

Rationale

Keyham Lodge and Millgate Schools' Federation have created environments where the emotional support and development for all students is paramount.

Education is the key aim of any school, however within our federation the lack of social skills and low levels of emotional literacy as students embark on their learning journey impacts on their ability to engage in the education provision on offer. The holistic approach at the schools, both for students and their families is of the utmost importance. We offer students support through creating an environment that is nurturing, engaging, structured and challenging allowing the students to feel included in the community of school. Each student's timetable allows for support at a crucial time to minimise the impact of negative influences through facilitating mentoring, counselling and specific therapy. This approach enables the students to fulfil their emotional and academic potential.

We are consistent in our rules and expectations and we celebrate all students' successes, however small. Our federation believes in educating and nurturing the whole person through a holistic multi-agency approach. The schools apply a consistent approach of high expectations, discipline and a sense of caring, leading to raised self-esteem and self-confidence and ultimately more successful outcomes. Our aim is to enable our students to access quality learning in a supportive environment, with opportunities for robust careers and employability training including placements and FE college links where they can experience positive learning situations with their peers from other schools.

Most students arrive at our federation having had a very negative experience of education, sometimes reinforced by their parents, which can lead to disengagement and attendance issues. Our ethos of respecting and rewarding is proven; within a short space of time most students feel included into the school community and start to engage in learning. We strive to ensure our federation is recognised as a very effective SEND provision, both for managing behaviour and for the academic progress the students achieve. We have already embarked on extending this vision to other areas of the city. We understand the key principles behind making a difference in a young person's life and our learners, who are often the most disadvantaged and emotional unstable, will demonstrably benefit as a result.

Too many students have to leave their communities to receive a challenging and relevant provision, with this vision along with increasing the amount and improving the quality of support across our city, we as practitioners can further support pupils within their local schools. As we create these shared aims with a clear vision, our colleagues across the city, together with the federation, will develop good practice and facilities which will allow borderline students to maintain a place in their desired mainstream provision.

Our Federation is making huge steps to build on past successes and we are building the infrastructure necessary for this expansion to be hugely beneficial to more young people and the communities they live in. We also have a highly motivated, innovative Senior Leadership teams which has the knowledge and drive to take the schools forward to even greater success. We aim to develop our experienced staff and replicate the models of engagement through succession planning and setting our lead practitioners up with their own teams to recreate an all-encompassing provision for all identified Social, Emotional and Mental Health Needs (SEMH) of students across the city.

The federation intends to measure its success not only in terms of academic achievement, but in terms of our students' future in the world of work and independent living. We envisage students going on to and accessing further education and ultimately securing a job. We would anticipate supporting a number of our ex-students in further studies (e.g. help towards gaining GCSEs), as we believe we have a moral duty to support young people who may wish to engage with post-16

studies, but who lack the confidence to 'go it alone'. By offering this high level of support we aim to reduce the number of students who will be part of the NEET figures.

Our vision is for Millgate School to develop an expertise in working with SEMH students with the most complex of needs across the city.

Admission and What We Provide

Millgate School is a specialist setting for up to 90 learners with Social, Emotional and Mental Health Needs. Ranging from year 5 to Post 16 support. All students have a statement of Special Educational Needs (SEN) or an Education, Health and Care Plan (EHCP). Admission is via the Local Authority Special Education Service (SES) who formally consult us to see if there is an available and appropriate place. Many students have associated difficulties such as ADHD, Conduct disorder, Attachment difficulties and occasionally ASD. Students will have a variety of needs from the below categories but placement is based on a primary need for Social, Emotional and Mental Health needs

SEN categories provided for at Millgate School

- Social Emotional and Mental Health
- Cognition and Learning needs
- Communication and interaction difficulties
- Sensory needs or Physical difficulties

While all staff support students with SEND we have dedicated SEND and Welfare team consisting of:

- Deputy Head (Safeguarding, SEND, Welfare)
- SENCo (Specialist Leader of Education SLE)
- Phase Leaders
- Student Support Officers
- Family Support Team
- Learning Behaviour Mentors
- Intervention Team (Literacy and Numeracy)
- HLTAs
- SEN Teaching assistants Level C
- SEN Teaching assistants Level B
- Offsite intervention team inc. Sports Coaches

We are an inclusive school and strive to support all our young people to make the best possible progress and to achieve. We provide effective support for children with special educational needs, beginning with our first contact with parents and carers when the child enters our school. We ensure that additional needs are identified early and we offer a range of provision according to identified needs. We work alongside a range of other professionals, (e.g. Health or Social Care, local college provision, third sector provision) to make sure that all children receive the support they need to do well at school and when moving on into adult life.

Millgate School has a variety of in-school and off-site provisions to meet the diverse needs of young people with social, emotional and mental health needs. All students allocated placement here get tailored provision based upon a regularly reviewed and detailed Education, Health and Care Plan. We have a range of specialist staff within every classroom and pastoral support team and we work closely with outside agencies across the city to ensure we address the needs of each child and their family.

Identifying Children's Additional Needs.

Due to the level of expertise at Millgate School, we do on occasion identify that a young person needs additional help. These concerns may also be raised during discussion with a parent/carer. This may occur during a discussion, if the young person is not making the progress we expect, through a change in behaviour or during a formal review process. Parents can approach staff at any time if they are worried about their child. They may then be invited to meet with the Phase Leader, class teacher, a key worker, a member of the Leadership team or the SENCO to discuss planned support for their child. These staff will also be able to provide advice or suggest referrals for support on particular family issues such as managing behaviour at home. Sometimes further assessments may be undertaken to help us to develop a package of support and may involve professionals such as;

- Educational Psychology
- Health Care Professionals such as the School Nurse
- Speech and Language Therapist
- Complex Learning, Communication and Interaction Support Team (CLCI)
- ADHD Solutions
- Connexions
- Visual or Hearing Support team (VST/HST)
- CAMHS
- YOS
- EWO
- Social care and Safeguarding
- SES
- LSCB
- Virtual schools (CLA)

Involving Parents and Young People in Planning Support.

Staff working with a young person will regularly contact parents to keep them informed of progress as well as any concerns. These staff will include the Phase Leader, the Tutor, Learning Behaviour Mentors, the SENCO as well as members of the Leadership team. This contact will also include regular review meetings to ensure the young person is making both academic progress and towards their agreed outcomes as set out in their Education, Health and Care plan. This information is gathered from:

- KS2 Teacher assessments
- SATS results
- EHCP or statements
- Advice and guidance from external agencies
- Baseline reading, spelling and writing assessments
- National curriculum assessments as appropriate

At all stages of our work together, students at Millgate School are actively encouraged and given opportunity to express their viewpoints and discuss what they feel would help them. For example any student who feels they are not able to attend their annual review can nominate staff to be their advocate in the meeting or provide a power point/statement of their views, wishes and feelings. This allows the young person to develop a self-awareness of their own needs, a valuable skill for later life.

The Range of Support Available to Your Child.

Due to the expertise and specialist setting at Millgate School, we are able to offer many different kinds of support for individual students. Staff are encouraged to participate in relevant training related to the developing needs of the young people attending the school. CPD and INSET opportunities are regularly reviewed as part of the professional development process.

The amount of support a student accesses will vary depending on their individual requirements outlined in their Education, Health and Care Plan and in discussion with those who know the young person well. These may include:

- My Plans based on agreed packages of support and including RPI information
- Individual support from staff
- Behaviour support room
- Support for health needs
- Specialist teaching support
- Targeted social and emotional support
- Counselling
- Mentoring
- Support for communication needs both in the classroom and from other professionals
- Adaptions and differentiation during lessons
- Bespoke timetables and the provision of off-site learning experiences
- Daily and Weekly incentive offers
- Regular opportunities for learning outside the classroom
- Specialised literacy and numeracy support programmes
- Breakfast, lunch and after school clubs
- E-Safety session
- Education Welfare support
- Administration of medication
- Vulnerable students targeted groups
- School nurse drop in health care sessions
- Trained first aiders

Residential Care and Extended day care

Millgate School offers both residential care and extended day care to support young people's holistic learning.

Residential Care may be suitable for young people who:

- Would benefit from a 24 hour curriculum
- Have experienced difficulties in their homes or their community
- Would benefit from some nurture and positive role models
- Are experiencing turbulence in their social settings

Extended day care may be suitable for young people who:

- Would benefit from a different kind of balance between school and home life and access to a variety of activities
- Our students will be encouraged to follow any hobbies or interests they already have and staff will encourage young people to develop new interests and activities. We provide a wide range of activities on site and will facilitate involvement in local sport and recreational facilities i.e. football, swimming, music lessons, scouts, army cadets, pottery, arts and crafts, etc.

Our Staff

Our Federation Executive Head Teacher is a National Specialist Leader of Education. Key staff have specialist training such as; AMBDA - Dyslexia testing, teaching and support, registered therapist status, National SENCo award, Specialist leader of Education (SLE) and 2 National specialist leaders in behaviour and attendance (NPSLBA). Staff at Millgate School come from a variety of backgrounds and have a range of skills which we use to ensure they are used in a way which best matches our students' needs. When recruiting staff we pay particular attention to their interests, past experience and personal interests in order to ensure we have a team who are diverse, flexible and consistent with our own educational ethos. All teachers and support staff are involved in regular training

sessions, coaching programmes and sharing of good practice in our setting and in others around the city. Furthermore, we encourage all staff to develop themselves through training provided outside of the school. This allows us to ensure we not only build upon people's skills but also enable them to progress. It is important that all of our students see that everyone is a learner and it is something we all benefit from.

Measuring Student's Progress

All staff are included in monitoring each child's progress and discuss this with the Senior Leadership Team and the SENCO. Regular team meetings are held with staff to discuss the progress and raise any concerns relating to each student. This information is gathered from:

- KS2 Teacher assessments
- SATS results
- EHCP or statements
- Advice and guidance from external agencies
- Baseline reading, spelling and writing assessments
- National curriculum assessments as appropriate

Each teacher considers each student's targets and records these in their own planning. We measure progress in part using assessment of curriculum targets and partly by considering the social and emotional development shown through their behaviour for learning. This is tracked using a Status system for learning in lessons and a Pathways system for academic progress. (See below)

During the statutory review process for the Education, Health and Care plan, all students also receive individual targets. These are not always based on 'learning' in the form of levels or grades but can be focused on overcoming the individual barriers faced by students and may look at attendance, small aspects of behaviour or plans for the future broken into smaller steps. This process will also outline the support that is available to help them to achieve these steps and who will be monitoring them.

Whilst we appreciate the need for educational improvement at Millgate School, we understand that 'progress' and 'success' for our students can look very different to a grade on a certificate. Over the year we monitor the small steps and changes we have seen in behaviour, concentration, social skills and response to challenges and track these through examples from staff or feedback from other adults. We value a parent's input to these and any feedback or comments you can provide to ensure those attending Millgate School improve as young adults as well as learners is always welcome. Academic progress is reviewed by class teachers every term and discussed with those who work with the child. Parents will be informed of any concerns alongside regular contact for positive achievements in the classroom. The statutory review of the Education, Health and Care Plan will happen every year. There will also be twice yearly review meetings including a Parent's Evening to discuss individual progress. Such meetings are not restricted to these dates and at Keyham Lodge we are happy to arrange reviews at any stage should there be any issues a parent wishes to discuss.

Students who are exceeding their learning and social outcome will be stretched and challenged to increase their social skills and learning strategies for example using less adult support to develop self-reliance, capability and improve their life skill in a holistic manner.

Learning Pathways explained

At the start of Year 7, pupils will be given a broad projection of the rate of progress they should make at secondary school.

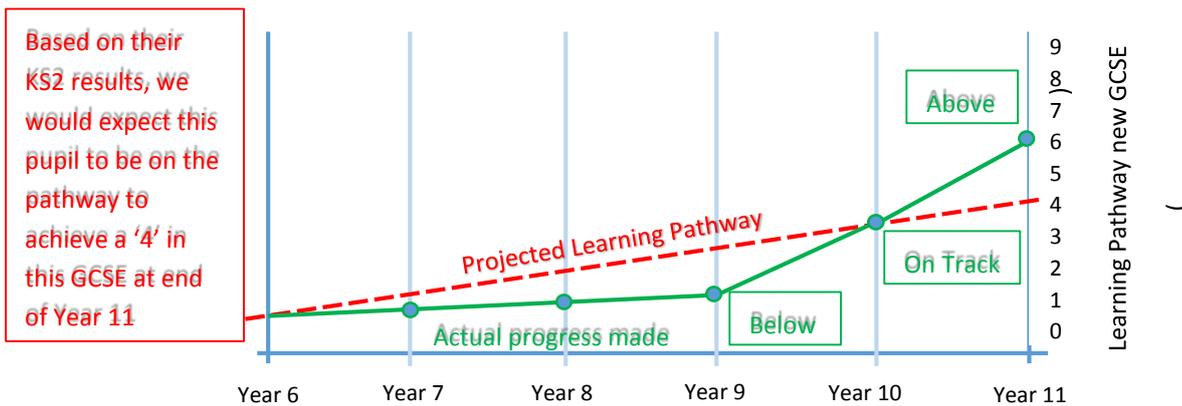
This will mainly be based on their KS2 SATs results, but other factors and assessments will also be considered.

This 'learning pathway' will be recorded as the grade the pupil should achieve when they leave school at the end of Year 11 (see page 3 for new GCSE grades).

Every half term our teachers record whether a pupil is:

- **Above**
- **On Track**
- **1 grade Below**, or
- **2 or more grades Below** their projected learning pathway

It is these progress statements that are shown on this report (apart from in Year 11 where we have also shown predicted GCSE grades).



The main aim of this system is to identify underachievement and put the relevant interventions in place to ensure that all pupils are at least on track to reach their potential.

Millgate School - Student Report April 2016

Keyham
Lodge
School



Working together to inspire and achieve

Student Name: Joe Bloggs

Percentage Attendance: 96.2

Form Group: Class Year 7

Number of Authorised Absences: 10

Number of Unauthorised Absences: 0

Dear Mr & Mrs Bloggs

Below is the latest Progress Report for your child. We hope you will take the time to discuss this report with your child, highlighting any successes or areas of improvement. Guidance about this report is given on the next few pages.

<p style="text-align: center;">Progress Check April 2016</p>			
Subject	<p style="text-align: center;">Maths Alan Turning</p>	<p style="text-align: center;">English Stephen King</p>	<p style="text-align: center;">Science Stephen Hawking</p>
Progress	Above Expected	On Track	1 Below

<p>Average Learning Licence Gear</p> 	<p>Gear 2</p>
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'Learning Pathways' explained

Every half term our teachers record whether a pupil is:

- **Above** (Purple)
- **On Track** (Green)
- **1 grade Below**, or (Amber)
- **2 or more grades Below** their projected learning pathway (Red)

It is these progress statements that are shown on this report.

The main aim of this system is to identify underachievement and put the relevant interventions in place to ensure that all pupils are at least on track to reach their potential

NB: since September 2015, National Curriculum levels are no longer being used in school

Inclusion and Accessibility of the School

Young people at Millgate School are all offered access to a broad curriculum including equal access to additional opportunities such as Outdoor Education, Enrichment activities and all school events. We have a school council which represents the voice of students and has a say in all school developments and school clubs or activities. We make it a requirement that any outside provider who offers school activities ensures it is accessible to all students.

The school estate comprises 5 buildings including a modular single storey building, a bungalow, a refurbished Victorian building with associated house, with an additional new building which opened in 2014. This ensures that the majority of the educational spaces are either on the first floor or accessible via a lift. The new building complies with all relevant DDA and building regulations. The school has accessible toilets and separate disabled bi-fold door toilets meaning most toilets are disabled friendly. We have purpose built SEND friendly sports centres including a fitness suite space and accessible changing rooms and toilets. Purpose built facilities for the Arts, DT, Food Technology, Science are all accessible to students with a high level of SEND. We also have sensory toys in our SEN/Therapy suite. We regularly review our provision to take account of the needs of all those in attendance including those with sensory difficulties or physical needs. Specialist transport is arranged where appropriate and necessary.

All students are able to access all curriculum and extra curriculum activities based on behaviour, reasonable adjustments are made for injuries or SEND needs. Risk assessments may be undertaken in some circumstances.

Starting or Changing Schools (Transition)

Careful consideration to the individual needs of each young person is put into any package for transition to or from Millgate School. Initial contact is made with the setting previously attending and with parents/carers, as soon as we are formally notified the young person will be attending our school. A suitable integration and education programme is then formulated to ensure each young person experiences success at Millgate School from the very start. Initially, this may involve a staggered start of shorter school days to ensure the young person is not overwhelmed or stressed by the experience of changing schools. At all times the young person will be supported by the **Pastoral Support Team and Learning Behaviour Mentors** at Millgate School and parents/carers will remain informed of their success in settling in.

From year nine all students are supported by Phase Leaders, Tutors, Support staff, PSHE teachers and Connexions to make realistic, appropriate and challenging options choices. This may involve exploring future careers options and parents are seen as key in this process and will be invited to Options Evenings. In Year 10 and 11 future career paths are further explored with visits to local colleges, meeting local employers and a range of experiential and certificated course offered via post 16 learning providers. The Connexions Service work closely with the school and families to support this transition to further education. From Year 9 plans and targets will always take into consideration a student and parent's hopes and aspirations for the future. Targets will be set to look at steps we can take to support a young person to enter employment, access housing, maintain good health and establish positive relationships both socially and in the community. During this stage of schooling all progress reviews will include a plan for ensuring a successful transfer to the next stage of education and employment. This will look at what support is needed, who can provide that support, considerations and advice for future provision and a timescale for achieving small changes which will enable our students to become successful adults in the future.

Who should I contact?

In all cases the first person to speak to is your child's Phase Leader, Form Tutor or Pastoral Teaching Assistant as they will know your child best. They will also be best placed to direct the query to the right person in the school using the systems we have in place to enable this. You will then be contacted as quickly as possible by the relevant member of staff. At times you may have other queries which you would like to discuss in more depth and these can all be accessed through the main school number 0116 2704922, pressing the correct option.

The following websites may also be useful to you for further information:

<https://www.leicester.gov.uk/schools-and-learning/special-educational-needs-sen/> – Leicester City LA advice

<http://www.sendiasleicester.org.uk/> – an independent service that offers free, confidential and impartial information, advice and support to parents and carers of young people aged 0-25 with special educational needs or disabilities (SEND) www.sendgateway.org.uk – for information on SEN and new legislation changes www.kids.org.uk – support for families of children with SEN, including financial advice

www.councilfordisabledchildren.org.uk – advice on supporting children and families with a variety of needs.

www.preparingforadulthood.org.uk – advice on moving into further education, employment and social support.

www.ipsea.org.uk – independent advice for parents and families of children with SEN, including advocates who can support you during multi agency meetings or legal processes.