



MILL GREEN SCHOOL & COLLEGE



This booklet is to inform you of the types of support available for your child at Mill Green School & College. It will help you understand who can help and how this support can be accessed:-

How will Mill Green support my child, their learning and their development?

At Mill Green we have an open door policy and a highly skilled team dedicated to making education fit the needs of the individual.

In the first instance any queries relating to additional needs should be referred to the Head Teacher who will always be able to offer advice and guidance on learning and Special Education Needs and will be supported by Mr John Thompson, the Deputy Head Teacher.

Mill Green also has a specialist Family Liaison Officer who provides a one to one link between families and the school on a day to day basis.

At Mill Green we have a high staff/learner ratio enabling our students to access a wide range of social and learning opportunities in safe and supported environments.

Teaching and Learning and the Curriculum

Our designation is for ages 14-19 KS 4 and KS 5

Mill Green caters for a wide range of needs including SLD, PMLD complex needs and challenging behaviour.

The School offers discrete and inclusive provision for students within the Autistic Spectrum (ASD). This provision is based upon TEACCH principles, incorporating a wide range of specific activities to support the triad of Impairment.

Discrete and inclusive provision for students with Profound and Multiple Learning Difficulties (PMLD) and the most complex needs, is offered through Sensory Access. Provision is based upon a sensory curriculum which promotes access to a wide range of opportunities.

Each base has the benefit of high staffing ratio allowing for greater access to more individualised curricula for each learner.

Mill Green is very fortunate to have access to a range of facilities and partners to support learning throughout the key stages:

Curriculum Access

Specialist support for individual students focusing on learning and social interventions to support progress and achievement.

Integration/Inclusion

Mill Green benefits from close partnerships with other educational providers, enabling access to a broader curriculum and specialist resources such as mainstream schools, Colleges of Further Education, work-shops, garages, land based facilities and professional kitchens.

Sensory

Curriculum activities are further enhanced by the use of Light Rooms, Drama & Music Studio, Specialist Art & Sport Facilities, Outdoor Classroom and a Multi Sensory Interactive Learning Environment.

The Curriculum at Mill Green is broad, varied and challenging and is tailored to meet the needs of the individual with emphasis placed upon personalisation, differentiation and integration.

Learning can take place in many different ways and the students experience a wide range of educational visits, community interaction, curriculum enrichment activities and themed enrichment weeks as well as class based lessons.

Mill Green Curriculum

All students have access to an accredited programme of study with each individual following one of three learning pathways developed to best suit their needs.

The college curriculum is designed to respond to students' current and future needs by enabling them to prepare for adult and working life outside of the College community. Mill Green offers an outstanding and exciting curriculum with a range of opportunities for students to make choices about their own learning and their future.

A vocational focus consists of a range of on site and off site options such as horticulture, hospitality, vehicle maintenance, hair and beauty and sensory work related learning. As an Arts College students benefit from enhanced opportunities in the visual arts, music and drama. Within Business Enterprise, students experience all aspects of planning, running and evaluating a successful business.

A Functional Skills Programme, based around practical skills in Literacy, Mathematics and Computing enables young people to gain an understanding of when and how to apply their knowledge in real life situations.

Personal Development is promoted across the college curriculum and is supported through a comprehensive programme which covers Citizenship and Personal, Social and Health Education

as well as offering access to a wide range of Sport and Leisure options such as ten pin bowling, cycling, movie making, fitness suite visits and trampolining.

How will I know how my child is doing?

All parents and carers will be informed through:-
Annual Reviews of the Statement of SEN/EHC Plan

Annual reviews are held in the Spring Term and are conducted to meet statutory and local requirements. Parents and all relevant agencies are encouraged to attend.

Annual Reports to Parents

Each parent/carer will receive an Annual Report which celebrates achievement and outlines progress in all subjects for that academic year.

IEPs

IEP targets are designed to aid the removal of barriers to learning and are set as targets to enable access to the curriculum provision. Parents/carers are included in the process and encouraged to comment or input into the process.

Year 14

A curriculum is tailored to the individual needs of the students in Year 14. Effective communication between stakeholders is coordinated by School to ensure all students receive appropriate information and support to enable a smooth transition the future destination which best meets their needs.

All Students will leave school with a progress file which will reflect their abilities and skills learnt at school. It is a large colourful portfolio of work which students and their parents can keep and show to interested parties in the future

Home/School communication:

Regular and ongoing contact is maintained through the home/school book; college planners; planned homework and Family Liaison Officer which enables sharing of successes and concerns and allows for any planned actions.

Wider Communication Opportunities:

Achievement assemblies, Open days/evenings, Summer Fayre, PTFA event, Coffee Mornings Church Services and Sports activities all allow for parents and carers to become involved in wider school activities, offering opportunities to meet with the school staff and gain a wider understanding of their child's progress and involvement within school.

Further Communication with School

We have a comprehensive school website, www.millgreen.st-helens.sch.uk, which provides a range of information including policies, news and achievements.

If a parent/carer wishes to speak to a member of the class team, the office staff will take a message and a member of staff will ring you back as soon as it is practical to do so. If the

matter is urgent a senior member of staff or Family Liaison Officer would be available to speak to you.

How will the curriculum be matched to my child's needs?

Learning activities are differentiated so that they are closely matched to individual needs, and make use of a variety of systems to promote inclusive education (Signs, P.E.C.S., symbols, ICT) Scaffold activities enable students to experience success and builds their confidence to progress independently.

Collaborative learning is encouraged through working in pairs, small and large groups.

Independent learning is encouraged through differentiated tasks and collaborative talk to support individual work.

Lessons are evaluated by teaching staff on completion.

The needs of more able students and those who are Gifted and Talented within this setting are met through differentiated activities in class-based lessons, and through Curriculum Access.

Students eligible for Pupil Premium funding, benefit from a range of targeted strategies.

What role can I play in my child's learning?

Parents/Carers are encouraged to take a full and active part in the life of the school and in developing their child's further learning.

Through parent workshops, assisting with homework and relating learning to life experiences parents can extend the learning opportunities to the home environment.

What happens if my child has a high level of need?

Mill Green School and College provides dedicated provision for students with a high level of need.

PMLD

The PMLD provision implements the school curriculum policy of providing a broad and balanced education to all pupils. Through our specialized teaching we provide learning opportunities that match the needs of all pupils, and we take into account the targets set for individual pupils in their Individual Education Plans (IEPs).

ASD

Mill Green has achieved National Autism Society accreditation for its discrete provision to students on the Autistic Spectrum. All Learners who access this provision benefit from specific strategies and support designed to maximise learning.

The ASD team offer training to all staff to ensure ASD strategies are delivered across the school.

Challenging Behaviour

The school holds a view of behaviour as communication and believes in a positive approach that rewards, encourages, models and reinforces good behaviour.

Working in partnership with parents to provide a consistent approach is seen as vital. This is achieved through our Home School Agreement, Behaviour Management and Care and Control policies and Individual Pupil Management plans.

All school staff have received accredited training for the Team Teach approach. This emphasises gradual and graded responses to reduce the probability of challenging behaviour escalating.

The school maintains a team of Advanced Trainers who disseminate regular training and support to all staff.

The school also utilises its links with parents, other agencies and professionals to use a multi-agency approach to catering for students with complex needs.

What specialist services and expertise are available at Mill Green?

The school works in partnership with a wide range of agencies including Children and Young People's Services, Social Care, Health, Therapists and Respite Centre's in order to provide comprehensive access to meet the needs of individual students.

Through the school all students and their families can access a range of medical, health and social services. Information on specialist support can be obtained through contact with the Family Liaison Officer. Such services can include:-

Speech and Language Support
Physiotherapy
Occupational Therapy
Audiology
Ophthalmology
Educational Psychology
CAMHS
Social Care – Children with Disabilities Team
Parent Partnership

Careers Guidance

The Connexions service provides advice and support from Year 9 as part of transition. This service provides guidance for work experience and other routes for students to follow post 19. As students move through the College phase, adult services become involved and work alongside school staff to support a smooth transition.

How will my child be included in activities outside of the classroom, including school trips?

Integral to the curriculum offer at Mill Green is access to off-site provision at a range of facilities

such as local colleges, leisure centres, community amenities and vocational provision. In order to develop learning for life it is imperative that all students engage in opportunities provided by the wider community. All learners have equal opportunities to engage in off-site activities regardless of the level of support required. Mill Green regularly engages in a wide range of off-site activities to enhance learning. Activities include:-

- Sporting events and competitions
- Cultural activities
- Work Experience
- Community Visits and Support
- Church Services
- Theatre Visits
- Cultural Exchanges
- School Visits
- Residential Visits
- Outdoor Activities

How accessible is the school environment?

Our new build opened in September 2014 and was purpose built to support mobility needs.

How will this school prepare and support my child when they are starting, leaving this school or moving to another year?

Learners join Mill Green School at different starting points throughout the year and during a learners' school life. Some learners are transferred from mainstream or other provision.

In order to ensure accurate starting points, baseline assessment is carried out, over a period of time, on starting Mill Green School.

Observations and records of previous achievement are used to inform the assessment process for accurate levels across the curriculum and to ensure the wellbeing of new learners.

A number of post 19 options are available to students about to leave Mill Green. The process of transition is strongly supported by School staff. This includes developing a programme of visits to a variety of possible post 19 providers, and to ensure transitions are successful. Person centred planning and a multi-agency approach is used throughout the college with parents/carers involved at all stages ensuring that all parties are consulted and individual aspirations and expectations are taken into account.

What if my child needs transport to and from school?

The School Transport Section is responsible for processing, organising and arranging home to school transport. If a student is eligible for assistance with transport, an appropriate public

service bus pass will be issued. If a student is not eligible for assistance, parents/carers can supply supplementary information with their original application for further consideration by the Transport Review Panel.

The Section is also responsible for arranging and organising suitable transport for children and young adults up to the age of 25, with Additional Needs attending an appropriate educational establishment. Requests for transport are received from the Additional Needs Team for compulsory aged students. For post 16 student's parents/carers apply direct to the Section for assistance with transport.