



Millthorpe
school

SEND Report

Millthorpe School Offer for
Students with Special Educational
Needs or Disabilities
(SEND)

Updated November 2021

Frequently Asked Questions

This page details what we offer in Millthorpe School for students with Special Educational Needs and Disabilities and how we ensure that we address our vision:

To promote and support an inclusive learning environment, where differences are readily accepted. To ensure individual students have their needs met, and are encouraged as confident and independent learners who are able to thrive in school life and beyond.

This offer was written after consultation with a parent focus group and following discussion with students with additional needs. Feedback on the offer is welcomed by emailing Assistant Headteacher (details below).

You may also like to look at the policy document which can be found on our website.

Many parents and carers responded to Ofsted's survey, Parent View. Their responses were overwhelmingly positive, and they reported that, in their view, the quality of pastoral support and care for pupils was of a very high standard. (Ofsted 2018)

I want to talk to somebody about Special Educational Needs at Millthorpe?

Assistant Headteacher / SENDCo is Ms Mary Simpson and she is more than happy to discuss the provision we will make for your son/ daughter at school.

She can be contacted on 01904 686400 or m.simpson@millthorpe.southbank.academy

Ms Simpson is a qualified and experienced SENDCo, who has worked with children and young people with special educational needs and / or disabilities since 2001.

"Before meeting with yourself I was concerned about J's future education but I feel much happier after meeting with you and discussing my concerns"

Mum of year 6 student

Who manages the day to day running of the department?

Mrs Fisher manages the Inclusion Department and its day to day running. She can be contacted at any time.: S.fisher@millthorpe.southbank.academy

She is also responsible for overseeing the Inclusion Support Classrooms and managing for all the teaching assistants who work in classrooms and who run interventions.

Ms Bradsell is a Higher Level Teaching Assistant who works with students who have an Education Health Care Plan or whose needs are such that they require a significant and ongoing intervention to ensure improvements in reading and writing.

Who else will work with my son / daughter?

Our teaching assistants (TAs) have a wide array of experience in working with children and young people with barriers to their learning. Teaching assistants may be a vital part of the school experience for your son or daughter and it is therefore not surprising that we invest a lot of time and resources in training staff and ensuring that the support we offer is quality assured in line with the performance management of teaching staff.

“I just wanted to thank you for all you have done for A so far. The TA's he has are brilliant and A seems to be working really well with them. The biggest and best change for me is the complete change in A himself.”

Mum of year 6 student with supported transition

“Teaching assistants are well trained. They provide excellent support to those who need it most. The help they provide for disabled students and those who have special educational needs is effective and the school's tracking system shows that this is particularly the case in developing pupils' skills in reading, writing and maths”

Ofsted 2014

What special educational needs are catered for students at Millthorpe?

We are experienced in supporting the educational needs of most children with additional needs and will use our best endeavours to meet the needs of all children who attend. However, Millthorpe School has unavoidable restricted access in some areas for students with mobility difficulties. If your son/ daughter has mobility difficulties and would like to attend our school it would be advisable to discuss this with Ms Simpson.

Is there any additional provision in school?

For a small minority of students it is necessary to support learning in the Inclusion Support Classrooms. This option is a stepping stone to mainstream lessons and is offered to our most vulnerable students, who are unable to access lessons with their peers for a time bound period.

How do you identify students with special educational needs or disabilities?

In year 7 all students are assessed in reading, spelling and cognitive ability. This screening compliments end of KS2 information shared by primaries and gives us a full picture of a student's strengths and support needs.

In addition regular tracking enables us to measure pupils' progress and students may be identified for further consideration following parent request, teacher request, or revisited screening or assessment.

For some students we seek more specialist advice on strategies or equipment from outside agencies. This could be educational psychologists, specialist teachers or other providers. We will always tell you when we do this.

How will you gather information about my son/ daughter in Year 6?

- The Assistant Headteacher / SENDCO will meet with the SENDCOs of feeder primary schools and gather information on all pupils on the special needs register who will be attending Millthorpe School. She will also meet your son / daughter. If your child has an Education and Health Care Plan and has named Millthorpe as their chosen school Ms Simpson will attend Year 6 Reviews.
- In addition Ms Simpson will be available on 'New Parents Evening' to discuss individual pupils' needs with their parents. She is also available to meet with prospective parents at a mutually convenient time to discuss individual pupils and to detail resources available.
- Primarily, of course, we recognise that you and your child are the experts on their additional needs and we can gather most useful information from yourselves.

So, my child has special educational needs. What happens now?

This is managed by either supporting a child in class with a teaching assistant who works alongside the teacher to ensure progress, or by withdrawing a child for a short period of time per week to work with an intervention teaching assistant. Some students have both teaching assistant support and intervention.

Our belief is that the best practice in secondary school is not for teaching assistants to work side by side with an individual student but to work with the teacher to support and establish strategies which will result in increased independence and age appropriate learning.

Interventions used in school are measured for impact at the start and, again, on completion of the intervention. This means that we are sure we are using the best possible resources available to us to improve your son / daughter's learning.

"It is getting everyone better at numeracy and I have enjoyed everything about it."

"Miss says that I am answering more questions and understanding more. I enjoyed the content of the intervention."

“I now have the confidence to read out loud in class.”

“My mum needs to help me less at home with my homework now.”

Comments made by students after a Teaching Assistants intervention

How will information about my child be shared with staff?

A register is compiled of all those pupils who may require some additional support. This information is then circulated to all staff at the very beginning of the Autumn Term by means of an electronic pupil profile and register markings to indicate that a pupil has some additional needs or disability. Profiles are updated at least annually and incorporate pupils' strengths, recent assessments, and recent advice from external agencies, recent teacher observation or comments, strategies that work well and a general overview of the pupils' additional needs. Pupil profiles are shared at parents evenings where students and parents are encouraged to add to the information available to staff.

How do you monitor my child's needs and make sure that he / she continues to make progress?

Whole school tracking systems show a clear picture of students' progress towards a given target. The target given is set on performance at the end of primary school. All teachers have responsibility for ensuring that all students make the progress that this target has set. Any child or young person who is not making appropriate progress will be identified for intervention by the teacher and, if the poor progress is sustained and significant, by the Inclusion Department.

In addition, Ms Simpson and Mrs Fisher are available at all Parents Evenings (and at any other time if necessary) and will discuss any concerns you may have or help you may need in working out how your son / daughter is doing.

“Inspectors looked carefully at the progress of students (disabled students and those with special educational needs) and found that they are now making good and often outstanding progress as a result of systems that are in place to support these students and track their progress.”

Ofsted 2014

How will you help my son / daughter when they come to leaving school?

We do not have a Sixth Form at Millthorpe so we work closely with Inclusion staff at York College, Askham Bryan and Sixth Forms to ensure they have a full and detailed picture of what works best with your child and what their barriers to learning are.

What activities are open to my son /daughter apart from the curriculum?

Your son and daughter may take part in any of Millthorpe School's clubs , trips and enrichment activities as long as we are sure they (and other students) will be safe in doing so.

In addition there are some activities open on invitation by the Inclusion Department such as breakfast club, homework club, supported lunch times. If you need any further details on these activities please let us know.

How will my child get support for their social and emotional needs?

At Millthorpe we recognise the importance of maintaining peer relationships for children so they will access Aspirations or PSHCE lessons along with their class. We may put teaching assistant support in if necessary. Some students may require individual learning programmes addressing specific targets which will be delivered as an intervention such as Zones of Regulation, The Anxiety Gremlin or a CBT intervention.

Mostly, our students thrive emotionally and socially because of the care and nurturing approach of the teaching assistant staff who monitor students from lesson to lesson and alert other staff to potential issues in the earliest stages.

“ We are very grateful for your intervention and support which has clearly made a difference.”

Parents of Year 10 student with emotional needs

What are your arrangements for consulting with parents of children and young people with special educational needs and disabilities, and including them in the education of their children?

We operate an open door policy to the Inclusion Department and are always happy to meet with you, answer a phone query or gather some information at your convenience. In addition Ms Simpson or Mrs Fisher will ensure they have time to meet with you and share updates on intervention progress, school wide successes or concerns and allow you to update the SEN profile which informs staff teaching of your child. This will be done either at the Parents evening or at any of the other SENd progress meetings which will be routinely offered to you.

The school, similarly, appreciates being kept abreast of outside agency involvement and the involvement of other professionals and asks parents to encourage collaborative working between professionals by asking health or social care colleagues to copy us into their correspondence.

We do realise that the move from primary school to secondary school can be very daunting for parents of young people with additional needs who may not yet know the school systems and miss the very close liaison from primary school. Some students in year 7 will have keyworkers who will meet them every morning at register time and at the end of every day. All other teaching assistants will liaise with this keyworker throughout the day and so the keyworkers home book which will be sent home with the student will give a full overview of your child's day.

Most interventions which we run in school request some parental involvement from daily reading with children to monitoring daily use of electronic spelling programmes.

And what about listening to my child's opinions?

All our work is validated by student voice and we recognise that their opinions will help us fulfil our mission. We think this is especially important in the field of special educational needs as "one size fits all approach" will not engage all our students.

All young people have opinions on their educational experience, what is valuable to them, working well and not working so well. We appreciate some young people will have greater difficulty in contributing to meetings or reviews but we will use creative approaches to ensure that their opinions are voiced and central to discussions. Students will be invited to all meetings and reviews to participate in the decision-making processes.

How do you make sure that my child is treated as well as all children and young people in school?

Millthorpe School is an inclusive school and all staff share this ethos. We closely monitor arrangements to ensure that all children have their needs met, all children have their voice heard and we have high expectations for all our students. Ms Simpson works closely with other Senior Leaders, Governors and Heads of Department to ensure that all planning is mindful of the needs of all students including those with SEND.

What if I'm not happy with what is offered by the Inclusion Department with regards to my son / daughter? What will I do?

Initially, if you need advice or would like to express some concerns you should make direct contact with the Assistant SENDCo, Mrs Fisher, at school, who will endeavour to resolve any difficulties. If you require further assistance you should request an appointment to

discuss the problem with the Assistant Headteacher, Ms Simpson or, in extreme cases, with the Head. It may also be felt appropriate to contact the Link Governor for Special Needs if additional help is needed.

You may find it useful to contact the York SEND Information, Advice and Support Service on 01904 554312 or yorksendiass@york.gov.uk if you would like impartial advice from someone outside of school.

If your concern remains unresolved, despite the intervention and best efforts of the school, you are able to pursue it through the LA's procedures, details of which are available from SENDIASS.

What are the admissions arrangements for students with Special Needs or Disabilities?

Admission arrangements for pupils with SEN and disabled pupils are the same as for all pupils and are on the basis of the school's published admissions criteria. You can find this on the school website. All pupils with SEN and disabilities will be treated as fairly as all other applicants for admission. If your child has an Education Health Care Plan and you are wanting a place in mainstream school we are required to provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Where can I find out about what the local authority has to offer?

The link below will take you to CYC Local Offer for students with special educational needs and / or disabilities.

<http://www.yor-ok.org.uk/families/Local%20Offer/local-offer-original.htm>