



SEND INFORMATION REPORT: Our Offer to Young People with Special Educational Needs & 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, adaptive 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) Ms Karen Potter (Currently on Adoptive Leave) Mrs Venessa Wood Interim SENDCo December 2025 – December 2026
Review Cycle	Annually
Last Review Date	May 2026
Next Review Date	April 2027
<u>NOTE:</u> As the SEND Information Report is a live document, it can be amended before the review date in a year.	

Contents

Description	Page/s
What is a SEND Information Report and how does it differ from a SEND Policy?	3
Who is the SENDCo and how can I contact them?	3
What range of SEND is supported at Millais?	3 - 4
How do staff identify and assess SEND?	4 - 6
What is the process for co-production to ensure families are fully involved in developing and reviewing plans for their child's education?	6 - 9
What is the process for ensuring that the individual learner is fully involved in developing and reviewing plans for their education that take into account their aspirations for the future?	9
What are the arrangements for assessing and reviewing a learner's progress towards agreed objectives?	9 - 11
What are the arrangements for supporting transition between Key stages or Adulthood?	11 - 12
What is Millais's approach to Quality First Teaching for SEND & what is the focus of training for the Teaching Staff?	12 - 13
What is the provision on offer at Wave 2 (Targeted Support) and Wave 3 (Personalised and/or Intensive Support)?	13 - 14
What adaptations are made to the curriculum or learning environment to support learners with SEND to be fully included?	14 - 15
What equipment and facilities are available to support learners with SEND and how are equipment and facilities for learners with SEND secured?	15
What support is provide for social and emotional development?	15
What are the arrangements for supporting looked after children with SEND?	15 - 16
How does Millais involve other agencies and organisations in supporting learners with SEND and their families?	16
Where can I find an outline of the Local Authority Local Offer?	16
Who are the members of staff in the SEND Team and what are their expertise, skillset, and training?	17 - 18
What is the protocol for handling specific complaints about SEND provision at Millais?	19

What is a SEND Information Report and how does it differ from a SEND Policy?

SEND Information Report	SEND Policy
<ul style="list-style-type: none"> • Explains how the school implements the SEND Policy. • Explains what SEND provision looks like or how it works in the school. • Is a factual statement of what is happening currently and is a live document. 	<ul style="list-style-type: none"> • Contains technical information about the school. • Illustrates the school's mission, values, vision, and aims. • Includes information about the laws and rules which shape the day-to-day processes of the school.

Who is the SENDCo and how can I contact them?

SENDCo & Leader of Specialist Intervention	Interim SENDCo & Leader of Specialist Intervention
 <p>Miss Karen Potter Currently on Adoptive Leave until Decemeber 2026</p>	 <p>Mrs Venessa Wood In post from December 2025 until December 2026</p>
<p>Contact details not available due to Miss Potter being on Adoptive Leave.</p>	<p>Email: vaw01@millais.org.uk Telephone Number: 01403 282038</p>

What range of SEND is supported at Millais?

A young person has Special Educational Needs & Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

The SEND Code of Practice (2014) outlines that a young person of compulsory school age has a learning difficulty or disability if they:

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

At Millais, we cater for young people with a range of SEND, including:

- **Communication and Interaction:** Covers Autistic Spectrum Condition (ASC), Speech, Language, and Communication Needs (SLCN), and Asperger's syndrome.

- **Cognition and Learning:** Includes Specific Learning Difficulties (SpLD) such as Dyslexia, Dyscalculia, and Dyspraxia, alongside Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), and Profound and Multiple Learning Difficulties (PMLD).
- **Social, Emotional and Mental Health (SEMH):** Includes ADHD/ADD, attachment disorders, anxiety, depression, and self-harming behaviours.
- **Sensory and/or Physical Needs:** Covers Hearing Impairments (HI), Visual Impairments (VI), Multi-Sensory Impairment (MSI), and Physical Disabilities (PD) such as cerebral palsy.

There are 99 students on the SEND Register, of which 13 have Education, Health Care Plans (EHCPs). Students with EHCPs have a 'E' SEND Code, and the other students on the SEND Register have a 'K' SEND Code. A further 113 students are on our Monitoring List and have a 'M' Code.

How do staff identify and assess SEND?

At Millais, we value the partnership with the parent, other schools, other professionals, and the student. So, we gather information from all parties to ensure a holistic view to inform an effective plan of support and intervention.

Year 6 Transition to Year 7:

The Director of Transition will request information from the Primary School SENDCo, SEND Team, and Class Teacher. This could take the form of telephone conversations, face-to-face or virtual meetings, the completion of details forms and sharing of the necessary documentation. The SENDCo and SEND Team will liaise with parents to gather information and collect the necessary data to inform a smooth transition, as well.

If the young person is on the SEND Register when they transfer from previous school we will add them to either our SEND Register or SEND Monitoring List. The SEND Register and Monitoring list is updated frequently and depends on the level of need and support. The SENDCo, SEND Team, and Director of Year will liaise with class teachers and monitor the progress of the young person. Parents have the opportunity to meet the SENDCo or Deputy SENDCo at Induction Evening in July (before the young person starts at Millais) and at Working Together evening in September (when the young person has started at Millais).

Students who have Education, Health & Care Plans (EHCPs) 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.

After discussions with primary school SENDCos, SEND Teams, and parents, any other young person who may require additional support with the transition to Secondary School will be invited to transition support sessions (Millais Moving On Groups), as well.

All New Students Transitioning to Millais in any Year Group (including In-Year Transfers in Year 7):

The SENDCo and SEND Team, along with the Director of Year, will request any relevant documentation from the previous educational setting and have any necessary discussions and meetings with the educational setting and parents, as well.

After a review of all the relevant information shared with the SENDCo and the SEND Team, we will decide if the young person should be placed on the SEND Register or the SEND Monitoring List. The SEND Register and SEND Monitoring List are updated frequently and reflect the level of need and support.

Assessing all Students:

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. We also encourage parents to be in touch during the transition process, to share their perspective on their child's needs.

If a student 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 (before the student starts at Millais in the September) and at the 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. In addition, students in Years 7-9 are screened with the New Group Reading Test, to identify those in need of specific reading intervention. Furthermore, all In-Year transfers will complete entrance testing (Lucid Exact) which identifies reading, spelling and writing speed and skills.

Additionally, 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 student's teachers.

Information about individual needs and disabilities is made available to all of our teachers and support staff via their student profiles on BromCom (the school's registration and student database). This allows us to securely share information with staff who require it.

Additionally, Millais has a Specialist SEND Teacher who is qualified to conduct Educational Testing. If there is a concern around a young person it can be raised during the SENDCo &

Director of Year meetings for Key stage 4, and Deputy SENDCo and Director of Year meetings For Key Stage 3. The SENDCo can suggest that further educational testing with the Specialist SEND Teacher is necessary to ascertain the need of the student and plan support and intervention accordingly.

Please see the following appendices for an overview of the outline of the graduated approach across all Year groups:

Appendix 1: SEND Support

Appendix 2: Literacy Support

Appendix 3: EAL Support

What is the process for co-production to ensure families are fully involved in developing and reviewing plans for their child's education?

Students who need additional support will have a Student Profile outlining their barriers to learning, strategies to support them in the classroom, strengths and interests, and interventions. Information about individual needs and disabilities is made available to all of our teachers and support staff via their student profiles on BromCom (the school's registration and student database). This allows us to securely share information with staff who require it.

The Current profile review process is as follows:

Tutor Teachers review the Student Profiles with students. Some Student Profiles will need more input from the SEND Team. The Deputy SENDCo oversees the review and will check all Student Profiles once the reviews have taken place. The SENDCo will oversee the process and support decisions for strategies and interventions outlined on the Student Profiles.

This is the scheduled plan for review of Student Profiles for each Year Group:

Autumn Term 1 - Year 11s

Autumn Term 2 - Year 10s

Spring Term 1 - Year 9s

Spring Term 2 - Year 8s

Summer Term 1 - Year 7s

Summer Term 2 - New Year 7s arriving in the next academic year

Although Student Profiles for each Year group are reviewed as per the schedule, any Student Profile can be amended at any time. The needs of a student can change and the interventions and/or strategies may need to be updated, so this is recorded accordingly. If a Student Profile is amended in addition to the Year Group review, these Student Profiles are shared with parents. Also, when a Student Profile is created in partnership with the student, the Student Profile is shared with the parent for comment and amendments. The final Student Profile will be uploaded to BromCom once all parties agree on the contents.

Additionally, students with Education, Health & Care Plans (EHCPs) and their parents are invited to attend an Annual Review of the EHCP. Both parties provide their views on the interventions and support and can comment on what is working well and how things could be better with some changes. These comments are then discussed and recorded within the Annual Review meeting and changes are made to the interventions and support.

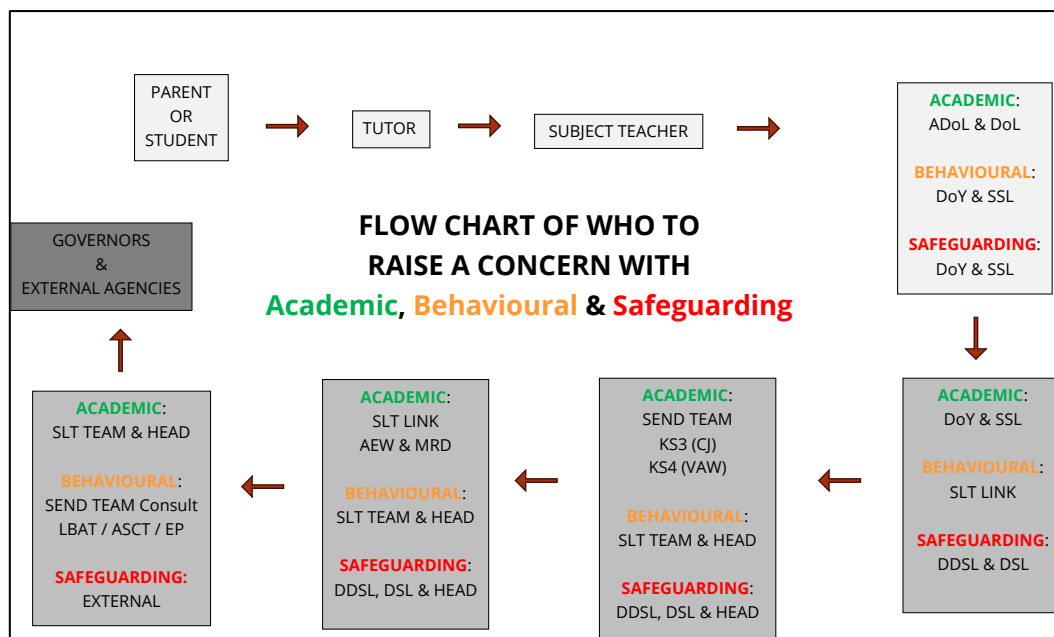
Furthermore, parents and students are able to communicate directly with the following staff members:

- **Tutor Teacher** who has daily contact with their child and can support with any matters relating to learning, including friendships, anxiety, or an academic need. The Tutor Teacher may be able to support and intervene without needing to consult with other members of staff, or they will contact the Year Group Pastoral Team, consisting of the Director of Year (DoY) and Student Support Leader (SSL). The Tutor Teacher will be able to pass on the relevant contact details of the staff members who can assist and guide parents accordingly.
- **Director of Year (DoY)** who oversees the Year group and will communicate with any relevant staff to assist and support the young person. The DoY works in partnership with the **Student Support Leader (SSL)** and focusses on the safeguarding, behavioural, or pastoral concerns and will communicate any academic or subject concerns with the relevant staff members. Due to the partnership within the pastoral team, parents can contact the SSL directly, as well.
- **Subject Teacher** who can give firsthand information and advice relating to a specific subject. If the Subject Teacher is unable to resolve the concern and needs further information and support, they will discuss the matter with the Assistant Director of Learning (ADoL) or Director of Learning (DoL), whomever is their direct Line Manager within the Department.
- **Director of Learning (DoL) or Assistant Director of Learning (ADoL)** who oversees the Department and should be able to resolve concerns of an academic or behavioural nature within their department. If the DoL or ADoL is unable to resolve the matter, they will consult with the DoY for behavioural concerns, SEND Team for academic concerns, or Safeguarding concerns for matters requiring a higher level of support.
- **SEND Management Team consisting of SENDCo (who leads on Key Stage 4 SEND), Deputy SENDCo (who leads on Key Stage 3 SEND), and Leader of Learning Support (who manages the SEND Centre and is a DDSL).** The SEND Team will assist with matters pertaining with students who have EHCPs There are SEND & DoY meetings every 2 weeks to ensure that concerns and matters are highlighted, identified, discussed, support and intervention planned and implemented, and then a review of the intervention is done and any further changes or improvements made to the intervention and support in place.

The SENDCo has the overall oversight of the SEND Department and monitors the daily operations and makes the final decisions regarding the matters within the Department.

- **Safeguarding Team consisting of DSL, DDSL and a further DDSL to support and who works directly within the SEND Management Team** who oversee all matters relating to safeguarding and support the SSLs, DoYs, and SEND Team.
- **Senior Leadership Team (SLT)** who oversee and support each Year group.
- **Headteacher** who leads the SLT and is responsible for the daily operation of Millais.

- **Board of Governors** who are responsible for the governance of Millais and work with the Headteacher. There is a Board of Governor's Member responsible for SEND.
- **External Agencies** who are requested to support the young person and work with the staff at Millais in partnership with the parents.



Moreover, there are in-person Parent Evenings' held once a year for each Year Group where parents and their children can meet with Subject Teachers and the SENDCo (Key Stage 4) or Deputy SENDCo (Key Stage 3). In the half-term where a Parent Evenings is held for a particular Year Group, the SENDCo and Deputy SENDCo are available for Virtual Appointments for all the other Year Groups.

Parents' Evenings and Virtual Appointments are as follows:

Autumn Term 1

Parents' Evening for **Year 7** (Working Together Evening – Meet the Tutor)

Virtual Appointments for Years 8 – 11

Autumn Term 2

Parents' Evening for **Year 11**

Virtual Appointments for Years 7 – 10

Spring Term 1

Parents' Evening for **Year 7**

Virtual Appointments for Years 8 – 11

Spring Term 2

Parents' Evening for **Year 9** (occurs after the Year 9 Options Evening)

Virtual Appointments for Years 7, 8, 10, and 11

Summer Term 1

Parents' Evening for **Year 8**

Virtual Appointments for Years 7, 9, 10, and 11

Summer Term 2

Parents' Evening for **Year 10**

Virtual Appointments for Years 7, 8, 9, and 11

However, there is no need for parents to wait for the scheduled Parents' Evenings of Virtual Appointments for their child in their Year Group, as the SENDCo and Deputy SENDCo are available for discussions, albeit in-person meetings, virtual meetings, telephonic conversations, or email correspondence to discuss concerns, provide advice and guidance, or inform interventions and support. Similarly, parents and students can make contact with the DoY or SSL, who can support and advise, and/or request additional information and support from the SENDCo and/or Deputy SENDCo at any time.

What is the process for ensuring that the individual learner is fully involved in developing and reviewing plans for their education that take into account their aspirations for the future?

Students with SEND are encouraged to participate in, and have their views considered regarding, all the decision-making processes affecting their education.

Students are encouraged to contribute to their Student Profiles supporting them to take ownership of the process of informing adults about their needs, in preparation for post-16 education. In this way, the young people in our care can shape the strategies used within the classroom environment so that they are more effective and successful.

Students with EHCPs complete student views booklet and are invited to attend their Annual Reviews to be actively involved in the educational journey and participate in the decision-making process. Part of the Annual Review is to discuss Preparation for Adulthood and Independent Living. Parents and students can share what skills they have and also outline what support they may need to build more independence so that they are ready for Adulthood. The support needed forms part of the interventions and support that will be put in place or, if in place already, can be fine-tuned for the individual.

Furthermore, meetings with Career Advisor's are arranged, especially for students with SEND, so that they can have one-on-one discussion and support to discuss all options for post-16 (after Millais) and be guided by experts to consider all options around their individual interests and strengths.

What are the arrangements for assessing and reviewing a learner's progress towards agreed objectives?

Objectives, or targets, are outlined on Summary Academic Review Reports for each Year Group. Each Subject Teacher will identify a target or a series of targets for the student to focus on and there will be support within the classroom, across the curriculum, for the student to work on these targets.

Students with Education, Health & Care Plans (EHCPs) will have additional outcomes stipulated in the the EHCP and these are reviewed in the Annual Review meetings. The support an dintervention in place is reviewed and, if there is a need to amend the support and interventions, then this will be outlined in the Annual Review and discussed, and agreed, with the parent and student.

At Millais, the Tutor Teacher, who sees the students on a daily basis, are tasked with reviewing the targets and achievements (flightpaths) of their students and then inviting the students to a meeting to discuss their flightpaths and possible support needed. Tutor Teachers will make contact with the parent if they are concerned and also alert the DoY for further investigation and support.

Entrance Screening:

All Year 7s are screened upon admission to Millais. The online testing used is LUCID Exact which is designed to identify literacy weaknesses and tests key literacy areas - word recognition, reading comprehension accuracy, reading comprehension speed, spelling, handwriting speed, and typing speed. After review, the SENDCo can request additional screening for individual students. The online testing used is LUCID Recall which consists of tests of verbal memory, visual memory, executive function – the ability to process and store information simultaneously, and processing speed.

All Year 9s have repeated screening with LUCID Exact and LUCID Recall. The same procedure followed in Year 7 occurs in Year 9.

Literacy Programme Intervention

All Year 7s, 8s and 9s complete the New Group Reading Test (NGRT). Any student who may benefit from developing their reading – critical thinking skills, understanding inferences, analysing, and interpreting information; and literacy skills – decoding words, understanding texts, developing vocabulary, and spelling, are scheduled sessions in the Literacy Programme Intervention.

A Specialist SEND Teacher conducts the NGRT with all Years 7, 8 & 9. Students who attend the Literacy Programme Intervention will be re-tested at the end of the programme and the results compared. Results are shared with the Assistant Head: Teachign & Learning and the Director of Learning (DoL) – English, who in turn will share the results with the English Department. These results will inform in-class support for students and any additional support that may be necessary and beneficial.

Progress Review Action Meetings (PRAM)

All Directors of Learning (DoLs) participate in PRAMs along with Senior Leadership Team (SLT) Link and the SENDCo and Deputy SENDCo. In these meetings, the progress of students is discussed and concerns raised with regards to changes in flight paths. Each Director of Learning will have a subject plan outlined to share with the relevant staff in the PRAM and then a proposed support and intervention plan is implemented. This plan is regularly reviewed within Curriculum Area Meetings and with the DoY and SENDCo/Deputy SENDCo, as is appropriate.

Year Group & SEND Meetings

The SENDCo meets with the Key Stage 4 (Year 10 & Year 11) Director of Years every two weeks to discuss any concerns and decide on intervention and support. Similarly, the Deputy SENDCo meets with the Key Stage 3 (Year 7, Year 8, & Year 9) Director of Years every two weeks. Thereafter, the SENDCo and the Deputy SENDCo meet so that the SENDCo can have an overview of the needs and support across all Year groups. The SENDCo will join any meeting and offer advice and support. In this way, the SENDCo and Deputy SENDCo, having regular contact with the Director of Years can ensure that support

and intervention is planned, put in place, reviewed, and adjusted or amended, where necessary.

Educational Testing

Millais has a SEND Specialist Teacher who is qualified to conduct educational testing. This testing is used to inform decisions for Exam Access Arrangements. However, it is used to gather the necessary information regarding the cognitive profile of students and assist with decisions regarding interventions and support, other than EAA, that may be beneficial for students.

What are the arrangements for supporting transition between Key Stages or Adulthood?

Transitioning from Key Stage 2 (Year 6) to Key Stage 3 (Years 7 - 9)

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. We also encourage parents to be in touch during the transition process, to share their perspective on their child's needs.

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.

The Director of Year (DoY) arranges a 'Big Camp' where there are team building activities and a sleepover for the Year 7s and in Year 8, there is 'A Third of the Way' celebration day to acknowledge the journey of the student and how they have adapted to life at Secondary School.

Transitioning from Key Stage 3 (Years 7 - 9) to Key Stage 4 (Years 10 – 11)

In Year 9, there is an 'Options Evening' to assist students with selecting their subjects based on their goals and aspirations for the future.

Transitioning from Key Stage 4 (Year 11) to Key Stage 5 (Years 12 & 13)

Career Advisors are asked to conduct meetings with students with SEND to discuss their options post-16 and get expert and individual advice and guidance.

Students with Education, Health & Care Plans

In the Annual Review of EHCPs, the SENDCO, parent and student discuss Preparation for Adulthood and the transition between Key Stages. Any needs that arise within the meeting are part of the outcomes to be addressed and supported within the support plan.

Personal Development (PD) Curriculum

In Personal Development (PSHE – Personal, Social, Health & Economic) education curriculum is part of the National Curriculum and all students are required to attend these lessons. The Personal Development curriculum aims to provide the knowledge and skills for managing lives – now and in the future – assisting students in thriving as individuals and members of society. The curriculum is structured around three core themes 1. Health & Well-being – physical health, mental health, diet, sleep and safety, 2. Relationships – developing healthy relationships, understanding consent, and managing emotions, and 3. Living in the Wider World – economic well-being careers, and digital citizenship. In particular, students will be a part of discussions on careers, and start to think about the goals and aspirations for the future. All Year Groups have a planned careers curriculum that will focus on their particular stage of life and build their knowledge and understanding so that they can make informed decisions about their future.

What is Millais’s approach to Quality First Teaching for SEND & what is the focus of training for the Teaching Staff?

High quality teaching, differentiated for individual students, is the first step in responding to students who have, or may have, SEND. Teachers use a range of strategies to meet a student’s special educational needs, making use of a balance of different teaching styles to match the differing learning styles of all students. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Adaptive teaching strategies may include:

- providing starters
- scaffolding tasks
- modelling tasks
- adjusting (or limiting) starter tasks with one key focus
- adjusting (or limiting) other tasks with a focus on key concepts on which to build within the lesson
- changing the pace
- using visual and auditory inputs
- guiding students with additional check-ins to provide individualised support
- allowing, or building in, movement breaks
- allowing, sensory reduction breaks
- using dyslexia and Autism friendly PowerPoints which have a pale-coloured background and are de-cluttered
- using a small white board (or paper) to provide a brief step-by-step overview or instructions to guide students
- chunking of information
- using ‘think-pair-share’

Teachers may guide Learning Support Assistants (LSAs) in their classes to work with any student, not just those with EHCPs. This partnership enhances the teaching experience within the classroom.

Also, Teaching Staff attend regular structured Continued Professional Development (CPD) training throughout the year which focusses on the Teaching Standards and classroom strategies to support all students, not just students with SEND. Training is delivered by the Assistant Head - Teaching & Learning and includes a focus on Embedding Consistent Practice (ECP) and the Teacher Improvement Plan, which focuses on having strong starts to lessons, high expectations and challenging students appropriately, using adaptive teaching methods and strategies, promoting effective communication, positive behaviour for learning, and encouraging active participation.

Additionally, the Autism & Social Communication Team from West Sussex County Council has conducted training on sensory processing and creating a sensory friendly classroom. Furthermore, the SENDCo delivers training on the SEND needs of the students and what strategies support the students at Millais, including Autism, Attention Deficit and Hyperactivity Disorder (ADD/ADHD), Pathological Demand Avoidance (PDA), and how to support EAL (English as an Additional Language) students.

What is the provision on offer at Wave 2 (Targeted Support) and Wave 3 (Personalised and/or Intensive Support)?

Wave 2: Targeted Support

Short-term small group intervention sessions in our Literacy Programme Intervention are offered to the Key Stage 3 students who are not meeting their age-related expected levels of progress in reading and overall literacy. This includes students with a dyslexia diagnosis, or those who display traits of dyslexia and need the additional support and input.

One-on-one and small groups of targeted intervention with a Learning Mentor is arranged for students who need the additional input to support them with class attendance and more engagement within the classroom to enhance the teaching and learning experience.

Subject Teachers may have a Learning Support Assistant (LSA) in the classroom as a general support for all students. Subject Teachers will guide the LSA with regards to the support to work in partnership with the expert teaching and direction.

Wave 3: Personalised and/or Intensive Support

There are personalised one-to-one or small group teaching 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.

There is 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.

Additionally, a 'Study Support' option is offered in Key Stage 4 for students with severe literacy and numeracy difficulties who will benefit from studying Entry Level English & Maths and therefore taking one fewer GCSE course which reduces the cognitive overload. Also, a 'Study Support and Wellbeing' option is offered in Key Stage 4 for students with Autism who would benefit from intervention regarding their well-being and study skills.

Furthermore, there is a Sensory Regulation Room (COMPASS) managed by a Learning Mentor where students can have a reset or rest time outside of the classroom and receive sensory input

or sensory reduction, depending on their individual needs at any given moment, to support recovery and focus within the classroom upon their return and aid engagement in the learning process.

What adaptations are made to the curriculum or learning environment to support learners with SEND to be fully included?

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 SEND 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. However, if students are unable to attend lessons, they are able to make use of the Sensory Regulation Room (COMPASS), attend sessions with the Learning Mentor, seek support from the Pastoral Team (DoY and/or SSL), as well as the SEND Team in the SEND Centre. There may be planned lessons in COMPASS or the SEND Centre and these areas are available for unplanned times for a reset or a place to work outside of the classroom. All intervention and support outside of the classroom is aimed at building the resilience and skillset of the student to be able to attend lessons with the expert Subject 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. Parents are able to meet with Subject Teachers and DoYs, along with the Deputy SENDCo and SENDCo to assist with the decision-making process for choosing the correct options for the student.

Additionally, 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.

For students with wheelchairs, there are lifts in the two main buildings and they will receive a lift pass to make use of the lifts. In the D-Block, where there are no lifts, teaching will be organised on the ground floor.

We encourage parents to discuss concerns with us so that we can plan for full inclusion.

What equipment and facilities are available to support learners with SEND and how are equipment and facilities for learners with SEND secured?

A small part of the SEND allocation in the budget is controlled by the SENDCo, who uses it to maintain a central store of SEND support materials. These include textbooks for staff information on SEND, diagnostic assessment materials, photo-copiable resources for use in individual learning programmes and concrete learning aids for multi-sensory teaching, also ICT software programmes. Additionally, we have a supply of electronic reader pens for students to use and there are laptops that can be signed out and used in classrooms. The reader pens and laptops support a wide range of needs, but in particular, students with dyslexia or dyspraxia benefit greatly.

What support is provide for social and emotional development?

The Pastoral Team, consisting of Director of Year (DoY) and Student Support Leader (SSL) support all students within their Year Group with social and emotional needs. In this capacity, students have access to key staff with whom trusting relationships can be developed so that they can share their concerns.

Furthermore, Learning Mentors work with students who need bespoke, individual support for their social and emotional well-being and strategies for self-regulation are explored within these sessions. A Learning Mentor manages COMPASS – Sensory Regulation Room – where students take planned and unplanned reset and rest times to assist with sensory regulation and to reduce the cognitive overload within the classroom.

Also, there are break and lunch time nurture space for students who find the social interaction and/or unstructured time challenging. SSLs run lunchtime sessions for their Year Group and the SEND Centre is open for students who have SEND and access the SNED Centre for support on an ongoing basis.

Millais has MAP (Millais Alternative Pathway), which is a provision for students (predominately in Key Stage 4) whose needs cause behaviours that put them at risk of exclusion. A Learning Mentor works with these students in one-on-one and small group structured support and intervention sessions.

Additionally, Millais is a Thought-Full School, so we have support workers from Thought-Full conducting weekly sessions with students, a Counsellor for 'Talking Dialogues' conducts weekly sessions with students, and Millais works in partnership with Action Your Potential.

What are the arrangements for supporting looked after children with SEND?

Children who are being accommodated, or who have been taken into care, by a local authority (i.e. under section 20, or sections 31 or 38 of the Children Act 1989) are legally defined as being 'looked after' by the local authority. Millais has a Designated Teacher, Mr Mike Sutton, who ensures that, if any looked after children at Millais have SEND, their needs are fully understood by the staff. The SEND Department can contact the Virtual School Head (VSH) and social workers to ensure that local authorities have effective and joined-up

processes for meeting the SEND of looked after children. All looked after children have a Student Profile (the same as a PEP - Personal Education Plan) which takes into account the Care Plan for the young person. The SENDCo liaises with the Designated Teacher, who liaises with the relevant professionals involved in supporting the looked after child, including social workers.

How does Millais involve other agencies and organisations in supporting learners with SEND and their families?

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:

- Autism and Social Communication Team (ASCT)
- Child and Adolescent Mental Health Service (CAMHS)
- Children and Young Person's Planning Forum (CYPPF)
- Dialogue Counselling Service (through YMCA)
- Educational Psychology Service (West Sussex Provision & Private Contractor through the Horsham Schools Partnership Network)
- iRock support and Advice Hub
- Learning Behaviour Advisory Team (LBAT)
- THINK Family and Integrated Prevention and Earliest Help Services (IPEH)
- Thought-Full – Mental Health support for students
- Speech & Language Therapy (SaLT) Service
- Sensory Support Team
- Speech and Language Therapy (SALT)
- School Nurse Service
- Visual and Hearing Impairment Advisory Team
- West Sussex County Council (including SEND Caseworkers and the Special Needs Officer)
- Visual and Hearing Impairment Advisory Team
- West Sussex Alternative Provision College (WSAPC) - Including West Sussex Alternative Provision College Online and the 3R's Team

Where can I find an outline of the Local Authority Local Offer?

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.localoffer.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.localoffer.org/information_pages/423-information-advice-and-supportservice-sendias-homepage

Who are the members of staff in the SEND Team and what are their expertise, skillset, and training?

INTERIM SENDCo



In post from December 2025 until December 2026

SEND TEACHER & READING INTERVENTION SPECIALIST

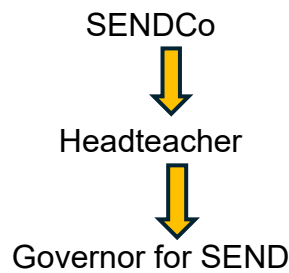


Mrs Venessa Wood

Expertise:	<p>Qualified Specialist Teacher, specialising in Literacy with a focus on Dyslexia Intervention & Support (Member of the Dyslexia Guild).</p> <p>Examinations Access Arrangements Assessor (Member of the British Psychological Society).</p> <p>Examinations Access Arrangements Co-ordinator.</p> <p>Management of all SEND Staff.</p> <p>Management of SEND provision.</p>
Skillset:	<p>Literacy and Reading Intervention, with a key focus on Dyslexia support.</p> <p>English as an Additional Language teaching and support.</p> <p>Educational testing, with a key focus on the identification and support of SEN involving Cognition and Learning.</p> <p>Autism Awareness and Support.</p>
Training:	<p>B (Ed) Honours - Inclusion & Learning Support.</p> <p>QTS (Qualified Teacher Status)</p> <p>Specialist Teacher, specialising in Literacy (Dyslexia Intervention & Support)</p> <p>Currently completing Masters Degree in SEND & Inclusion, specialising in Educational Testing & Assessment. This includes a qualification as a Specialist Assessor with an Assessment Practising Certificate (APC).</p> <p>Psychometric Testing, Assessment & Access Arrangements Certification.</p> <p>Access Arrangements Co-ordinator.</p> <p>Teaching English as a Second Language (TEFL).</p> <p>Advanced Reading Therapist.</p> <p>Autism Awareness Certification.</p> <p>Certified TOMATIS Practitioner (Level 2).</p>

<p>DEPUTY SENDCo In post from December 2025 until December 2026</p>  <p>Mrs Caroline Jago</p>		<p>DEPUTY DESIGNATED SAFEGUARDING LEAD (DDSL) & LEADER OF LEARNING SUPPORT</p>  <p>Mrs Atika Rhioui</p>	
Expertise:	<p>Leading on Key Stage 3 SEND. Supporting the SENDCo. Experience teaching ASD. Supporting transition from Year 6 to Year 7. Personalised learning with a focus on one-on-one and small group interventions. Specialist input for students with Autism. Pastoral Leadership – students and staff.</p>	Expertise:	<p><u>Leader of Learning Support:</u> Management of SEND Centre. Directing, co-ordinating, and supporting the Learning Support Assistants (LSAs). Supporting the effective provision SEND students. Delivering support for SEND students.</p> <p><u>DDSL:</u> Safeguarding and promoting the welfare of students, particularly those who are vulnerable or have additional needs.</p>
Skillset:	<p>Collating teacher feedback and student information for the completion of ASD and ADHD screening. Assisting with the completion of Education, Health Care Needs Assessment (EHCNA) documentation for Key Stage 3. Pasoral support. EnglishTeacher.</p>	Skillset:	<p><u>Leader of Learning Support:</u> Completion of Education, Health Care Needs Assessment (EHCNA) documentation for Key Stage 3 & Key Stage 4. Creation and review of Student Profiles. Mentoring of students with SEN. Mentoring of LSAs.</p> <p><u>DDSL:</u> Supporting staff with safeguarding concerns. Monitoring safeguarding concerns. Making and tracking referrals.</p>
Training:	<p>BA (Honours) Upper Primary & Lower Secondary Education. QTS (Qualified Teacher Status).</p>	Training:	<p>Deputy Designated Safeguarding Lead (DDSL) Training. Trauma-Informed Practice Training. Autism and Social Communication Training.</p>



What is the protocol for handling specific complaints about SEND provision at Millais?



Millais Complaints Procedure states the following:

The complaints procedure at Millais School is a three-stage procedure:

1. *Stage 1 (Formal - in writing on the Complaint Form to the Headteacher): Complaint heard by Headteacher.*
2. *Stage 2 (Formal - in writing to the Chair of Governors): Complaint heard by Chair of Governors.*
3. *Stage 3 (Formal): Complaint heard by Governing Body's complaints appeal panel.*

<p>SENDCo & Leader of Specialist Intervention</p>  <p>Miss Karen Potter Currently on Adoptive Leave until Decemeber 2026</p>	<p>Interim SENDCo & Leader of Specialist Intervention</p>  <p>Mrs Venessa Wood In post from December 2025 until December 2026</p>
<p>Contact details not available due to her Adoptive Leave.</p>	<p>Email: vaw01@millais.org.uk Telephone Number: 01403 282038</p>
<p>Headteacher</p> <p>Dr Alison Lodwick</p>	<p>Governor - SEND Responsibility</p> <p>Mrs Shirley Springer</p>
<p>Email: admin@millais.org.uk Telephone Number: 01403 254932</p>	<p>Email: clerktogovernors@millais.org.uk Telephone Number: 01403 254932</p>

THE GRADUATED APPROACH - SEND INTERVENTION & SUPPORT

		KEY STAGE 3			KEY STAGE 4	
		Year 7	Year 8	Year 9	Year 10	Year 11
Autumn Term 1: September & October	Assess	New Group Reading Test (NGRT) PCTUs (current and previous) In-Year New entrants to do screening. Previous NGRTs.	New Group Reading Test (NGRT) PCTUs (current and previous) In-Year New entrants to do screening. Previous NGRTs.	New Group Reading Test (NGRT) PCTUs (current and previous) In-Year New entrants to do screening. Previous NGRTs.	PCTUs Screening Y7 & Y8 In-Year New entrants to do screening. Previous NGRTs. Additional NGRTs conducted if no data.	PCTUs Screening Y7 & Y8 In-Year New entrants to do screening. Previous NGRTs. Additional NGRTs conducted if no data.
	Plan	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Accumulation of data to inform bids for Intervention Programme (second session).	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Accumulation of data to inform bids for Intervention Programme.	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Accumulation of data to inform bids for Intervention Programme.	RAM (September) DoY request, Parent request Curriculum Area discussions, Discussions with SENDCo	DoY request, Parent Request Curriculum Area discussions, Discussions with SENDCo
	DO	Leads & In-person teaching in small groups. 2 lessons per band per week of Reading Development Programme for the 6-week intervention. EHCP Personalised Learning sections may include Literacy Development as per EHCP. One-to-one or small group intervention.	Leads & In-person teaching in small groups. 2 lessons per band per week of Reading Development Programme for the 6-week intervention. EHCP Personalised Learning sections may include Literacy Development as per EHCP. One-to-one or small group intervention.	Leads & In-person teaching in small groups. 2 lessons per band per week of Reading Development Programme for the 6-week intervention. EHCP Personalised Learning sections may include Literacy Development as per EHCP. One-to-one or small group intervention.	Small group study support groups (possible Entry Level qualification) and development. This included students with GDCPs. In-class support from English teachers.	Small group study support groups (possible Entry Level qualification) and development. This included students with GDCPs. Small group intervention during English to support/Peaks alongside the in-class review and practice.
Autumn Term 2: November & December	Assess	Post-Assessment NGRT review. Curriculum Area discussions.	Post-Assessment NGRT review. Curriculum Area discussions.	Post-Assessment NGRT review. Curriculum Area discussions.	Review PCTUs. Curriculum Area discussions. DoY discussions.	Review Post-assess results. Curriculum Area discussions. DoY discussions.
	Plan	Possible small group new Literacy Programme intervention for students who have had Lexia PowerUp previously.	Possible small group new Literacy Programme intervention for students who have had Lexia PowerUp previously.	Possible small group new Literacy Programme intervention for students who have had Lexia PowerUp previously.		In-class support from English teachers. Mock exams.
	DO					
Spring Term 1: January & February	Assess	Assessment conducted in Autumn Term 1 - NGRTs. Use PCTUs when available. PRAM. In-Year New entrants to do screening.	Assessment conducted in Autumn Term 1 - NGRTs. Use PCTUs when available. PRAM. In-Year New entrants to do screening.	Assessment conducted in Autumn Term 1 - NGRTs. Use PCTUs when available. PRAM. In-Year New entrants to do screening.	From PCTUs in Years 7 & 8. Discussions with SENDCo. English teachers discuss bids to inform class lists. In-Year New entrants to do screening.	RAM (November) DoY request, Parent request PCTUs, Screening Y7 & Y8. Curriculum Area discussions. Discussions with SENDCo
	Plan	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Accumulation of data to inform bids for Intervention Programme (second session). PRAM.	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Accumulation of data to inform bids for Intervention Programme (second session). PRAM.	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Accumulation of data to inform bids for Intervention Programme (second session). PRAM.	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Discussions with DoYs.	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Discussions with DoYs.
	DO	Leads & In-person teaching in small groups. 2 lessons per band per week of Reading Development Programme for the 6-week intervention. Possible small group new Literacy Programme intervention for students who have had Lexia PowerUp previously.	Leads & In-person teaching in small groups. 2 lessons per band per week of Reading Development Programme for the 6-week intervention. Possible small group new Literacy Programme intervention for students who have had Lexia PowerUp previously.	Leads & In-person teaching in small groups. 2 lessons per band per week of Reading Development Programme for the 6-week intervention. Possible small group new Literacy Programme intervention for students who have had Lexia PowerUp previously.	In-class support from English teachers.	In-class support from English teachers.
Spring Term 2: March & April	Assess	Post-Assessment NGRT conducted and reviewed. Curriculum Area discussions and review. DoY tracking. Discussions with SENDCo.	Post-Assessment NGRT conducted and reviewed. Curriculum Area discussions and review. DoY tracking. Discussions with SENDCo.	Post-Assessment NGRT conducted and reviewed. Curriculum Area discussions and review. DoY tracking. Discussions with SENDCo.	Curriculum Area discussions and review. DoY tracking. Discussions with SENDCo.	Curriculum Area discussions and review. DoY tracking. Discussions with SENDCo.
	Plan					
	DO					
Summer Term 1: April & May	Assess	Assessment conducted in Autumn Term 1 - NGRTs. Use PCTUs when available. PRAM. In-Year New entrants to do screening.	Assessment conducted in Autumn Term 1 - NGRTs. Use PCTUs when available. PRAM. In-Year New entrants to do screening.	Assessment conducted in Autumn Term 1 - NGRTs. Use PCTUs when available. PRAM. In-Year New entrants to do screening.	From PCTUs in Years 7 & 8. Discussions with SENDCo. English teachers discuss bids to inform class lists. In-Year New entrants to do screening.	RAM (November) DoY request, Parent request PCTUs, Screening Y7 & Y8. Curriculum Area discussions. Discussions with SENDCo
	Plan	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Accumulation of data to inform bids for Intervention Programme (second session). PRAM.	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Accumulation of data to inform bids for Intervention Programme (second session). PRAM.	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Accumulation of data to inform bids for Intervention Programme (second session). PRAM.	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Discussions with DoYs.	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Discussions with DoYs. Whole group review sessions in preparation for GCSEs.
	DO	Leads & In-person teaching in small groups. 2 lessons per band per week of Reading Development Programme for the 6-week intervention. Possible small group new Literacy Programme intervention for students who have had Lexia PowerUp previously.	Leads & In-person teaching in small groups. 2 lessons per band per week of Reading Development Programme for the 6-week intervention. Possible small group new Literacy Programme intervention for students who have had Lexia PowerUp previously.	Leads & In-person teaching in small groups. 2 lessons per band per week of Reading Development Programme for the 6-week intervention. Possible small group new Literacy Programme intervention for students who have had Lexia PowerUp previously.	In-class support from English teachers.	
Summer Term 2: June & July	Assess	Post-Assessment NGRT conducted and reviewed. Curriculum Area discussions and review. DoY tracking. Discussions with SENDCo.	Post-Assessment NGRT conducted and reviewed. Curriculum Area discussions and review. DoY tracking. Discussions with SENDCo.	Post-Assessment NGRT conducted and reviewed. Curriculum Area discussions and review. DoY tracking. Discussions with SENDCo.	Curriculum Area discussions and review. DoY tracking. Discussions with SENDCo.	Curriculum Area discussions and review. DoY tracking. Discussions with SENDCo.
	Plan					
	DO					

THE GRADUATED APPROACH - LITERACY (READING) INTERVENTION & SUPPORT

		KEY STAGE 3			KEY STAGE 4	
		Year 7	Year 8	Year 9	Year 10	Year 11
Autumn Term 1: September & October	Assess	New Group Reading Test (NGRT) Year 7 Screening. In-Year New entrants to do screening.	New Group Reading Test (NGRT) PCTLs (current and previous) In-Year New entrants to do screening. Previous NGRTs.	New Group Reading Test (NGRT) PCTLs (current and previous) In-Year New entrants to do screening. Previous NGRTs.	PCTLs Screening Y7 & Y9 In-Year New entrants to do screening. Previous NGRTs. Additional NGRTs conducted if no data.	PCTLs Screening Y7 & Y9 In-Year New entrants to do screening. Previous NGRTs. Additional NGRTs conducted if no data.
	Plan	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Accumulation of data to inform lists for Intervention Programmes (first session).	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Accumulation of data to inform lists for Intervention	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Accumulation of data to inform lists for Intervention Programmes.	PRAM (September) DoY request, Parent request Curriculum Area discussions. Discussions with SENDCo.	DoY request, Parent request Curriculum Area discussions. Discussions with SENDCo.
	Do	Lexia & in-person teaching in small groups. 2 lessons per band per week of Reading Development Programme for the 6-week intervention.	Lexia & in-person teaching in small groups. 2 lessons per band per week of Reading Development Programme for the 6-week intervention.	Lexia & in-person teaching in small groups. 2 lessons per band per week of Reading Development Programme for the 6-week intervention.	Small group study support groups (possible Entry Level qualification) and development. This included students with EHCPs.	Small group study support groups (possible Entry Level qualification) and development. This included students with EHCPs.
Autumn Term 2: November & December	Do	EHCP: Personalised Learning sessions may include literacy development as per EHCP. One-on-one or small group intervention.	EHCP: Personalised Learning sessions may include literacy development as per EHCP. One-on-one or small group intervention.	EHCP: Personalised Learning sessions may include literacy development as per EHCP. One-on-one or small group intervention.	In-class support from English teachers.	Small group intervention during English to support Mocks alongside the in-class revision and practice.
	Review	Post-Assessment NGRT review. Curriculum Area discussions.	Post-Assessment NGRT review. Curriculum Area discussions.	Post-Assessment NGRT review. Curriculum Area discussions.	Review PCTLs. Curriculum Area discussions. DoY discussions.	Review Mock exam results. Curriculum Area discussions. DoY discussions.
	Plan	Possible small group new Literacy Programme intervention for students who have had Lexia PowerUp previously.	Possible small group new Literacy Programme intervention for students who have had Lexia PowerUp previously.	Possible small group new Literacy Programme intervention for students who have had Lexia PowerUp previously.		In-class support from English teachers. Mock reviews.
Spring Term 1: January & February	Assess	Assessment conducted in Autumn Term 1 - NGRTs. Use PCTLs when available. PRAM. In-Year New entrants to do screening.	Assessment conducted in Autumn Term 1 - NGRTs. Use PCTLs when available. PRAM. In-Year New entrants to do screening.	Assessment conducted in Autumn Term 1 - NGRTs. Use PCTLs when available. PRAM. In-Year New entrants to do screening.	From PCTLs in Years 7 & 8. Discussions with SENDCo. English teachers discussions to inform class lists. In-Year New entrants to do screening.	PRAM (November) DoY request, Parent request PCTLs, Screening Y7 & Y9. Curriculum Area discussions.
	Plan	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Accumulation of data to inform lists for Intervention Programme (second session). PRAM.	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Accumulation of data to inform lists for Intervention Programme (second session). PRAM.	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Accumulation of data to inform lists for Intervention Programme (second session). PRAM.	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Discussions with DoYs.	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Discussions with DoYs.
	Do	Lexia & in-person teaching in small groups. 2 lessons per band per week of Reading Development Programme for the 6-week intervention.	Lexia & in-person teaching in small groups. 2 lessons per band per week of Reading Development Programme for the 6-week intervention.	Lexia & in-person teaching in small groups. 2 lessons per band per week of Reading Development Programme for the 6-week intervention.	In-class support from English teachers.	In-class support from English teachers.
Spring Term 2: March & April	Do	Possible small group new Literacy Programme intervention for students who have had Lexia PowerUp previously.	Possible small group new Literacy Programme intervention for students who have had Lexia PowerUp previously.	Possible small group new Literacy Programme intervention for students who have had Lexia PowerUp previously.	Small group study support groups (possible Entry Level qualification) and development.	Small group study support groups (possible Entry Level qualification) and development.
	Review	Post-Assessment NGRT conducted and reviewed. Curriculum Area discussions and review. DoY tracking. Discussions with SENDCo.	Post-Assessment NGRT conducted and reviewed. Curriculum Area discussions and review. DoY tracking. Discussions with SENDCo.	Post-Assessment NGRT conducted and reviewed. Curriculum Area discussions and review. DoY tracking. Discussions with SENDCo.	Curriculum Area discussions and review. DoY tracking. Discussions with SENDCo.	Curriculum Area discussions and review. DoY tracking. Discussions with SENDCo.
	Plan	Possible small group new Literacy Programme intervention for students who have had Lexia PowerUp previously.	Possible small group new Literacy Programme intervention for students who have had Lexia PowerUp previously.	Possible small group new Literacy Programme intervention for students who have had Lexia PowerUp previously.	Small group intervention during English alongside class revision and practice.	Small group intervention during English alongside class revision and practice.
Summer Term 1: April & May	Assess	Assessment conducted in Autumn Term 1 - NGRTs. Use PCTLs when available. PRAM. In-Year New entrants to do screening.	Assessment conducted in Autumn Term 1 - NGRTs. Use PCTLs when available. PRAM. In-Year New entrants to do screening.	Assessment conducted in Autumn Term 1 - NGRTs. Use PCTLs when available. PRAM. In-Year New entrants to do screening.	From PCTLs in Years 7 & 8. Discussions with SENDCo. English teachers discussions to inform class lists. In-Year New entrants to do screening.	PRAM (November) DoY request, Parent request PCTLs, Screening Y7 & Y9. Curriculum Area discussions.
	Plan	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Accumulation of data to inform lists for Intervention Programme (second session). PRAM.	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Accumulation of data to inform lists for Intervention Programme (second session). PRAM.	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Accumulation of data to inform lists for Intervention Programme (second session). PRAM.	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Discussions with DoYs.	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Discussions with DoYs. Whole cohort revision sessions with expert teachers.
	Do	Lexia & in-person teaching in small groups. 2 lessons per band per week of Reading Development Programme for the 6-week intervention.	Lexia & in-person teaching in small groups. 2 lessons per band per week of Reading Development Programme for the 6-week intervention.	Lexia & in-person teaching in small groups. 2 lessons per band per week of Reading Development Programme for the 6-week intervention.	In-class support from English teachers.	
Summer Term 2: June & July	Do	Possible small group new Literacy Programme intervention for students who have had Lexia PowerUp previously.	Possible small group new Literacy Programme intervention for students who have had Lexia PowerUp previously.	Possible small group new Literacy Programme intervention for students who have had Lexia PowerUp previously.	Small group study support groups (possible Entry Level qualification) and development.	Small group intervention during English alongside class revision and practice.
	Review	Post-Assessment NGRT conducted and reviewed. Curriculum Area discussions and review. DoY tracking. Discussions with SENDCo.	Post-Assessment NGRT conducted and reviewed. Curriculum Area discussions and review. DoY tracking. Discussions with SENDCo.	Post-Assessment NGRT conducted and reviewed. Curriculum Area discussions and review. DoY tracking. Discussions with SENDCo.	Curriculum Area discussions and review. DoY tracking. Discussions with SENDCo.	Curriculum Area discussions and review. DoY tracking. Discussions with SENDCo.
	Plan	Possible small group new Literacy Programme intervention for students who have had Lexia PowerUp previously.	Possible small group new Literacy Programme intervention for students who have had Lexia PowerUp previously.	Possible small group new Literacy Programme intervention for students who have had Lexia PowerUp previously.	Review students who would benefit from small group study support groups in Y10.	GCSEs

Appendix 3

THE GRADUATED APPROACH: ENGLISH AS ADDITIONAL LANGUAGE (EAL) INTERVENTION & SUPPORT

		KEY STAGE 3			KEY STAGE 4	
		Year 7	Year 8	Year 9	Year 10	Year 11
Autumn Term 1: September & October	Assess	New Group Reading Test (NGRT) Year 7 Screening. Information from Primary Schools. Information from Admissions. No entrance testing.	New Group Reading Test (NGRT) PCTs (current and previous) Previous NGRTs. Information from Primary Schools. Information from Admissions. No entrance testing.	New Group Reading Test (NGRT) PCTs (current and previous) Previous NGRTs. Information from Primary Schools. Information from Admissions. No entrance testing.	PCTs Screening Y7 & Y8 Progress NGRTs. Additional NGRTs conducted if no data. Information from Primary Schools. Information from Admissions. No entrance testing.	PCTs Screening Y7 & Y8 Progress NGRTs. Additional NGRTs conducted if no data. Information from Primary Schools. Information from Admissions. No entrance testing.
	Plan	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Accumulation of data to inform data for Intervention Programme (first session). PMAH.	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Accumulation of data to inform data for Intervention Programme.	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Accumulation of data to inform data for Intervention Programme.	PMAH (September) DoT request. Parent request Curriculum Area discussions. Discussions with SENDCo.	DoT request. Parent request Curriculum Area discussions. Discussions with SENDCo.
Autumn Term 2: November & December	Do	If literacy level is between 1-3 years below age appropriate levels, then Lexia PowerUp sessions are appropriate. 2 sessions in a 6-week session during English classes.	Lexia & in-person teaching in small groups. 2 lessons per band per week of Reading Development Programme for the 6-week intervention.	Lexia & in-person teaching in small groups. 2 lessons per band per week of Reading Development Programme for the 6-week intervention.	Small group study support groups (possible Entry Level qualification) and development.	Small group intervention during English to support MFLs alongside the in-class revision and practice.
	Review	Post-Assessment NGRT review. Curriculum Area discussions.	Post-Assessment NGRT review. Curriculum Area discussions.	Post-Assessment NGRT review. Curriculum Area discussions.	Review PCTs. Curriculum Area discussions. DoT discussions.	Review Mock exam results. Curriculum Area discussions. DoT discussions.
Spring Term 1: January & February	Assess	Assessment conducted in Autumn Term 1 - NGRTs. Use PCTs when available. PMAH. Teacher concerns.	Assessment conducted in Autumn Term 1 - NGRTs. Use PCTs when available. PMAH. Teacher concerns.	Assessment conducted in Autumn Term 1 - NGRTs. Use PCTs when available. PMAH. Teacher concerns.	From PCTs in Years 7 & 8. Discussions with SENDCo. English teachers discussions to inform classlists. Teacher concerns.	PMAH (November) DoT/Parent request PCTs. Screening Y7 & Y8. Curriculum Area discussions. Discussions with SENDCo. Teacher concerns.
	Plan	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Accumulation of data to inform data for Intervention Programme (second session). PMAH.	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Accumulation of data to inform data for Intervention Programme (second session). PMAH.	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Accumulation of data to inform data for Intervention Programme (second session). PMAH.	Curriculum Area discussions Discussion with Literacy Intervention Teacher. Discussions with SENDCo. Discussions with DoTs.	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Discussions with DoTs.
Spring Term 2: March & April	Do	Lexia & in-person teaching in small groups. 2 lessons per band per week of Reading Development Programme for the 6-week intervention.	Lexia & in-person teaching in small groups. 2 lessons per band per week of Reading Development Programme for the 6-week intervention.	Lexia & in-person teaching in small groups. 2 lessons per band per week of Reading Development Programme for the 6-week intervention.	In-class support from English teachers.	In-class support from English teachers.
	Review	Post-Assessment NGRT conducted and reviewed. Curriculum Area discussions and review. DoT tracking. Discussions with SENDCo.	Post-Assessment NGRT conducted and reviewed. Curriculum Area discussions and review. DoT tracking. Discussions with SENDCo.	Post-Assessment NGRT conducted and reviewed. Curriculum Area discussions and review. DoT tracking. Discussions with SENDCo.	Curriculum Area discussions and review. DoT tracking. Discussions with SENDCo.	Curriculum Area discussions and review. DoT tracking. Discussions with SENDCo.
Summer Term 1: April & May	Assess	Assessment conducted in Autumn Term 1 - NGRTs. Use PCTs when available. PMAH.	Assessment conducted in Autumn Term 1 - NGRTs. Use PCTs when available. PMAH.	Assessment conducted in Autumn Term 1 - NGRTs. Use PCTs when available. PMAH.	From PCTs in Years 7 & 8. Discussions with SENDCo. English teachers discussions to inform classlists.	PMAH (November) DoT request PCTs. Screening Y7 & Y8. Curriculum Area discussions. Discussions with SENDCo.
	Plan	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Accumulation of data to inform data for Intervention Programme (second session). PMAH.	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Accumulation of data to inform data for Intervention Programme (second session). PMAH.	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Accumulation of data to inform data for Intervention Programme (second session). PMAH.	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Discussions with DoTs.	Curriculum Area discussions Discussions with Literacy Intervention Teacher. Discussions with SENDCo. Discussions with DoTs.
Summer Term 2: June & July	Do	Lexia & in-person teaching in small groups. 2 lessons per band per week of Reading Development Programme for the 6-week intervention.	Lexia & in-person teaching in small groups. 2 lessons per band per week of Reading Development Programme for the 6-week intervention.	Lexia & in-person teaching in small groups. 2 lessons per band per week of Reading Development Programme for the 6-week intervention.	In-class support from English teachers.	Small group study support groups (possible Entry Level qualification) and development.
	Review	Post-Assessment NGRT conducted and reviewed. Curriculum Area discussions and review. DoT tracking. Discussions with SENDCo.	Post-Assessment NGRT conducted and reviewed. Curriculum Area discussions and review. DoT tracking. Discussions with SENDCo.	Post-Assessment NGRT conducted and reviewed. Curriculum Area discussions and review. DoT tracking. Discussions with SENDCo.	Curriculum Area discussions and review. DoT tracking. Discussions with SENDCo.	Curriculum Area discussions and review. DoT tracking. Discussions with SENDCo.

GCSEs