



## Our offer to children with Special Educational Needs and Disabilities (SEND)

At Millais, we are committed to offering an outstanding school experience which ensures the best possible progress for all of our students, whatever their needs or abilities. All students are valued and encouraged to develop confidence in their abilities and strengths and to have high aspirations for themselves. Support is provided for any student who at any time in their school career is identified as requiring additional or different provision to help them to achieve success.

At Millais, we acknowledge that all teachers are teachers of Special Educational Needs. We recognise that it is the teacher's responsibility to meet the needs of all students in their class through their classroom organisation, materials used, teaching style and differentiation, as well as through partnership with specialist staff from the Millais SEND Team. We also promote an ethos of positive partnership between our staff and parents/carers of our young people with Special Educational Needs and Disabilities.

This document sets out the offer we make to those students and their families who may require additional support.

Person(s) responsible for reviewing/updating our Offer	Special Educational Needs and Disabilities Coordinator (SENDCO) – Miss Karen Potter
Review Cycle	Annually
Last Review Date	November 2022
Next Review Date	November 2023

# Contents

How does Millais know if students need extra help and what should I do if I think my child may have Special Educational Needs?	Page 4
How will Millais support my child's learning?	Page 5
How will the curriculum be matched to my child's needs?	Page 6
How will both Millais and I know how my child is doing?	Page 6
What specialist services and expertise are available at or accessed by Millais?	Page 7
What support will there be for my child's overall well-being?	Page 7
What training have the staff had who support children with SEND?	Page 8
How accessible is the school environment?	Page 8
How will my child be included in activities outside the classroom including school trips?	Page 8
What if I think my child may be Dyslexic?	Page 9
How will my child be included in decisions about their own SEN provision?	Page 9
How will my child be supported moving between phases of education and in preparation for adulthood?	Page 9
How can I be involved? Who can I contact for further information?	Page 10

## **Partnership**

In caring for and educating students we recognise the need to work in partnership with parents/carers and with other agencies which can support your child. The Special Educational Needs and Disabilities Coordinator (SENDCO) will decide which agencies to refer to, after discussing your child's needs with you and with teaching staff.

We have working relationships with:

- West Sussex County Council (including SEND Caseworkers and the Special Needs Officer)
- Visual and Hearing Impairment Advisory Team
- The Autism and Social Communication Team
- Educational Psychology
- Speech and Language Therapy
- School Nurse service
- Learning Behaviour Advisory Team
- Child and Adolescent Mental Health Service (CAMHS) and Beacon House Therapeutic Services and Trauma Team
- Dialogue Counselling Service
- THINK Family and Integrated Prevention and Earliest Help Services (IPEH)
- Children and Young Person's Planning Forum (CYPPF)
- Child and Adolescent Mental Health Liaison Service
- Child and Adolescent Mental Health Service

Please note that Millais School cannot accept responsibility or be held accountable for the failure of other agencies to comply with any statutory provision requirements.

## **Provision**

Your child's education at Millais falls broadly into two phases: Key Stage 3 (Years 7, 8 & 9) and Key Stage 4 (Years 10 & 11). Support Strategies and interventions vary across these phases and are tailored to meet the needs of students identified as being in need of support. These include:

- Support for transition from primary school including special taster activities at Millais for Year 6 children (the Millais Moving On Groups), visits to the primary schools by the Transition Team and the SENDCO and individualised support for Year 6 students needing extra transition support.
- 'Wave 1': full access to the National Curriculum suitably differentiated to take account of each individual's needs and taught in classes by subject specialist teachers.

- 'Wave 2': Short-term small group intervention sessions in literacy and numeracy are offered to Year 7 students who are not meeting their age-related expected levels of progress in reading and spelling or numeracy.
- 'Wave 3': personalised one-to-one or small group teaching is offered to students in Years 7, 8 and 9 if their needs are a significant barrier to learning. This is usually students with an EHCP.
- A 'Study Support Option' in Key Stage 4 for students with severe literacy and numeracy difficulties who will benefit from studying Entry Level English and Maths and taking one fewer GCSE course.
- In-class support from Learning Support Assistants with expertise in both curriculum subjects and individual needs, for students whose needs cannot be met by support from their class teacher
- A break and lunch time nurture space for students who find the social interaction and/or unstructured time challenging
- Bespoke individual support and mentoring for students' social and emotional well-being for targeted students with complex SEMH needs.
- Advice and support to subject teachers from the SENDCO and deputy SENDCO.
- Access to key staff with whom trusting relationships can be developed so that students can share their concerns.

***How does Millais know if students need extra help and what should I do if I think my child may have Special Educational Needs?***

We gather information about your child's needs from your child's primary school. Our Transition team and SENDCO liaise with Year 6 teachers, and primary SENDCO via email, phone conversation and face-to-face meetings to ensure students have a smooth transition.

If your child is on the SEND Register when they transfer from primary school we will add them to either our SEND Register or SEND monitoring list for at least the first term of Year 7. During this time, the SENDCO will liaise with class teachers and Learning Support Assistants to get to know your child and monitor their progress. Parents have the opportunity to meet the SENDCO or Deputy SENDCO at Induction Evening in July and at Working Together evening in September.

Students who have Education Health and Care Plans (EHCP) will have already had the opportunity to build a relationship with both the SENDCO and other key staff as either parents or their primary SENDCO are welcome to contact us to organise transition visits from Year 5

onwards. We run transition support sessions (Millais Moving On Groups) and personalised taster visits for targeted Year 6 students who are referred to us by their primary school SENDCo.

Information about the needs of all students is gathered via an online screening assessment in Year 7 and Year 9. The assessment - Lucid Exact - identifies reading, spelling and writing speed and skills. This, combined with information from curriculum assessments, is used by teachers to plan appropriately differentiated lessons. Where concerns about an individual exist, a further screener - Lucid Recall - is used to assess working memory and processing speed.

Information from parents is also important. When parents raise concerns about their child's educational needs, we will gather all the relevant data and information from the child's teachers and arrange a meeting with you to discuss your concerns.

Information about individual needs and disabilities is made available to all of our teachers and support staff, via the SEND Register. Where students have a high level of individual need, Student Profiles provide more detailed information.

### ***How will Millais support my child's learning?***

If you are concerned that your child may have a Special Educational Need or Disability you should contact the SENDCO to discuss the matter further. We also encourage all teachers and form tutors to raise any concerns they may have about a student at the earliest opportunity.

Children's needs are best met through high quality teaching by subject specialist teachers who take account of the needs of each child. We endeavour to ensure that dyslexia friendly teaching with appropriate resources and a range of teaching styles takes place in all subject areas. We have experience in supporting students with needs in all four areas of need: cognition and learning, communication and interaction, social, emotional and mental health and sensory and physical. Where necessary, an individual programme of support and intervention for your child will be drawn up by Millais and it is important that you take part in this process. The plan can include any of the things above listed under provision and may also include input from external agencies and services. Students who have an EHCP will have a formal review of this each year.

#### **Exam support:**

Some students have a severe special educational need or disability which means that a reasonable adjustment is needed to give them fair and equal access to exams. The SENDCO is in charge of managing access arrangements for exams (both internal and external), and is a qualified Exam Access Arrangements Assessor. All students are screened in Year 7 and Year 9 for literacy-based needs that may indicate access arrangements are required. Further individual tests are then carried out for any student with significantly below-average literacy skills or processing speed so that an application can be made for special exam arrangements.

There are strict rules set by the Joint Council for Qualifications (JCQ) governing these arrangements such as entitlement to a reader, scribe, use of word processor, supervised rest breaks and 25% extra time in exams. The school ensures that these rules are followed, and that there is appropriate evidence of need for every access arrangement given to a student. This evidence is inspected by an external inspector on an annual basis, to ensure that all candidates with exam access arrangements are disabled within the meaning of the 2010 Equalities Act.

Please note that students with mild-moderate dyslexia (i.e. with standardised scores within the average range) are not considered to be in need of exam access arrangements by the JCQ. For more information as to which students qualify for these exam access arrangements, please contact the SENDCo.

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

All teachers are expected to prepare and teach lessons that are pitched appropriately so that all students can learn and make progress. Many subjects are taught in mixed ability groups, while some 'set' students by ability. Information about flightpaths (our assessment structure measuring progress towards an individual's predicted achievement at GCSE level) and SEN is used by teachers to plan appropriately differentiated lessons. At each assessment point, each class teacher analyses the progress of all students and monitors those who are underachieving.

We aim to include all students in their timetabled lessons as much as possible. Research evidence shows that for children with SEND, teaching is most effective when delivered in the classroom by subject specialist teachers.

At Key Stage 4, students follow a pathway of choices that is matched to their ability, in order that every student has the best possible opportunity for examination success. When Year 9 students are going through the process of making their subject choices, you are invited to both a parents' evening and an options evening, which enables you and your child to speak to relevant staff about each of the courses on offer. The SENDCo is available at the parents' evening to discuss any of your concerns as you navigate through this process.

### ***How will both Millais and I know how my child is doing?***

#### **All students:**

You will receive a progress report (known as PCTL grades) which shows your child's progress in each subject area three times a year. There is also one parents' evening during the year for each year group, which offers an opportunity for you to discuss your child's progress with her subject teachers. The SENDCo or Deputy SENDCo is also available. Furthermore, there is one pastoral parent's evening each year for year group, for you to meet your daughter's form tutor, and the SENDCo or Deputy SENDCo is also available.

#### **Students with SEND:**

We follow the graduated approach (Assess, Plan, Do, Review) for students with SEN. All students with an EHCP have a Student Profile which is reviewed with parents at their Annual Review. Other students with a high level of need may also have a Student Profile and these can be reviewed at Parents' Evenings and Working Together evenings. Parents can request a copy of their daughter's Student Profile at any time by emailing [SEND.admin@millais.org.uk](mailto:SEND.admin@millais.org.uk).

### ***What specialist services and expertise are available at or accessed by Millais?***

We work in partnership with a wide range of specialist agencies, some of whom are listed above under the heading Partnership. Within Millais, staff training is provided on Dyslexia, Speech and Language, Autistic Spectrum Conditions, Attachment Difficulties and Emotional Wellbeing and in September 2021 all staff undertook Mental Health Awareness training.

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

Please refer to the school's Mental Health and Emotional Wellbeing Policy for details of how the school promotes emotional well-being and deals with pupil disclosures of mental health issues such as self-harm, anxiety and depression.

#### **All students:**

Every year group is led by a Director of Year who, along with your child's form tutor, will be available to discuss your child's well-being with you. It is the form tutor who has daily contact with your child, so they will be the first point of contact for such matters. If an issue arises which affects a student's well-being, the form tutor would ordinarily liaise with the Director of Year and the parent/carer, in order to agree an appropriate course of action. This may include a referral to the school's counselling service, run by Dialogue. Our Inclusion Team, comprising of Inclusion Manager and Learning Mentors are safeguarding leads within the school and provide a range of pastoral and mental health support. Students are assessed on referral and offered individual or group intervention depending on their needs.

#### **Students with Special Educational Needs and/or Disability:**

The SEND Team offers an additional point of contact for parents of children with emotional issues affecting their learning. If there is a Learning Support Assistant in your child's class, they can offer a helpful insight into the overall experience that your child has during the day. All interventions for students with SEND are tailored to their individual needs. If it is deemed appropriate, students with SEND are referred to our Learning Mentors for specialist mentoring.

Our SEND Team offers a range of support services to our students which help to build their self-esteem and resilience. A student may be referred for literacy support, mentoring, homework club or for social skills group work programmes. In some cases it becomes necessary to refer students to external professionals.

### ***What training have the staff had who support children with SEND?***

Whole school staff training takes place regularly. There are many opportunities for after-school SEND training sessions, as well as INSET Days. Staff have access to in-house training on the most common and/or significant areas of need within the school community including autism

(particularly its presentation in girls), dyslexia, ADHD, attachment and trauma needs and moderate learning difficulties. Our SEND Team has twice weekly training meetings to develop the skills and share the expertise of our Learning Support Assistants. Where appropriate, outside professionals visit to provide specific training on an area of need or an individual student.

Our Learning Mentors are trained in supporting young people with mental health needs, attachment difficulties and other emotional barriers to learning.

### ***How accessible is the school environment?***

In the last few years Millais has completed a major site redevelopment programme. In the new buildings there are lifts, as well as way finding implementations and other adaptations compliant with the latest building regulations. Every effort is made to allocate students with mobility difficulties to appropriate classrooms, but due to the constraints of timetabling, this is not always possible. The school site is predominately wheelchair accessible, and all curriculum areas can be accessed in a wheelchair.

Millais School has a dedicated physiotherapy and hygiene suite. The SEND area was redeveloped in Summer 2019 specifically for students with SEND. This includes consideration for physical, sensory, intellectual and emotional needs in the design and contents of the area. Please refer to the school's Accessibility Plan and Fire Evacuation Procedures.

Please let us know if your child encounters any problems or you feel that your child has needs that are not being catered for.

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

At Millais we strive to ensure that all students, regardless of their individual needs, have access to the whole range of educational opportunities and activities. We comply with all legislation in respect to accessibility and make reasonable adjustments where necessary.

In line with the 2010 Equalities Act, and the West Sussex Guidelines for Inclusion of Vulnerable Pupils on Educational Visits, we carry out equality impact assessments where necessary to ensure that we can identify opportunities in our practice for promoting our vision and our duties on equality legislation across all aspects of school life, including school trips and experiences where reasonable adjustment might need to be made.

We encourage you as parents/carers to discuss your concerns with us so that we can plan for full inclusion.



### ***What if I think my child may have dyslexia?***

Teachers at Millais have had dyslexia training and most individual pupils' needs are met by following the principles of adaptive teaching in the classroom. If you (or a teacher) think your child may have dyslexia we will start a process to investigate further. While dyslexia cannot be diagnosed by school staff, if a student shows difficulties of a dyslexic nature support can be provided, including exam access arrangements if the threshold for these is met.

Subject teachers will be informed if a student has dyslexic tendencies and individual provision and self-help strategies are discussed with the student.

### ***How will my child be included in decisions about their own SEN provision?***

At Millais the voice of the student is central to planning their SEN provision, and we aim to prepare students for life after Millais, where there will be increasing need for them to advocate for themselves with less parental involvement. Students with an EHCP are invited to take an active role in their Annual Review meeting, and students with a Student Profile are encouraged to contribute to the contents and review of these as far as they are able. All students are welcome to drop-in to the SEND area during break or lunch time to speak with the SENDCO or Deputy SENDCO, either regarding an need we are already aware of or if they have concerns about their ability to access learning effectively and wish to discuss possible future support.

### ***How will my child be supported moving between phases of education and in preparation for adulthood?***

Support for all students is provided on transition to Millais, when choosing their GCSE options in Year 9 and to prepare for moving on from Millais during Key Stage 4. Students with SEND are provided with additional support according to their needs.

On transition to Millais this may include additional group transition visits (the Millais Moving on Groups), additional 1:1 visits (predominately for students with EHCPs) and targeted Learning Mentor support on transition.

In Year 9 those with SEN who require support from the SENDCO or Deputy SENDCO to make their options choices are provided with a 1:1 meeting. Parents are also encouraged to book an appointment with one of us at Year 9 Parents' Evening to discuss this transition.

Preparation for adulthood is an integral part of our PD curriculum and CAS programme throughout the school. In addition to this some students with an ECHP use part of their personalised learning time for targeted teaching of life skills e.g. household chores, independent travel, use of community facilities. Students in Year 10 and 11 can be referred for careers advisor appointment if needed, and those with SEND can be supported during this appointment if needed, for example a student with learning difficulties may have their allocated LSA attend the appointment with them.

Additional support is also provided with the transition to post-16 education as required; for example support identifying appropriate colleges, completing applications and attending interviews. The Year 11 annual review for students with an EHCP focuses on the transition to post-16, with a representative from the student's chosen college invited to attend. A programme of additional transition visits can be arranged with the post-16 setting if necessary.

***How can I be involved?***

***Who can I contact for further Information?***

***What information is available from the local authority?***

If your child has a Special Educational Need and/or Disability and you wish to become more involved in their learning at Millais, please contact Karen Potter (SENDCo) or Vicky Fielder (Deputy SENDCo). Similarly, if you still have a question, would like to look around or perhaps you feel that your child's needs are hard to meet and you want to discuss the matter in more depth, please make contact. Contact details:



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The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Our local authority's local offer is published here: <https://westsussex.local-offer.org>

Our contribution to the local offer is published here: <https://westsussex.local-offer.org/services/470-millais-school>

The West Sussex SEND Information, Advice and Support Service (SENDIAS) provides impartial information, advice and support to parents and carers of children who have special educational needs and/or disabilities. The website is [https://westsussex.local-offer.org/information\\_pages/423-information-advice-and-supportservice-sendias-homepage](https://westsussex.local-offer.org/information_pages/423-information-advice-and-supportservice-sendias-homepage)