

Millais School



Policy Title	Special Educational Needs & Disabilities (SEND) Policy
Person(s) responsible for reviewing/updating the Policy	SENDCo Director of Learning – Specialist Intervention
Approval Required By	Governing Body
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MILLAIS SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Please view our SEND Information Report in conjunction with this SEND Policy.

SEND Policy	SEND Information Report
<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. 	<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.

A. DEFINITION OF SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)

At Millais, we acknowledge the definition of SEND as outlined in the Special Educational Needs & Disability Code of Practice: 0 – 25 years (2014), as follows:

- a young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- a young person as a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or
- a young person has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Furthermore, we acknowledge the definition of SEND as outlined in the Equality Act (2010), as follows:

- a young person who has SEND may have a disability that is a physical or mental impairment which has a long-term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities.
- a young person with sensory impairments, such as those affecting sight or hearing
- a young person with long-term health conditions, such as asthma, diabetes, epilepsy, and cancer.

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.

B. MISSION, VISION & VALUES

At Millais, we recognise that every student's educational experience is unique, and we are committed to the maintenance of a high performing learning environment which perpetually enables the pursuit of excellence for all to emerge and blossom. We want to build resilience in our students so that they view challenges as opportunities to learn and grow.

Millais goes further to provide an aspirational, vibrant and creative learning community, inspiring all students to fulfil their potential through a lifetime thirst for learning, developing successful women who contribute to the wider community. This is underpinned by our core values - Aspiration, Collaboration, Creativity, Diversity, Happiness, Integrity, Resilience, Respect, and Self Esteem.

Additionally, there is high quality teaching, support and care from dedicated teachers and support staff who place the students at the heart of everything they do. Millais sets out to unlock the immense potential which rests inside all students by offering opportunities and challenges throughout a young person's school career.

At Millais, we acknowledge the guidance outlined in the Special Educational Needs & Disability Code of Practice: 0 – 25 years (2002 and revised in 2014).

The SEND Code of Practice refers to the following legislation:

- The Children & Families Act (2014) – Part 3
- The Special Educational Needs & Disability Regulations (2014)
- The Special Educational Needs (Personal Budgets) Regulations (2014)
- The Equality Act (2010)
- The Education Act (1996)

Furthermore, we recognise that a young person who is disabled must not be directly or indirectly discriminated against, harassed or victimised and the school must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled young people are not at a substantial disadvantage compared to their peers.

The fundamental principles that guide the provision we offer are:

- a student with special educational needs and/or disability should have their needs met
- the special educational needs of students will normally be met in mainstream schools or settings
- the views of the student should be sought and taken into account
- parents have a vital role to play in supporting their child's education
- students with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum

Therefore, in accordance with the 1996 Education Act, Equality Act (2010), Part 3 of the Children & Families Act 2014, together with the Code of Practice 2002 and revised Code of Practice 2014, we endeavour to make Special Provision based on the needs of the young people within our care.

C. OBJECTIVES

At Millais, we aim to:

- ensure that provision for students with SEND is a matter for the school as a whole and embedded into all practices and Departments
- have early identification of students with SEND so that the young people in our care can receive appropriate and meaningful support and/or intervention
- ensure that all staff know which students have SEND, so that they can support and their young people to access learning effectively and successfully
- provide students with access to all areas of the National Curriculum, ideally within mainstream classes, and ensure that the young people have access to the knowledge, values, and skills across the curriculum within all subjects on offer
- provide alternative paths to learning, where appropriate, and ensure that the young people take advantage of the learning that is on offer at each stage of their school career
- provide appropriate support and resources for all young people
- support students to progress at their own rate by accessing the necessary guidance and intervention as it is needed
- encourage parental involvement in every aspect of their child's development
- enable individual students to participate fully in the decision-making processes involved in their education

D. ADMISSION ARRANGEMENTS FOR STUDENTS WITH SEND

Admission arrangements for students with SEND do not differ from those for other students. However, in the case of a student in possession of an Education, Health & Care Plan (EHCP), placement is organised by the Special Educational Needs Assessment Team (SENAT) within the West Sussex County Council. In accordance with the 2010 Equality Act, no student will be refused admission solely on account of a recognised disability, although advice will be given to parents if the existing physical conditions of the school are unsuited to their child's particular needs, with no feasible solution, at the time of application.

E. ARRANGEMENTS FOR PARTNERSHIPS WITH PARENTS

Parents should be fully involved in decisions relating to their child's SEND. Regular contact by email, telephone, virtual or in-person meetings is actively encouraged and maintained between the SEND Department and the parents of students with SEND as is appropriate to the needs and circumstance of the young person, in order that parents may be fully involved in the arrangements made for their child. Also, parents can view and comment on their child's Student Profile (often referred to as an IEP – Individualised Education Plan in other educational settings) and be a part of the review process.

Parents can communicate 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.

F. STUDENT PARTICIPATION

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. Staff at Millais value the voice of the young people and encourage them to share their views and perspectives with regards to their provision to support their needs. Therefore, students work in partnership with the young people to create their Student Profiles and they are part of the annual review process. If needed, Student Profiles are updated before the review date so that the information provided to the staff is relevant and current.

Tutor Teachers review most Student Profiles with the young people in their group, as they see the young person daily, but where some profiles require an extended discussion and support, the SEND Team will advise and usually meet with the young person to review the profile. All Student Profiles are created by a member of the SEND Team, or the Pastoral Team (DoY or SSL) - as it may be more prudent for a member of the Pastoral Team to support the student if they have been more involved in the support. At Millais, we aim to create an environment where the young person feels comfortable and is confident in sharing their experiences, needs and being a part of the discussion of the support and intervention that will best suit their individual needs.

G. LINKS WITH OTHER SCHOOLS, INCLUDING ARRANGEMENTS WHEN STUDENTS CHANGE SCHOOLS

Prior to admission in Year 7, contact is made between our Director of Transition with the Primary Schools of the young people. The Deputy SENDCo and Director of Transition work in partnership to support all young people who will be transitioning to Millais. The Deputy SENDCo will gather information from Primary Schools and parents and use the information to create Student Profiles for students already on the SEND Register at their Primary Schools or those who will require additional support. Once the young person is at Millais, the Tutor Teacher or Deputy SENDCo will plan to meet with these young people and review the Student Profiles – this ensures student voice and participation.

In addition, when students with an Education, Health & Care Plan (EHCP) are due to transfer to our school, the SENDCo can attend the Annual Review that takes place in Year 6 and can contribute to the transition plan. The SENDCo and Director of Transition has a working relationship with the Transition Lead at West Sussex County Council who oversees the provision and placement of students with EHCPs from Year 5 to the end of Year 7 to support a smooth transition.

Millais is a member of the Horsham Schools Partnership (HSP) network and the SENDCo attends regular meetings with the SENDCos at the Secondary and Primary Schools who are also part of HSP.

Also, when a student from our school transfers to another school during their secondary education, all relevant papers are passed on to the SENDCo the new school.

H. LINKS WITH EXTERNAL AGENCIES

Millais works in partnership with the 'Locality Team' of Outside Agencies.

We have working relationships with:

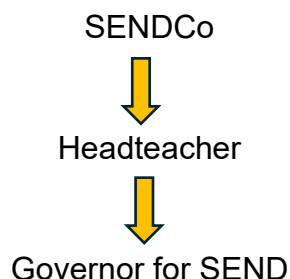
- Autism and Social Communication Team (ASCT)
- Child and Adolescent Mental Health Service (CAMHS)
- Children and Young Person's Planning Forum (CYPPF)
- Dialogue Counselling Service (through YMCA)
- Educational Psychology Service (West Sussex Provision & Private Contractor through the Horsham Schools 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 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

I. RESPONSIBILITY OF THE GOVERNORS

The Governing Body will appoint a Governor with specific oversight of Millais's arrangements for SEND. The Headteacher and SLT review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of the approach to school improvement and this is discussed with the SENDCo – Director of Specialist Intervention. The Headteacher attends Governing Body meetings and shares information with the Governors, which includes the Governor with SEND responsibility. The SENDCo has direct contact with the Governor who has SEND responsibility.

J. ARRANGEMENTS FOR CONSIDERING COMPLAINTS ABOUT SPECIAL EDUCATIONAL PROVISION

Complaints should be addressed in the first instance to the SENDCo. If the problem is unresolved after this, the parents will be referred to the Headteacher for further discussion and thereafter, if necessary, to the Governor for SEND who will inform the Governing Body.



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.*

K. THE ARRANGEMENTS FOR CO-ORDINATING EDUCATIONAL PROVISION FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITY (SEND)

Millais has a Special Educational Needs & Disability Co-ordinator (SENDCo), who is the Director of Learning for Specialist Intervention. The SENDCo is a qualified teacher working at the school who is responsible for the day-to-day operation of the SEND Policy as they have an important role to play with the Headteacher and the Governing Body in determining the strategic development of SEND Policy and provision within the school.

Key responsibilities of the SENDCo include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating the provision for students with SEND
- advising on the graduated approach (cycle of assessing, planning, doing, and reviewing) to providing SEND support
- advising of the deployment of the school's delegated budget to meet the student's needs effectively
- advising on the deployment of other resources, including staff and in particular Learning Support Assistants, SEND Teacher and Leader of Learning Support, to meet the needs of the students effectively
- liaising with Directors of Years (DoYs) regarding the needs of the students
- managing the work of the Learning Support Assistants (LSA)
- maintaining individual records and profiles for all students with SEND
- monitoring and reviewing plans for students with Education, Health Care Plans (EHCPs)
- liaising with parents of students with SEND
- liaising with other school and external agencies, including the local authority and its support services
- liaising with the relevant Designated Teacher where a looked after young person has SEND

- liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all students with SEND up to date.

A small part of the SEN allocation in the budget is controlled by the SENDCo, who uses it to maintain a central store of SEN 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.

L. IDENTIFICATION, ASSESSMENT AND REVIEW OF PROVISION FOR STUDENTS WITH SEND

At Millais, we acknowledge that where a young person has SEN, action should be taken to remove barriers to learning and put effective special educational provision in place. The SEN support takes the form of a four-part cycle – 1. assess, 2. do, 3. plan, and 4. review. This is called the graduated approach.

Additionally, Millais recognises that students with **English as an Additional Language (EAL)** may need additional support to ensure that they can access learning. We have support programmes in place to assist EAL students. Currently, the Director of Learning: Modern Foreign Languages (MFL) and the SENDCo oversee EAL provision, which is delivered through an online programme, and support the EAL Support Teacher who provides additional in-person support in the learning of conversational and academic English. The online programme used for supporting the development of English conversation and academic skills provides constant feedback with the tracking of tasks and completion of modules along with a detailed outline of the skills level. This allows the staff monitoring the EAL students to identify, assess and review the programme and provision and the knowledge and skills progression of the students.

Curriculum Area Meetings

Curriculum Areas (subjects) meet regularly to discuss concerns within the classroom and review assessment results. The SEN provision within the classroom is discussed and the DoL may need to request that the SENDCo, or Deputy SENDCo, attend any meeting to assist with SEND provision.

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. This screening is used for Exam Access Arrangements (EAA). The Access Arrangements Co-Ordinator will review the results and any other information and then conduct educational testing with the relevant students to see if they qualify for extra time, or other access arrangements, which will be trialled in Years 10 & 11.

Literacy Programme Intervention

A Specialist SEND Teacher supports students who would benefit from literacy intervention and reading development – this includes support for students with Dyslexia. These sessions supplement the teaching and learning within the English classes and assist with improving comprehension and analytical skills. The EAL provision is part of the Literacy Programme Intervention.

New Group Reading Test (NGRT)

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.

Pastoral Information Meetings (PIMs)

All staff attend Pastoral Information Meetings (PIMs) where the Director of Year and/or SENDCo or Deputy SENDCo will discuss students who need additional support. Their needs and barriers to learning, strengths and interests, current interventions, and specific strategies to support them, are shared with all staff.

Personalised Learning

For students in Key Stage 3 (Years 7 – 9), personalised learning sessions are timetabled for SEND Department staff to work with the individual students on the specific outcomes stipulated within their EHCPs. These sessions are taken from the additional MFL (Modern Foreign Language), so students do not miss any academic classes, as per the National Curriculum.

Progress & Commitment To Learning (PCTL) Review & Summary Academic Review (SAR)

Students receive Progress & Commitment To Learning (PCTL) Reviews which are records of their accumulative grades, called flight paths, and their target grades (targets). These records are used by staff to track progress and plan support, where necessary. There is also a Summary Academic Review for each Year group which outlines grades and flight paths, as well as targets for improvement for each subject. These documents are used to track and monitor students and inform support and intervention.

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.

Study Support & Well-Being Sessions

For students in Key Stage 4 (Years 10 & 11), Millais offers a broad curriculum with 5 Core GCSE Subjects and an additional 5 Option GCSE Subjects. This allows the SEND Department to offer a block of extra English and Maths as one option and also an additional block for well-being sessions and/or study support sessions as part of the timetabled lessons. In the well-being or study support sessions, students can use the time to decompress and have a break from cognitive demands and complete homework under supervision. At times, when staffing allows, expert teachers are timetabled to work with students in these classes and the SENDCo and Deputy SENDCo conduct SEND sessions according to the needs of the individuals in the classes.

For students with EHCPs, the well-being and/or study support sessions allow for the time needed for teachers to work on the outcomes within the EHCPs.

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.

At Millais we rely on information from students, parents, tutor teacher, expert subject teachers, and the Pastoral Team around the student. We also welcome any information from external agencies and professionals to assist with the identification, assessment and review of the needs and recommended provision for students with SEND.

The SENDCo an/or Deputy SENDCo meet every 2-weeks with the Directors of every Year Group to discuss concerns and plan the appropriate intervention and support. In addition, parents can contact the SENDCo or Deputy SENDCo directly. Even though the Deputy SENDCo leads on Key Stage 3 SEND, the SENDCo will meet with the Deputy SENDCo and have an overview of all SEND and provision.

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

M. STAFF STRUCTURE FOR SEND SUPPORT

i) Within the SEND Department

The SEND Department is managed as follows:

- Interim SENDCo – Oversees the SEND Centre and leads on Key Stage 4 SEND as well as overseeing the Alternative Provision Area (MAP) and Sensory Regulation Room (COMPASS)
- Deputy SENDCo – Supports the SENDCo and leads on Key Stage 3 SEND
- Leader of Learning Support – Manages the SEND Centre and oversees the Learning Support Assistants (LSAs)

SEND Centre:

Learning Support Assistants work with students in the SEND Centre outside of the classroom, when needed.

Students can access the SEND Area if they need a quiet space to work outside of the classroom and/or need to access support. Small group teaching and intervention sessions take place in the SEND Centre and LSAs can work one-on-one or in small groups with students when needed. This space is utilised mainly by students with Communication & Language needs, as well as Cognition and Learning needs.

MAP (Alternative Provision & Intervention Area):

A Learning Mentor manages MAP and has planned intervention and support sessions with students and is available to support students who find accessing learning within a classroom difficult. This space is mainly utilised by students with Social, Emotional, and Mental Health needs.

COMPASS (Sensory Regulation Room):

A Learning Mentor manages COMPASS, where students This space is mainly utilised by students with Sensory & Physical needs, and students with SEMH needs tend to use the space for resets and to refocus, reducing anxiety, as well.

ii) Outside of the SEND Department

Each Year group has the following:

- Senior Leadership Team (SLT) Link
- Director of Year (DoY)
- Student Support Leader (SSL)
- Tutor Teachers

N. ARRANGEMENTS FOR PROVIDING ACCESS FOR STUDENTS WITH SEND TO A BALANCED AND BROADLY BASED CURRICULUM. INCLUDING THE NATIONAL CURRICULUM

All students at Millais School have an entitlement to a broad and balanced curriculum, which is differentiated to enable students to:

- understand the relevance and purpose of learning activities
- experience levels of understanding and rates of progress that bring feelings of success and achievement

High quality teaching, differentiated for individual students, is the first step in responding to students who have, or may have, SEN. 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'

Additionally, students with general learning difficulties are placed in comparatively small classes for Mathematics and benefit from a low student-teacher ratio. Students with specific learning difficulties, but who are sufficiently able to cope with the cognitive demands of the higher teaching sets, are supported by means of ongoing liaison between the SEN and subject department, regarding advice and feedback. The majority of subjects are taught in mixed-ability groups in line with educational research.

For some students, regular withdrawal from normal curriculum subjects, for either one or two lessons per week is undertaken, in order that they may receive specialist tuition for their individual needs, in addition to the ongoing support provided in the normal classroom lessons. The focus of these withdrawal sessions includes – according to the student's needs – literacy, numeracy, speech and language and/or social or emotional skills. Where these withdrawal sessions are undertaken by Learning Support Assistants, the lesson content and teaching methods are guided by the SENDCo and/or outside agencies. In all cases, these arrangements have been discussed and agreed between the student's parents/carers and her subject teachers, prior to their implementation. Additional short-term programmes are also implemented, to address specific needs – such as literacy and numeracy 'catch up' intervention – for students identified as requiring this support.

Furthermore, where students require more intensified SEN support, the SEND Team will be involved in the support and the student may have a plan whereby they access the Sensory

Regulation Room, SEND Centre, Pastoral Team and LSAs. Additionally, there are well-being support and study support classes to accommodate small group teaching and intervention.

Learners with EHCPs may require additional one-on-one or small group teaching within the classroom environment and this is facilitated by Learning Support Assistants (LSAs). LSAs are guided by the expert subject teacher and then work with the student/s within the classroom. At times, students may want, or need, to work in a quieter space and then the LSAs will ensure that the student/s access learning outside of the classroom. Additionally, personalised learning, well-being and study support sessions with SEND Team and some expert teachers are arranged to ensure that specific outcomes outlined in the EHCP are addressed.

Lastly, Millais works with external agencies and professionals to support the access to learning for students, especially where a higher level of need may require the expertise of these agencies.

O. EXAM ACCESS ARRANGEMENTS

Some students have a significant special educational need or disability which means that a reasonable adjustment is needed to give them equal access to examinations. The SENDCo oversees managing access arrangements for exams (both internal and external). Screening assessment takes place in Year 7 and Year 9 for all students, and further educational testing is then carried out for any student with significantly below-average literacy skills so that an application can be made for Examinations Access Arrangements (EAA). Millais is governed by the Joint Council for Qualifications (JCQ) Regulations, with regards to granting any reasonable adjustment to accommodate SEND of our students. Millais has an Access Arrangements Co-Ordinator who is the administrator of the EAA, and they ensure that the regulations are followed.