 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 Discuss photographs and information about the new wetting</p> <p><u>Out of borough to Millwood</u></p>	<p>Child's talking mat, Passport, Transition Plan in Child's purple file</p>

	<p>As Early Years and mainstream school to Millwood – see above</p> <p><u>Millwood to out of borough (inc detention centres)</u></p> <p>As Millwood to mainstream – see above</p> <p>If NOT KNOWN IN ADVANCE – follow Child Missing in Education procedure with SAO</p> <p>Work with solicitors or other support agencies where appropriate to provide information about pupil and family</p> <p><u>Nursery to Reception (Millwood)</u></p> <p>Shared planning</p> <p>Shared assessment information - IAT</p> <p>Regular joint activities between classes throughout the year</p> <p>Formal transition visits once classes set with new staff and pupils</p> <p>Staffing in new class to include one member of staff from the previous year, if possible</p> <p>Physical and sensory literacy class activities daily</p> <p>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</p> <p>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)</p> <p><u>Reception to Key Stage 1 (Millwood)</u></p> <p>As Nursery to Reception – see above – Key Skills Tracker assessment</p> <p>Early Years Profile</p> <p><u>Key Stage 1 to Key Stage 2 (Millwood)</u></p> <p>As Key Stage 1 to Key Stage 2 – see above – Key Skills Tracker assessment</p> <p>Phonics text/SATs, Statutory assessment</p> <p><u>Year 6 to Year 7 high school (Millwood-Elms Bank)</u></p> <p>Input in child’s annual review especially Year 5 and 6 transition reviews</p> <p>Transition visits organised by high school in liaison with Millwood School</p> <p>SATs, Statutory assessment</p>	
--	--	--

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 2015</p> <p>Statement of SEN/Education Health and Care Plan Millwood Curriculum 2014 Millwood Assessment Model 2014-15 Teaching and learning policy 2014 Inclusion policy 2012 – due for review Monitoring Learning policy 2010 – due for review Disability policy 2010 – due for review EAL policy 2012 – due for review Curriculum Statement 2011 – due for review Behaviour management policy 2012 ASC policy 2012 – due for review PMLD policy 2012 – due for review Total Communication policy 2012 – due for review Sensory Integration Policy 2015 EYFS policy 2014 English policy 2012 – due for review Library policy 2012 – due for review Numeracy policy 2012 – due for review Science policy 2012 – due for review PSHE policy 2012 – due for review Sex and Relationships policy 2012 – due for review RE policy 2012 – due for review Collective Worship 2009 – due for review ICT policy 2012 – due for review D and T policy 2012 – due for review Art and Design policy 2012 – due for review Music policy – due for review Drama policy 2010 – due for review</p>	<p>Shared drive and website</p>

	<p>History policy 2012 – due for review Geography policy 2012 – due for review Humanities policy 2012 – due for review PE policy – due for review MFL policy 2012 – due for review</p> <p>Termly Curriculum enhancement days or weeks eg Science Week</p> <p>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</p> <p>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</p> <p>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</p>	
--	--	--

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 2012 – due for review PMLD policy 2012 – due for review EYFS policy 2012 – due for review Care and control policy 2011 – due for review 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 2014 Team Teach training embedded to support behaviour management Team Teach training offered and delivered to all schools/services in Bury Care and control policy 2011 (behaviour management) – due for review</p>	

	<p>CPD Plan 2013-14 and 2014-15 for all staff including appraisal CPD targets</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, Halle partnership</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</p> <p>CASPA data summary in summer term – progress against expectations</p> <p>Achievement data – ‘blue sheet’ in summer term</p> <p>Progress and achievement of Vulnerable Children data in summer term</p> <p>P-level and NC level data on attainment (current)</p> <p>New progress/attainment data against year group expectations</p> <p>Curriculum reports from all TLR leaders for autumn term GB report</p> <p>Termly Governing body meetings</p> <p>Termly Resource Committee meetings</p> <p>Termly attendance report for GB report</p> <p>Annual SWOT analysis by staff informing the School Improvement Plan</p> <p>Annual lesson observations of all teachers and HLTAs and feedback</p> <p>Termly monitoring of all planning by senior management team</p> <p>Annual appraisal meetings in the autumn term</p> <p>Annual interim appraisal meetings in spring or summer terms</p> <p>SMT attendance at SENCo meetings</p> <p>Appointment of Child and Family worker - 2015</p> <p>Appointment of SENCo - 2015</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 2012 – due for review 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, BBC Something Special, BBC Mr Bloom’s Garden, 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 2012 – due for review Sex and Relationships policy 2012 – due for review Anti-bullying policy 2012 – due for review</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 – 2015</p>	<p>VC file and minutes</p> <p>VC file and minutes</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 2014 Published reviews of annual parents' and carers' questionnaires</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 2011 – due for review Safeguarding policy September 2014 e-safety policy April 2014 Attendance policy 2013 – due for review 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 NAME AND DATE OF BIRTH YEAR GROUP				Looked-after Child (LA)		YES	NO
Vulnerable group - education	English as an Additional Language	Ethnic minority	Asylum-seeker	Free School Meals	Post-LAC	Funding	
Vulnerable group – social care	LEVEL 1 Universal Services Millwood HLTA family support Parents' Forum	LEVEL 2 Single agency Millwood - Child and family worker Parents' Forum	LEVEL 3 Team Around the Child Millwood – Child and Family 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 – 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 diet	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			

Information about special educational needs on school and academy websites

- A SEN information report which is written annual account of things that have been achieved or completed. This should record the implementation of the school's policy not what the school aspires to achieve.
- A link to information about the local offer. (The local offer itself is the local authority's responsibility.)
- There is also a need for all schools including free schools and academies to have a published accessibility plan because of their duties under the equalities act

14-9-18