



**Interaction &
Communication**

— Academy Trust —

SEN Information Report

What kind of special educational needs are catered for in your school?	Milton School is located in Rotherham, South Yorkshire. We cater for the needs of learners aged 5-16 years with moderate learning difficulties, ASD and complex needs.
Which policies identify children and young people with SEN?	All pupils have an Education Health Care Plan, which is reviewed annually.
How are their needs assessed?	Ongoing and rigorous assessment ensures that teaching is adapted and matched to pupils' needs. Data collection points are planned throughout the school year to ensure the close monitoring of progress and timely interventions put in to place where needed. A holistic approach is taken to assessing our pupils which in addition to the use of formal assessment systems also includes pupil observations and other low stake assessment methods.
Who is the school SENCo?	Mrs Nicola Preece, Assistant Principal, SENCo
How do you consult with parents of children with SEN and involve them in their child's education?	Parents and carers are fully involved in the education of their children. Regular communication is maintained via home/school diaries, phone calls, coffee mornings, parent support group and training, parents' evenings and annual EHCP Review meetings. As part of the above, parents and carers have opportunity to discuss their child's learning and progress with the multi professional team working at the school.
How do you consult with children and young people and ensure they are actively involved in their own education?	All pupils are treated with dignity and respect. The personalised curriculum and the strong and trusting relationships built with staff ensure that pupils' views are listened to and taken into account in all aspects of their school life. School council also provides the students with an active voice within the decision process at Milton School.
How do you assess and review children and young people's progress towards outcomes? What opportunities are there to work with parents and pupil as part of this assessment and review?	Assessment at Milton School is personal to the individual. We use a number of different systems that are combined to provide a holistic view of each child and their individual progress. Parents are fully involved and informed in their child's education. Regular communication is maintained through parent consultation evenings; phone calls; Arbor management information system; coffee mornings and annual EHCP review meetings.
How do you support children and young people who move between phases of education?	Well-planned and personalised transitions are planned for all pupils at every stage of their education. Teachers work collaboratively with parents, carers and other professionals to create and deliver transition arrangements which support wellbeing, independence and progress.

How do you help children and young people prepare for adulthood?	<p>The curriculum Intent at Milton School is that we will deliver a curriculum that is broad and balanced; ensures that all pupils achieve better than their previous best; supports all pupils to successfully transition in to adulthood and enables all pupils to be resilient in order to adapt to life in modern Britain.</p> <p>The focus for learning for all pupils is for them to develop skills for life; attitudes and attributes and knowledge and understanding to support them through the different stages of their lives.</p> <p>Pupils at Milton School are taught about and encouraged to respect the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs.</p>
What approach do you use when teaching children and young people with SEN?	<p>The school uses a personalised approach to teaching. Within the primary phase our pupils follow a thematic curriculum which is developmentally and age appropriate. Pupils in the secondary phase of school study National Curriculum subjects, undertaking qualifications in Key stage four.</p>
How are adaptations made to the curriculum and the learning environment of children and young people with SEN?	<p>The curriculum is regularly reviewed to ensure its appropriateness for our pupils. To ensure students are achieving their full potential, Milton School has recognised the need to develop a differentiated curriculum. To support the implementation, we have developed and are beginning to implement three distinct Curriculum Pathways. This will involve a developmental, semi-formal and formal pathway. Work on the new curriculum began in October 2021. Following the planning stages a phased implementation approach will begin in January 2022 with full implementation expected from Autumn 2022.</p>
What expertise and training do your staff have? How do you secure additional specialist expertise?	<p>The school provides bespoke training in relation to our pupils' specific needs and also broader training on SEND. External training is also accessed to ensure staff have a range of professional development to support their practice.</p>
How do you evaluate the effectiveness of the provision made for children and young people with SEN?	<p>The school has a robust and rigorous quality assurance program in place led by the Senior Leadership Team to measure and ensure the effectiveness of the provision provided to our young people.</p>
How are children and young people with SEN enabled to engage in activities?	<p>Ongoing teacher assessment and planning ensures that teaching and learning is adapted effectively to enable our pupils to engage in all activities.</p>

How do you support the emotional and social development of children and young people?	Teachers plan meaningful learning opportunities that foster independence, resilience, social communication, emotional regulation and the development of life skills including a sense of self and keeping safe.
How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?	Speech and language therapists, MIND, Early Help, School nurse, CAMHS are some of the services that the school works closely with to fully support our young people and their families.
What arrangements are in place for handling complaints from parents of children with SEN about the provision made at school?	Parents and carers are encouraged to contact their child's class teacher in the first instance. If this is not appropriate, then the Principal or Senior Leadership team should then be contacted. The Complaints Procedure is available on the school website or in hard copy from the school.