

## Millfield School Re-registration Application Form Category LSC – Learning Support Centre (formerly known as DU – Dyslexia Unit)

Date of visit:	8 <sup>th</sup> October 2019
Name of Consultant(s):	Laraine Erhanderr-Lawrence

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
<b>Millfield School</b> Butleigh Road, Street, Somerset, BA16 OYD Tel: 01458 442291 Fax: Email: <a href="mailto:office@millfieldschool.com">office@millfieldschool.com</a> Web: <a href="http://www.millfieldschool.com">www.millfieldschool.com</a>	Rural	Boys & girls 1287	Dysc, Dysl, Dysp, ADD, P&S, ASD	HMC, BSA
	Ind Bdg Day			GCSE, BTEC, A level
<b>Comments:</b> Our aim is to develop each child's individual abilities and talents and a balanced, all-round education is at the heart of our philosophy.				

*Please note:*

- *Throughout this report details, which might be used to identify individuals, have been removed to protect their privacy.*
- *The reports have been prepared for each category from a master form; some reports may have numbers that appear to be missing. This is because that particular question is not relevant to the category of school, a complete list of the criteria as it applies to each category can be found on our website.*

## School Details

Name of school:	Millfield School		
Address of school:	Butleigh Road, Street BA16 0YD		
Telephone:	01458 442291	Fax:	
Email:	raven.j@millfieldschool.com		
Website:	Millfieldschool.com		

## Name and qualifications of Head/Principal, with title used:

Name:	Mr Gavin Horgan		
Title (e.g. Principal):	Headmaster		
Head/Principal's telephone number if different from above:	01458 444238		
Qualifications:	MA (Oxon)		
Awarding body:	Oxford University		

### Consultant's comments

Gavin Horgan was appointed in September 2018 and has brought his impressive energy and vision to the school. He is committed to ensuring that Learning Support plays an important role at the heart of the school. He values diversity and tolerance and aims to find and develop the best in every student.

## Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:

Name:	Julie White		
Title (e.g. SENCO):	Head of Learning Support Centre (LSC)/SENCo		
Telephone number if different from above:	01458444146		
Qualifications:	BSC Hons; MEd SEND; QTS; Post Grad Diploma in Dyslexia and Literacy (Specialist teacher/AMBDA); Assessment Practising Certificate (current); Post Grad Diploma in English Language Teaching (DELTA); Post Grad Certificate in Boarding Management; CCET Level A, CPT3A		
Awarding body:	University of Surrey; University of Middlesex; University of Gloucestershire; Dyslexia Action (formerly Dyslexia Institute); RSA; Boarding Schools Association/Roehampton University; British Psychological Society		

### Consultant's comments

Julie White has brought a wealth of experience and expertise in SEND teaching and management to her current role. She was appointed in September 2018 and has been busily engaged in the development of strategies to raise the achievement of students with AEN\* at Millfield.

\*Additional Educational Needs

## 1. Background and General Information

1. a)	Dep't of Education Registration No.:	933/6022			
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range	
	Day:	Boys:	164	66	13 - 18
		Girls:	146	34	13 - 18
	Boarding:	Boys:	590	192	13 - 18
		Girls:	387	76	13 - 18
	Overall total:		1287	368	

### Consultant's comments

The numbers of students attending Millfield has remained at a consistent level since the last inspection with a ratio of approximately 3:2 boys to girls. Current figures indicate that just under 30% of pupils have been identified as having SpLDs - slightly less than the 36% identified in the 2016 CReSTeD reporting.

- c) Class sizes – mainstream: 4 - 17

### Consultant's comments

The class sizes allow flexibility where necessary and provide an ideal situation for the AEN students, whose needs vary throughout their individual curriculum demands and over time.

- d) Class sizes – learning support: Individual 1-1; small groups of between 1– 9

### Consultant's comments

Students entered on the AEN Register have staged levels of support which may encompass 1:1 tuition (exceptionally) or small group provision which could include Study Support, LSC Workshops or subject specific small group sessions. The support is directed to needs arising and is kept under periodic review.

- e) For completion by consultants only: Pastoral care arrangements, as relevant to SpLD students, based on Ofsted/ISI report:

*ISI Compliance Inspection Report January 2019:* A new Deputy Head, who is responsible for pastoral care, was appointed in September 2018. It was noted that a disability access plan was in place at the time. All targets were met. *ISI Inspection Report 2016* (shortly after the last most recent CReSTeD Report): reports that the 'highly effective pastoral care contributes strongly to pupils' excellent personal development' and that 'students with SEND or EAL are supported extremely well throughout the school by the LSC and the EAL Department. Very usefully, each department has an AEN representative who, together with staff from the LSC, provide their colleagues with detailed and clear strategies to support SEND students in the classroom'.

- f) Current membership (e.g. HMC, ISA etc.): HMC, BSA

### Consultant's comments

HMC is a kitemark of global quality, innovation and excellence in education, which is especially appropriate as Millfield currently has students from over 65 nationalities. Also, the above membership for BSA is entirely appropriate for a mixed intake independent boarding school.

- g) Please supply the following documentation:

- i. **Prospectus**, including staff list (if this does not clearly show

Independent  
Schools  
only

which teachers teach English, then please supply this as a separate item). Please indicate copy enclosed

or provide link to view reports via the internet [LINK](#)

ii. **Recent Inspection reports**, please indicate copy enclosed

or provide link to view reports via the internet [LINK](#)

iii. **Details of Fees and compulsory extras for SpLD pupils** (if applicable), please indicate copy enclosed

or provide link to view information via the internet [LINK](#)

#### Consultant's comments

- i. The online prospectus is comprehensive and invites the reader to enter a visual tour around the site. The staffing list is not online but can be requested.
- ii. The most recent Inspection reports can be downloaded from the Millfield Senior website.
- iii. The fee details show that there are additional charges for individual additional Learning Support, EAL and Speech and Language Therapy. There is a link to 'Senior Fees' with dates given.

## 2. Policy and Philosophy with Regard to SpLD Pupils

Criteria  
1 & 2

2. a) Aims and philosophy of the whole school

Our aim is to develop each child's individual abilities and talents and a balanced, all-round education is at the heart of our philosophy. Millfield chooses to use the more inclusive term Additional Educational Needs (AEN) as an alternative to SEN. Pupils with AEN are welcomed into Millfield assuming they will be able, with reasonable adjustment, to access the mainstream curriculum on offer.

Millfield, as an independent school, is not bound to follow the SEND Code of Practice but operates with close reference to it to ensure best practice.

Millfield offers the following AEN provision in terms of arrangements and adjustments to support pupils who come to Millfield with identified learning difficulties and for those pupils who are identified as having learning difficulties at some point during their time at Millfield:

- Small class sizes;
- Opportunities to attend subject workshops or revision sessions at lunch times or after school;
- Lunchtime workshops in the Learning Support Centre (LSC) with an LSC teacher to support learning difficulties and/or advise on the completion of prep assignments;
- Timetabled small group study support lessons;
- Timetabled small group study support lessons with opportunities to have additional, subject-specific support, e.g. in Mathematics and Science (the subjects offered depend on staff availability);
- In-house assessment to identify access arrangements necessary to ensure equal access to internal and external examinations (in line with JCQ regulations);
- Exam access arrangements: use of a reader, scribe and/or word-processor in controlled assessments and internal/external exams for those pupils (where granted by the SENCo and in line with JCQ regulations).

#### Consultant's comments

Criteria  
1 & 2

Individualised targeted support complements the inherent philosophy of the school and is put in place where appropriate.

- b) Please indicate copy of the whole school **Staff Handbook (SH)** enclosed
- c) **If not within SH**, please enclose copies of whole school **policy statement(s) with regard to SpLD pupils** outlining:
- |   |   |
|---|---|
| i. <b>Policy for SEN/SpLD</b>                             | Policy for SEN/SpLD <a href="#">LINK</a>                        |
| ii. <b>Support for policy from Senior Management Team</b> | Document rec'd  |
| iii. <b>Support for policy from governors</b>             | Document rec'd  |
| iv. <b>Admissions Policy/Selection Criteria</b>           | Admissions<br>Policy/Selection Criteria<br><a href="#">LINK</a> |
| v. <b>Identification and assessment</b>                   | Document rec'd  |

#### Consultant's comments

- i. *The policy for SEN/SpLD* is entitled the AEN Policy (Additional Educational Needs Policy) and can be read on the school website. It is concise and well set out enabling it to be easily digested.
- ii. *SMT support*: The AEN Policy document is approved by the Deputy Head/Academic and audited by the Governor Education Committee.
- iii. The school has a dedicated *Governor for SEN* – Kate Griggs, who is very involved with the charity 'Made by Dyslexia' launched by Richard Branson in 2017. She has supported the early pioneering work into the recognition and provision for dyslexia by Rollo 'Boss' Meyer, the founding Headmaster of Millfield. There is also a dedicated governor, Peter Warner, for Access Arrangements, which is an invaluable part of provision for SEND pupils.
- iv. *Admissions Policy/Selection Criteria*: The school is inclusive and welcomes applicants with disabilities and special educational needs and will seek to accommodate those needs where reasonable adjustments can be made. Full details and relevant reports on the prospective pupil are requested during the admissions process to help ensure that the applicant will be able to take full advantage of the education on offer. The clear comprehensive policy is made available on the school's website.
- v. *Identification and Assessment*: The AEN Policy clearly sets out when screening and assessment take place for new students and the process that staff use to refer students of concern to the LSC as part of ongoing internal identification. Also set out are details of the staged intervention that is in place. Notes are included over links to other policies, Safeguarding for example.

Criterion 4

- d) Give specific examples of the whole school response to SpLD
- Millfield aims to provide a continuum of provision for all students with AEN (Additional Educational Needs) in the mainstream of education within a broad, balanced and relevant curriculum. It aims to maintain close consultation and partnership with parents and students, evaluating and taking into account a student's learning profile as a whole, including learning strengths, as well as areas of relative challenge and/or any disabilities a student may have.
- To this end Millfield takes all reasonable steps to ensure that the necessary provision is made for any student with AEN. This includes robust systems for assessment and identification of students with AEN, ensuring that the needs of these students are made known to all who are likely to teach them, and

that teachers in the school are aware of the importance of identifying and providing for those students who have AEN. The expectation is that staff will do all that is reasonable in order to meet the needs of students with disabilities for which, with reasonable adjustments, the school can adequately cater. Millfield also ensures that students with AEN join in the activities of the school together with students who do not have difficulties or disabilities.

If a student is identified as having AEN, Millfield adopts a graduated approach to intervention, depending on the level of need and the stage of education, as well as on parental wishes (see AEN policy for more details of intervention and assessment across year groups). Progress is closely monitored and reviewed. Teachers follow the advice on differentiation for the student and work closely with the student in the everyday classroom context, monitoring and reviewing progress, using specialist staff to give advice and support where necessary.

The whole school MIS (iSAMS) contains extensive and detailed information about every child on the AEN register. All staff have access to this and are instructed to refer to it on a regular basis. Regular INSET is conducted to inform staff of AEN and appropriate and adaptive teaching and support strategies. Each department has an AEN Representative who meets regularly with the SENCo for further guidance and dissemination of good practice. Teachers consult and liaise with the Learning Support Centre to ensure their teaching is appropriate, adaptive and meets the student's needs.

Small teaching sets enable students to be taught at an appropriate level to ensure confidence and achievement. In a school of approximately 1300 students, with a varied year group population, there are academic bands and numerous sets in each band for core and option subjects. Students are placed in the band best suited to their academic ability and are not limited to any particular band or set as a result of any AEN. In this way, students with AEN span the whole range of academic bands and sets. The curriculum is adapted to best suit the needs of the students in each band. For example, if a student struggles with literacy and studying a modern foreign language is deemed inappropriate, then study support is put into place for this pupil in the place of a language course. In KS4, students in a higher academic band study a higher number of GCSE options, and in the lower band more time is devoted to core subjects and fewer GCSE options. Students are able to study GCSE Science as separate sciences (triple award), a combined (double) award or a single award, depending on need. In the Sixth Form, the school offers a range of A levels and BTECH awards, and students are guided to the course which best suits their academic potential and AEN. Further individualised curriculum adaptations are made for pupils with AEN / other needs.

Regular meetings and discussions are held with students and parents at key stages of the school year, and teachers, the LSC, tutors and housemasters/mistresses feed into this process. There is an annual cycle of written reports from all teachers, including specialist support teachers, and all pupils with an AEN profile will be reviewed on an annual basis, with the outcome of this reported back to teachers, parents and students. Regular meetings are held between the relative SENCos in Millfield School and Millfield Prep School (MPS) to ensure effective communication, consistency and ease of transition for students moving onto the next stage in their Millfield career.

The Learning Support Centre at Millfield offers specialist learning support for children with specific learning difficulties such as dyslexia and dyspraxia, and a range of AEN, provided that they can cope with the mainstream curriculum.

**Consultant's comments**

Recognition of and provision for AEN students is fully co-ordinated across the school. There is a comprehensive well-organised range of initiatives and understanding shown throughout the school community aimed at ensuring that each student is fully understood and supported throughout their journey through the school.

The SENCo has been developing an annual cycle of reporting and review for each student on the AEN register since stepping into the role in September 2018. A comprehensive letter was recently sent to parents to explain the management of AEN at Millfield in fine detail.

- e) Number of statemented / EHCP pupils: 1

**Consultant's comments**

The number of statemented/EHCP students has varied in the past but has remained relatively small.

Independent Schools only

- f) Types of statemented / EHCP needs accepted:  
Dyslexia / SpLD

**Consultant's comments**

This reflects the school's expertise in the field.

### 3. Identification and Assessment

- Criterion 1 3. a) Give details of how you identify pupils in your school who have or are at risk of SpLD and when this takes place in the admissions process:

Parents of external students and students transferring from Millfield Preparatory School (MPS) are encouraged to discuss with the Admissions Manager and the SENCo any AEN issues regarding the prospective applicant and/or reasonable adjustments they consider would assist their child during the application process, in advance of formal application for a place at Millfield School. The Admissions team will forward any relevant documentation to the SENCo prior to the visit of a prospective student if possible, so that due consideration can be given to a prospective student's needs, to allow the gathering of further information if necessary and to inform conversation with parents.

With regards to students with recognised or suspected AEN, the SENCo will normally meet parents of prospective entrants to the school and may well interview the student. The level of the child's difficulties will be discussed at this meeting. The registrar also conducts some of these meetings where the AEN is considered mild. The SENCo liaises with feeder schools, and, exceptionally, might arrange to observe the student in their current school if appropriate – this would only be required if it is uncertain whether Millfield would be able to balance the needs of the child against the needs of others at Millfield. Previous school records as well as Individual Education Plans from previous schools – where these are available - will also form part of the pre-entry assessment process. In some cases, the school may request further information, such as a medical certificate or educational psychologist's report that the school considers necessary to make a fair assessment.

Specifically regarding students transferring from MPS in Year 8, the Millfield

SENCO meets with the MPS SENCo during the summer term prior to Year 9 entry to discuss the learning profiles and needs of students in Year 8. This exchange of information ensures a smooth transition for the students when they join Year 9. Records are transferred to Millfield and the SENCo and her team organise meetings with the parents of Year 8 students to take place at Millfield to discuss the transition to Year 9, possible learning needs and support and any reasonable adjustments / individual needs for Year 9. Parents of external applicants joining Year 9 are also invited to meet or discuss with the SENCo at this stage.

All new students undertake literacy and cognitive screening tests on entry to Millfield. Parents of students with unidentified learning difficulties are contacted if the results of the above tests are a cause for concern and further assessment or monitoring may be recommended.

There is a continual system for identifying students who may not be making the progress we would expect. If a teacher feels that a student is making insufficient progress, they will follow the published LSC Referral Process (see AEN Policy). All new staff receive induction training in how to identify students with learning needs. There is a referral form on the school Xtranet for any teacher to refer a student. Students themselves can refer and parents can refer for assessment, which is undertaken if felt appropriate. Students with identified AEN are placed on the school AEN register.

The SENCo is responsible for the formal identification of students to be placed on the AEN register, through assessment by qualified assessors within the school or by an Educational Psychologist/other relevant professional body, and for the dissemination of relevant information via the school MIS (iSAMS) to support the learning of the student. However, teachers and tutors are also responsible for assisting with the initial identification of children with AEN by referring students who cause concern and for tracking the academic progress of students and/or tutees. The teacher will identify possible areas of need/weakness, gather information and evidence and refer to the SENCo. The SENCo will then contact parents to discuss possible assessment options and proceed with the process of assessment and identification. Subject teachers play a crucial role in communicating with the SENCo.

#### Consultant's comments

The school's response to the identification of students who have or are at risk of SpLD is clearly set out above for incoming and current students. It is ongoing throughout the students' time at the school.

- b) Give details of what action you take when children are identified as at risk of SpLD

There is a recognised procedure for the identification and assessment of AEN at Millfield. Members of staff follow the referral process and complete an LSC Referral Form, which is forwarded to the SENCo who then reviews the information, gathers feedback from all of the students' teachers (using MS Forms to reduce paperwork) and decides on the most appropriate assessment options. The LSC Office contact parents of the student to discuss assessment options and seek consent. This may include observations of the student, assessment within the LSC with trained assessors (the SENCo and Specialist Assessor are qualified to assess and diagnose dyslexia; the SENCo, Deputy SENCo and Specialist Assessor are all qualified to assess for exam access arrangements) or facilitating arrangements with external assessors or bodies to proceed with assessment.



On some occasions where assessment has been inconclusive, a formal assessment by an Educational Psychologist (EP) may be recommended.

Following identification, the student's name is added to the AEN register and his/her needs are shared with the student, his/her parents and teachers, tutor and housemaster/mistress (with permission) via an individual Student Profile (SP), which informs staff of the student's assessment history, strengths, areas for development and specific needs, as well as strategies to support the student. This is added to iSAMS and teachers are made aware of how to access this information in order to inform their teaching and to support the learning of the student more appropriately. Students on the AEN register are also assigned a star, or 'label' to signify their level of support and need across the AEN register. Teachers can also access AEN 'labels' aligned with their teaching set lists through AEN reports on iSAMS and are required to ensure they have noted a student's AEN status.

Study Support in the LSC may also be recommended as an adaptation or addition to the student's timetable. If the student attends Study Support in the LSC then a set of Study Support targets are devised and reviewed on a regular basis for each student by the LSC Study Support teacher and recorded on a departmental tracking sheet on Sharepoint. Targets are also included in the written reports by LSC teachers. If it is not possible for a student to attend timetabled study support, then workshops are offered off timetable, for example at lunchtimes, to work with the students to support their needs, or individual tuition can be arranged if this is the student/parent preference and where the SENCo agrees.

#### Consultant's comments

The procedures in place at Millfield Senior for the identification of students with known SpLDs or at risk are thorough, well communicated, parent/carer and student friendly. Fully comprehensive measures are taken to ensure that school staff are made fully aware of the needs of their students and the strategies and approaches specific to each. Review is ongoing and regular to keep pace with each student's changing needs.

- c) Give details of how children in your school can access a full assessment for SpLD

The SENCO can arrange for a formal assessment with an external specialist assessor with whom Millfield has a close working relationship. This is usually offered to parents as a service which they may prefer should they want a formal diagnosis and a full written report following assessment (Millfield internal assessors do not produce a full written report) and this is charged as an additional cost to parents. On occasion, the SENCo may decide that it is beneficial to have an in-depth full assessment and will discuss with the parent, but it is the parent who must give consent for this assessment and the associated additional charge. It is not essential to obtain a formal EP assessment for exam arrangements or to support learning as this can be carried out 'in house', but it is sometimes helpful to have this in-depth assessment of the child's needs.

Millfield has a formal working relationship with a number of assessors: an educational psychologist, a Chinese speaking educational psychologist (specifically for Chinese speaking pupils with suspected AEN), a specialist teacher, a Speech and Language Therapist (who also works in the school offering bespoke support packages) and an Occupational Therapist. All specialist assessors are either HCPC registered or hold a current Assessment Practising Certificate.

An educational psychologist (EP) might assess students with AEN at different stages during their career at Millfield. An EP assessment might take place as early as possible after the student's needs have been identified. The student may be assessed prior to GCSEs. There is also an option for further assessment for access arrangements post-16, or for students applying for the Disabled Student's Allowance (DSA) on progressing to Higher Education.

For students applying for the Disabled Student's Allowance (DSA) on progressing to Higher Education, an Educational Psychologist assessment is advised as universities and the DSA require a full diagnostic report. These assessments can be arranged privately by parents or the SENCo can arrange for the assessment to take place at Millfield and this is communicated to parents during the student's time in Sixth Form.

Pupils from military families whose learning support is funded through the Continuing Education Allowance (CEAS) SENA award are required to have a formal assessment if this is to be funded through CEAS. The SENCo will arrange for this to take place for parents.

The school is not obliged to accept privately commissioned assessments as evidence for reasonable adjustments for AEN such as access arrangements in exams. Therefore, parents are advised to discuss such assessments in advance with the SENCo. Once the report is received, the SENCo can discuss the findings with the pupil and parents to agree subsequent action.

#### Consultant's comments

The school has links with an appropriate range of professionals who can undertake assessments when requested. As can be seen above, the range is most comprehensive and reflects the needs of the student population.

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## 4. Teaching and Learning

4. a) How is the week organised?

Millfield operates on a fortnightly timetable, with 5 x 55 minute teaching periods in a day, and three teaching periods Wednesday and Saturday mornings. Games afternoons are held on Wednesday and Saturday, with an additional games sessions throughout the week for students who access enhanced sporting training. The day begins with Group Tutor registration at 0830 and teaching periods begin at 0900 with a 5- minute break between each lesson. There are three teaching periods in the morning, with lunch at 12.20, and two teaching periods in the afternoon, beginning at 13.50 and ending at 15.45. Students are often busy with additional activities following lessons and have a dedicated Millfield MAP on Friday afternoon. Prep begins at 7.15 until 8.45 and is supervised on a needs basis: students who are able to work independently are able to do so in their study bedrooms; others are supervised in prep groups by staff.

#### Consultant's comments

The timetable is well-balanced with a fortnightly change over. The lessons are of sufficient length to offer challenge and enhanced support for those requiring it.

- b) Details of arrangements for SpLD students, including prep / homework:

Baseline cognitive assessment is used to inform banding and setting, with input from the SENCo for Year 9 entrants, and individual Student Profiles are

used by subject teachers to inform teaching. The staff consult the SENCo and LSC teachers regarding the best approach to the teaching and learning of students with AEN. Careful and flexible setting – with several small sets – allows work to be set and marked at an appropriate level and enables students to achieve.

There is a strong emphasis on the use of learning tools to support learning, both inside the classroom and for independent work/prep. All students have an iPad and can use the learning apps and tools for accessibility and learning. All sixth form students are permitted to use a laptop in class also, and those in Years 9-11 whose AEN is supported through the use of a laptop. Students can access staff both physically and electronically for advice and support outside the classroom. Work is posted on the online via the school VLE (Firefly), or through Showbie, and increasingly, using the ms365 platform (Teams, OneNote etc.) for students to access class resources in perpetuity. Showbie and some MS365 resources, e.g. OneNote, allow teachers to record feedback on audio, which is particularly suited to students who have print reading difficulties.

Prep is supervised by staff in houses (boarding students) and is set and marked in line with teaching and learning policies, including those which cover assessment, marking and prep, and with regard to AEN advice. Some students with AEN experience organisational difficulties, and so support is offered, such as using organisational tools, giving extensions and making reasonable adjustments where appropriate. However, meeting deadlines is a requirement at GCSE, sixth form and higher education study, and so teachers work to develop students' independent skills.

The overall academic progress of an individual student is tracked by his/her housemaster/mistress (HsM) and the group tutor also plays a role in overseeing academic progress. The HsMs meet half-termly with the Head of Year / Assistant Head of Year to discuss academic progress and to initiate interventions to support students. For those students who have AEN, the Heads of Year liaise with the SENCo for further guidance.

#### Consultant's comments

Setting and banding is used flexibly to enhance access to teaching. An impressive level of electronic technology is evident and used most effectively. The need for reasonable adjustments is recognised when setting preps and good emphasis is put on skill building to help build students' readiness for the demands of examinations and the curricula they encounter.

Criterion  
3 & 4

- c) Lesson preparation and delivery to meet the needs of SpLD students for:
- *Curriculum subjects*
  - *Literacy support*

#### Curriculum Subjects:

The Assistant Head (Academic) and the Deputy Head (Academic) oversee the teaching and learning policies and standards within the school, including those on assessment, and the academic programmes of all students in the school to ensure a broad and appropriate curriculum for a variety of learning profiles. These policies are contained in the School Handbook and are reviewed regularly.

The curriculum is adapted according to student needs and cognitive ability, and additional support is offered across the curriculum for any student who requires this, including those with AEN (as well as those with EAL, those who are on the Top Academics register, and those who fall into more than one

category). Heads of Department oversee the teaching and learning within their departments to ensure quality first teaching and learning. The additional support is offered in a number of ways:

- adaptive teaching, including a focus on multi-sensory teaching
- subject workshops and clinics for extra support at lunchtimes or other free times
- Subject specific study support (SSSS) for sixth form pupils and additional provision of core subjects for GCSE students
- Lunchtime workshops in the LSC

For students with AEN, there are a number of additional support systems in place to enhance their access to the curriculum:

- Specific workshops in the LSC to target students who need further support with exam access arrangements
- In-class support from specialist LSC staff for some classes where there is a high proportion of students with AEN (e.g. BTEC Enterprise and Entrepreneurship; BTEC Food and Nutrition)
- Timetabled Study support (see below)
- Additional/alternative individual 1-1 tuition

As outlined previously, all students on the AEN register have an individual Student Profile (SP), which informs staff of specific needs and strategies to support the student, and a star, or 'label' to signify their level of support and need across the AEN register. Teachers are required to ensure they have noted a student's AEN status and profile and to adapt their teaching accordingly.

#### Literacy Support:

The Learning Support Centre (LSC) offers specialist study support (SS) for students with specific learning difficulties provided that they can cope with the mainstream curriculum. Students with other AEN/D may be supported within the department, if deemed beneficial to the student. This support covers a number of areas, including literacy support:

- Literacy support (reading, writing and spelling): programmes such as Reading Plus, Class Reading, MSL, Spellzone, Functional Writing Skills;
- Numeracy support (time, times tables, number skills, drawing graphs etc.) and Maths withdrawal support (with specialist Maths teachers);
- Organisational skills (time management, planning, meeting deadlines, Use of Portal /planners, revision timetables);
- Study skills (including exam preparation and revision skills, practice with exam arrangements such as a scribe/reader, learning strengths etc.) Software such as Inspiration, Text to Speech and Speech to Text tools for learning, iPad, Typing/TTRS;
- Subject support (specific help with learning and overlearning of subject matter, prep support, planning longer assignments, preparing for assessments, reworking pieces, specific vocabulary etc.); Science withdrawal support is also available with specialist Science teachers;
- Support with planning the next stage in their educational/vocational journey: GCSE options, AS/A2 options, UCAS applications, careers / training choices (with the support of the Careers Service), college and work experience applications.

Study Support is timetabled, and so forms part of the student's curriculum:

Years 9-11: Students are allocated a Study Support teacher in place of a

modern foreign language. The support teacher has been trained to support pupils with SpLD and will support the students for 5/6 lessons per 2-week cycle in small groups. Some pupils also access additional 1-1 support during this time.

Sixth Form: Students are organised into groups and allocated a study support teacher, where possible with a subject specialism which matches students' chosen course(s). They are offered one lesson (55mins) per week in their timetable.

The main focus of Study Support lessons is outlined in the relevant year group schemes of work. Study Support teachers produce agreed targets with the student (and with guidance from teachers and tutors) as to the areas to focus upon. These can be general or very specific. Lessons are designed to be adaptive to needs at the time and supportive of a student's overall learning profile. Study Support teachers liaise closely with the student's teachers and tutors to ensure the support is targeted to the student needs. They are also in regular contact with parents to ensure their concerns are dealt with.

Workshops are available every lunchtime for students with AEN to attend where a study support specialist is available to help with prep or other work.

#### Consultant's comments

The lesson preparation strategies outlined above are detailed and appropriate for each pupil and their stage of education. There is an abundance of support throughout the school with useful techniques and strategies such as mind-mapping and highlighting texts being at the core of teaching AEN learners and their peers where useful.

Seven part lessons were observed during the CReSTeD visit: Year 9 English (6/7 AEN students), Year 10 Geography (3/3 AEN students), Year 9 Spanish (4/9 AEN students), Year 13 BTEC Sport (7/9 AEN students), Year 13 Mathematics (2/8 AEN students), Year 10 Chemistry (7/7 AEN student) and Year 10 Physics (2/10 AEN students). Pupil profiles were made available and an excellent use of these was made in the lesson notes provided for example by the Geography teacher e.g. 'visual channel most effective for X'. Links were made to prior learning and strategies to support AEN pupils were quite evident throughout. Good use was made of specific language which was displayed on the wall as prompts. One lesson visited involved the students finishing a test and asked to write in green if they needed to when the time had finished to enable the gathering of accurate evidence for those who may merit an extra time allowance as an access arrangement. The lessons were well organised with all students being given support to achieve the targets. A good use of iPads was seen in the Spanish lesson allowing the students to write the key words on screen to aid their auditory memory functions. The English lesson observed had a relatively new group of students in the mix. At the stage of term reached just prior to the date of the visit, some resetting normally occurs to ensure that each set takes into account individual AEN working styles.

#### d) Use of provision maps/IEP's (or equivalent):

The MIS (iSAMS) contains the AEN register and AEN information regarding each student. Student information is presented on an individual Student Profile (SP) which outlines needs, strengths and areas for development, assessment summary, suggested strategies and exam arrangements. Teachers can also access AEN 'labels' aligned with their teaching set lists through AEN reports on iSAMS and are required to ensure they have noted a

student's AEN status. This information is updated on a regular basis.

Those students who attend Study Support also have Study Support targets which are set according to an agreed cycle (dependent on year group and need), and these are agreed in consultation with a student and his teachers, as well as related to their specific AEN issues. These are recorded on the Target and Progress Tracking Record (Year 9) and the Action Plan (Years 10 and 11). Sixth form targets are also and tracked. A class tracking system is being trialled using Teams in ms365. For more information, see the LSC Study Support Teaching Policy.

Targets for students on the AEN register but not attending study support are set in accordance with the Assessment Policy, as for all students, and these are reviewed regularly by group tutors and HsMs. Teachers are instructed to ensure academic targets give formative advice for future learning and improvement.

All staff are obliged to read and follow the AEN information for those on the register whom they teach and they are alerted to the SPs at the beginning of the academic year and whenever the information is updated or a new student added to the list. Staff are invited to consult the Learning Support Centre regarding their students at any time.

General guidance and advice on supporting students with AEN is also available on the the LSC Xtranet page.

Please indicate **two examples** enclosed

Enc

#### Consultant's comments

One pupil profile was for a girl aged 16y 6m and the other a boy aged 14y 4m. They both identified individual areas of difficulty and set out strategies to be used in the classroom. Assessment results were clear to see and interpret as well as the current areas to develop. Entries showing 'Pupil Voice' (e.g. 'I find it helpful to have the opportunity to chat through work after lessons to help clarify things') were evident. The Pupil Profiles are colourful and easy to access. Each pupil also has a target and tracking sheet with details of staffing, lesson frequencies and their LSC teacher's name.

#### e) Records and record keeping:

In addition to AEN records kept on the whole school data base, each student on the AEN register has 2 files in the LSC office: one which contains general AEN information, background, assessment reports and records, correspondence, notes etc. and one which is dedicated to exam access arrangements information, for inspection by the JCQ. These are kept securely in locked filing cabinets in the Learning Support Department. The latter is also supported with evidence from teachers across the subject range on the student's normal way of working. For those students who attend Study Support, the teacher keeps a class file with notes on teaching, assessment data / baseline scores, Student Profiles and any other relevant information, student questionnaires and feedback forms, Target and Progress Tracking Records (Y9) / Action Plans (Y10/11) for each student and evidence of progress work. Each student will be issued with a Study Support File in which to keep work, handouts etc. In order to ensure an effective two-way flow of communication around the student, the Study Support teacher will put updated copies of Target and Progress Tracking Record (Y9) / Action Plan (Y10/11) into the 1-1 class file and the updated Student Profile and liaise regularly with the 1-1 teacher on student needs and support.

### Consultant's comments

In addition to the comprehensive individual records on Millfield AEN students and data for JCQ, which are securely stored in the LSC and electronically password protected on the school database, individual tracking results and analysis can be seen as a basis of feedback for guidance on classroom support for staff (e.g. pupil 'to ensure prep is recorded accurately each day and deadlines are met/ weekly - to master 5 English subject specific words/ to begin to organise paper and electronic files for subject matter/ to be able to use methods of concentration in order to build focus in lessons). Also made available was a record of categorised provision for AEN pupils. The data included all academic year groups with figures across the whole range of SEND provision, for example, one category for those with EHCPs. The records were completed for 2018/19 and dated back to 2011/12.

Criterion 3 f) For comment by consultants only: Review history and provision made for two students.

Two student files were examined, and the provision made was appropriate to their identified needs and ways of working.

Criterion 3 g) Impact of provision – assessment summary all students (only fill in the Key Stages relevant to your school):

A-Level (GCE) and VCE	No. of students Years 12 & 13	Number entered	Percentage grade A-E	Average point score per student	Average point score per exam entry
Whole School	281	717	99.2	94.39	5.2
SpLD Students	99	216	99.1	89.63	4.9

GCSE	No. of students inc'd in the Year 11 timetable, regardless of age	Percentage A* - C Grade 9 - 4	Percentage 5+ A* - C Grade 9 - 4	Percentage 5+ A* - G Grade 9 - 1
Whole School	215	93.9	93.0	99.8
SpLD Students	81	89.3	84.0	100.0

Key Stage 2 (if applicable)	No. of Year 6 students entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School							
SpLD Students							

Key Stage 1 (if applicable)	No. of Year 2 students entered	English		Maths		Science	
		L2+	A/D	L2+	A/D	L2+	A/D
Whole School							
Dyslexic Students							

h) Any other relevant information, e.g. details of any other examinations taken, literacy/numeracy assessments:

BTEC exams are also taken.

### Consultant's comments

Further information on exam grades can be seen in the Millfield Senior

Prospectus, which quotes that BTEC examinations taken in 2018 included Art & Design, Enterprise and Entrepreneurship, Business, Food and Nutrition, Music Technology and Sport. 63.9% of grades then awarded were Distinctions. A wide range of qualifications is made available to the students. Current BTEC option subjects for Year 10/11 include: Digital Information Technology (Level 1/Level 2), Enterprise (Level 2), Hospitality and Catering (Level 2) and BTEC First Award in Music (Level 1/Level 2). Nine Level 3 Certificates and Diploma level courses are offered in the 6<sup>th</sup> Form.

## 5. Facilities and Equipment for Access to Teaching of SpLD Students

Criterion 5.1 5. a) General resources for teaching SpLD students:

Millfield has a Learning Support Centre within the school and LSC teachers have their own teaching rooms. All rooms are equipped with an interactive whiteboard. All students have an iPad, which can be synced with the whiteboard. Lessons are multisensory and engaging using a range of learning styles and resources. Across the school classrooms are small and contain a wide range of digital technology. Students are provided with personalised resources, such as: covered overlays, different sized font or coloured paper, appropriate positioning within the classroom, or other personalised modifications: these are communicated via the Student Profile to teachers. In addition, tables in the LSC are 'whiteboard style' and enable students to write directly onto the table, as well as the wall WBs. The LSC has a wide range of resources for teaching and assessment, both physical and digital. Millfield is also able to accommodate students who have particular exam arrangements e.g. a separate room across the campus.

### Consultant's comments

Millfield Senior has an impressively wide range of resources available to encourage their SpLD learners. They are kept up to date and can be easily accessed by the students and staff.

Criterion 5.2 b) ICT:

The use of educational technology at Millfield is extensive across the school. Each student and teacher has an iPad and laptop use is permitted across the sixth form and for those students in Years 9-11 who have AEN and for whom it is felt to be of particular benefit. This enables all students to access their learning digitally. It also allows students to demonstrate their normal way of working across their subjects to support exam access arrangements. Teachers are trained in the effective use of educational technology so that the accessibility features on the iPads can be used by our AEN students. Assisted reading and speech features include auditory reinforcement through Speak Screen and Speak Selection applications, as well as Safari Reader View, while Typing Feedback and Predictive Text functionality assist students with their writing. Dictation functionality enables students to quickly and easily make notes both in and beyond the classroom. We also make full use of the suite of Learning Tools in the Microsoft 365 for Education package. Productivity applications such as Showbie and Microsoft OneNote are used across the school to help students organise their learning and manage their prep. These applications also allow students work to be stored digitally on the cloud and are easy to retrieve, which means that potential barriers to accessing learning through organisational difficulties are minimised for our AEN students. The use of Office Lens to convert pdf documents and paper worksheets/texts into word documents which can be read, edited and stored electronically is a very useful feature for teachers. Interactive whiteboards are located in all teaching areas. The school also has a licence for Read and



Write Gold (texthelp) which is used as a computer reader in some exams. In the LSC we have an annual subscription to various literacy-related packages including Reading Plus, TTRS (a touch-typing programme for pupils with AEN), Spellzone. Other departments make use of digital tools to support multi-sensory learning and overlearning (of particular benefit to pupils with AEN) including Quizlet, Socrative and Tassomai. Textbooks are also available in digital format through Kerboodle and the RNIB charity if pupils wish to read content using the learning tools.

#### Consultant's comments

An impressive array of resources to support AEN students has been made readily available and was seen in use throughout the curriculum over the campus during the visit.

Criterion 5.3

- c) Details of access (special examination) arrangements requested and made for SpLD students:

The SENCO, Deputy SENCO and Specialist Assessor, as well as the Access Arrangements Coordinator/Exams Officer, attend INSET annually to ensure that Millfield complies with the Joint Council for Qualifications (JCQ) Regulations regarding Access Arrangements for Public Examinations. The SENCO, Deputy SENCO and Specialist Assessor hold a post-graduate diploma (Level 7) in Dyslexia and Literacy/SpLD and the SENCO has completed further training through the CCET and CPT3A qualifications to update assessment skills. All 3 are specialist teachers (AMBDA). The SENCO also holds an Assessment Practising Certificate (due for update 2020).

All students on the AEN register are assessed by a qualified 'in-house assessor' and/or, if necessary/preferred, by the EP. Following assessment, the Student Profile is updated and a report is written (Form 8), if applicable, and applications to the JCQ are made online (through AAO, by the Access Arrangements Coordinator: AAC) for the following special arrangements:

- Extra time
- Readers
- Scribes
- Modified Papers

Other exam arrangements which do not require application to the JCQ are also put into place for candidates as appropriate and in accordance with regulations, such as:

- Separate invigilation/read aloud
- Rest breaks
- Prompts
- Use of a word processor (in accordance with the school policy on the use of word processors for exams).

Applications for all of the above have been successful and as a result Millfield offers a very high level of access to students who require access arrangements.

For students sitting internal (school) examinations in and beyond Year 9, special arrangements are made following assessment by SENCO or a qualified member of the team. The SENCO will not normally recommend access arrangements in Year 9 which are unlikely to be granted at GCSE, but appropriate arrangements are trialled through Year 9 and Year 10 to be sure there is sufficient history and evidence for GCSE. Students in Lower Sixth are either re-assessed or their exam arrangements are 'rolled-over', providing that they meet the JCQ 'Five Conditions'.

The Exams Officer/AAC organises suitable accommodation for students' arrangements at exam time across the campus, and has a large team of invigilators and staff who all receive regular training in invigilation and acting as a reader, scribe etc. The LSC is inspected by the JCQ and has been found to be compliant (date of last inspection: June 2019).

#### Consultant's comments

A highly comprehensive range of Access Arrangements is made available for the AEN students. The LSC follows the JCQ guidelines and has annual checks to ensure compliancy. The students who formed a small discussion group at lunchtime all felt comfortable with their access arrangements and were well versed in how they could use them effectively.

Criterion 5.4

#### d) Library:

The library is a welcoming environment for our AEN students. The large open plan space is organised to make accessibility straightforward for all students. The collection of approximately 28,000 texts is arranged on three floors. The mezzanine floor houses all the study materials organised in wide bays. Each bay carries a clear subject heading supported by an appropriate icon to facilitate access.

The floor at entry level includes a range of display material with aspects of the collection highlighted on individual stands. There is an excellent collection of approximately 50 magazines and periodicals from publications such as Economics Review dedicated to supporting academic subjects to special interest publications such as Empire or Four Four Two. This level also includes a substantial range of CDs both musical and audio books. Audio books include titles such as Anthony Horowitz's "The Falcon's Malteser" to Spoken word short stories as well as classic texts such as "Lord of the Flies" and "Jane Eyre."

The issue desk is located on this level and prominently displayed are bookmarks both to inform about the library and to promote our Quick Reads and e book collections. Headphones are available for students to borrow should they wish to use the audio facilities on any of the 23 PCs housed in the library.

The bottom floor of the library contains our fiction collections as well as biography and autobiography. The young adult fiction is clearly signalled at the far end of the library and the collection is housed on distinctive green shelving. The substantial collection includes within it a number of Quick Reads indicated by a red dot on the spine. In a separate area towards the middle of the library is our collection of graphic novels with a stand reserved specifically for Manga. The graphic novels include modern classics of the genre such as Persepolis as well as graphic versions of classic texts (Hamlet, Treasure Island) and several Marvel and similar publications. On the other side of the seating area from the graphic novels is a section devoted to the Puffin collection of modern children's classics and other similar texts such as Roald Dahl. There are three mobile book boxes located throughout the library with larger picture-based books such as The Guinness Book of Records and Ripley's Believe it or Not book.

Providing excellent online resources has been a focus in the library in recent years. We subscribe to Sora which provides 800 titles and RB Digital which offers approximately 17 magazine subscriptions. With both of these, students can alter fonts and sizes to suit their own reading preferences. The Sora collection has 694 e-books, 107 audiobooks and covers 77 different subjects. The titles also provide the facility of an online dictionary for students to decipher vocabulary. Our youngest students are automatically enrolled into Sora and students can renew their subscription (free) beyond this if they wish

to continue accessing these e-books in their later years. The school can provide access for up to 500 users on either site.

The library organises induction sessions for all year 9 pupils which involves a murder mystery game which requires students to be able to navigate both the physical library and our online information. Lessons are set aside for promoting reading at year 9 through our Go Read programme and many classes and tutor groups will use the library for reading periods.

The library has promoted the use of different classroom spaces and at the end of the Christmas term we hire a yurt with a log burning stove. This is erected just outside the library and is used by classes and house groups for academic, recreational and social purposes.

#### Consultant's comments

The library is a purpose-built, modern, innovative facility situated at the heart of the campus. It has a large collection of current texts along with an extensive e-book range. It provides a focus for independent study and departmental use. Library staff work closely with the English Department to promote reading for pleasure. The Senior pupils benefit from a separate silent area and supervised prep takes place in the library every evening. The library offers many opportunities for the pupils to experience a wide range of reading matter. During the visit the student who gave a tour of the school explained that when he needed a particular Philosophy book, he approached the library staff and it was ordered especially for him.

## 6. Details of Learning Support Provision

### LSC 6.3 6. a) Role of the Learning Support Department within the school:

The Learning Support Centre is well established and is frequented by both students and teachers. It is centrally located in Teaching block A (although on the 2<sup>nd</sup> floor so inaccessible to students with mobility issues), with close proximity to other teaching areas and departments. Rooms are available on the ground floor to be used if students are unable to use the stairs. Students attend the LSC both for study support (literacy support, study skills, help and advice for exams etc) and for assessment. Students meet regularly with their Study Support teacher and the LSC staff are often a first port of call, along with the academic tutor (GT) and HsM, in terms of supporting academic progress of students with AEN. Teachers also access the LSC and staff for advice and training on AEN and the SENCo offers regular INSET on a variety of AEN. Parents liaise frequently with the LSC office and LSC staff. It therefore plays an integral role in the support of students with AEN.

#### Consultant's comments

The LSC is a central, dedicated and well-used space set aside for addressing the needs of the AEN students. There is a comprehensive programme of INSET/CPD delivered by LSC staff and additional professions, such as a talk on the use of 'One Drive', 'Made by Dyslexia' (Kate Griggs/ Governor) and Multi-sensory learning / supporting students with AEN.

LSC  
6.5 & 6.6

### b) Organisation of the Learning Centre or equivalent:

The LSC is well-staffed. The Head of LSC is also the SENCo who manages and oversees all operations in the LSC and all matters relating to AEN. This includes assessment, 1-1 specialist intervention, managing the teaching and learning of the LSC, planning and review of departmental performance, managing the LSC staff, admissions and policy but does not have a group study support teaching load. The Deputy Head of LSC / SENCo, who is new to the school this year, oversees all individual 1-1 tuition, EHCP reviews, the

Year 9 Scheme of Work, and also carries out assessment and a small teaching load. Further roles and responsibilities are under discussion with the SENCo. There is a specialist assessor, also new to the school this year, and four full-time Study Support teachers, all of whom have experience in managing students with AEN. One of the teachers has an additional i/c Lower School responsibility and one has an additional i/c Sixth Form responsibility. These roles cover the particular curriculum and student arrangements for the relevant year groups. The LSC also has 2 part-time teachers, a number of peripatetic teachers and 4 administration staff (2 part-time), one of whom is both the Exams Officer and Access Arrangements Coordinator. The department has an 'in-house' Speech and Language Therapist who manages her own case load but who works closely with the SENCo, the LSC team and the teaching and staff body. The department is well-resourced, and each teacher has his/her own classroom (2 part-time teachers share a room).

**Consultant's comments**

Staffing is well-organised by the SENCo to cater for the range of AEN provision.

LSC 6.6

- c) Does the Head of Unit have Head of Department status and input into curriculum design and delivery?

Yes. The SENCo has input into curriculum design and liaises with departments regularly to offer advice and support in delivering the curriculum to students with AEN.

**Consultant's comments**

The SENCo is proactive throughout the school, working with the academic staff to develop cross-departmental links. The SEND policy was updated in the last year to include a revised iSAMS star system, coloured for staff to access more readily the 3 levels of support for the AEN students (AEN/ AEN Support/ AEN Support+). During the visit, one member of staff was keen to report that the star system proved to be very useful for his provision planning. An example of cross-departmental work can be seen with the SENCo organising LS staff to work with the Business Studies AEN students and advising BS staff on ways of moderating the lesson content; also by knowing of and supplying materials to suit individual learners' needs. Other initiatives have included the SENCo observing main curriculum lessons and offering constructive feedback.

- d) Supporting documentation, please indicate enclosed:

- vi. SEN Development Plan (or equivalent) enclosed
- vii. Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff
- viii. List of known SpLD students in school

Docs.  
Rec'd

## 7. Staffing and Staff Development

- Criterion 7 7. a) Qualifications, date, awarding body and experience of all learning support staff:

**Details of staff qualifications were provided at the time of application; names and specifics are not published to protect the identity of individuals.**

**Consultant's comments**

The LSC staff offer a wealth of experience and specialist qualifications to the work of the department. In addition to teaching within the LSC each member of staff has additional responsibilities for example a year group curriculum

LSC 7.4

- and resource representative.
- c) Are the majority of lessons within the Unit taught by those having nationally recognised qualifications in the teaching of SpLD students? (Exceptionally, an experienced teacher undergoing training may be sufficient.)

The majority of study support lessons are taught by teachers with a specialist SpLD qualification at Level 5 or 7. Three teachers (SENCo, Deputy SENCo and Specialist Assessor) have AMBDA status. There are currently 2 members of staff undertaking training: one for a certificate in supporting students with SpLD and the other for assessment of students for exam access arrangements.

#### Consultant's comments

Training amongst LSC staff for additional specialist qualifications where necessary is ongoing. Parts of four lessons were observed in the LSC for AEN students: Year 13 Study Support (8 boys/2 girls); Year 9 Study Support (2 boys/3girls); Year 9 Study Support (3 boys/3 girls) and a Year 9 Study Skills (5 boys/0 girls) group. Full Pupil Profiles were attached for each student with detailed information of their needs, screening profiles and any access arrangements officially in place. The lessons were organised to enable individual students to have time to talk their progress and next steps through with the members of staff. Reading initiatives and language work were promoted and accessed at an individual level in three groups. Students from one set were focussing on a book they had started reading earlier in the term. It was popular within the group and easy to access as it was presented on cream paper, well-spaced lines and a clear font could be seen. Each room was well-resourced, light and airy. The staff keep their own rooms and can therefore make good use of any storage facilities available rather than them having to move around the school.

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## 8. The experience of parents & students regarding the school, in particular, its response to SpLD students

Independent  
Schools  
only

8. a) Schools should provide, with the supporting documentation, a list of the names of all known SpLD students in the school. CReSTeD will provide an explanatory letter to be sent to parents of all those named informing them of the visit and seeking their permission to give their contact details to the consultant. The consultant will randomly select names from the list to discuss their experiences as parents in relation to the school.

For completion by consultants only: Parent Contacts:

Over 20 parents gave their views on their experiences with Millfield Senior. As there are currently 368 students on the AEN register a reasonable sample of views was sought. A significant majority of parents, ranging from those whose children started at Millfield aged 2 to those who had started in September 2019, reported that their children were very happy with the support and felt that the LSC environment is 'positive, supportive and enjoyable' e.g. 'we moved to Millfield Prep in 2017. Our son was demoralised and at rock bottom at his previous school. The change we have seen in his attitude, confidence and academic results is simply mind blowing. He has been boosted, supported and aided in every way'. One parent also reported that her son's 'needs have been totally recognised and supported. When we had an issue, it was sorted out immediately, so I am very happy with the Learning Support Department. It is an excellent part of the school'.

Concern was expressed however over a lack of frequency in receiving progress reports and that meetings with LS staff were too infrequent. A proactive approach on the part of the parents was seen to be necessary to find out how their children were faring. One parent, who is overseas, forwarded the idea of using Skype/Facetime to get in touch with teaching staff and this would help ease the worries over not being quite acquainted with what their children are achieving. Some parents though reported that members of LS staff had kept them very well-informed. The spread of responses indicate that the issue of communication is one for further examination and it would be useful for the school to set out the frequency of reporting from LS and meetings with LS staff (*this is already set out in the Reporting and AEND policies*). Also, to examine ways of holding discussions with parents as reporting back via email or a brief phone call may not always be sufficient.

- The issue of feedback was discussed in depth during the visit. The SENCo had very recently sent out a letter to parents giving details of assessment, exam arrangements and review schedules, as well as the current Student Profile. The SENCo thought that there would be merit in giving a short address to parents arriving at the school for the end of term meetings with staff and also devising a booklet for them to keep helping them to become aware of the annual schedule. It should be noted also that regular meetings and discussions are held with students and parents at key stages of the school year, and teachers, the LSC, tutors and housemasters / mistresses feed into this process. There is an annual cycle of written reports from all teachers, including specialist support teachers, and all pupils with an AEN profile will be reviewed on an annual basis, with the outcome of this reported back to teachers, parents and students. As one of the targets on the LSC planning for the next academic year focussed on the need to make progress with informing parents the management of AEN at Millfield, including reminding them of reporting schedules and parent meetings, planning a schedule for such opportunities to address parents to take place would be invaluable.

Concerns were also expressed over timetabling and dropping MFLs when additional literacy support was necessary at GCSE level. It may need more clarification during the admissions process and more flexibility for those SpLD students through discussion with them.

- The timetabling of MFLs was discussed with the students who came for discussion. They all felt that the system was reasonable. One student had taken German and reported that timetabling had been difficult at the time. The SENCo sends out a letter to all prospective parents during the summer term prior to admission, outlining the provision for AEN and inviting all parents to a discussion / telephone conversation with regards to arrangements for support and the issue of MFL. The issue was discussed with the Senior Leaders. They reported that they are taking a new look into the issue and have an expert coming to discuss MFLs with them soon.

Concerns were also expressed over Sports for their children and some parents asked whether the sports staff knew of their children's Student profiles and felt more communication would be invaluable in this curriculum area. It might be worth considering a workshop to be given annually by the Sports Department to parents with children with AEN.

- The issue with Sports was discussed with the students at the

lunchtime meeting and the Senior Leaders. The students thought that most sport staff understood their individual needs e.g. the need to show them what was required instead of telling them in a list of verbal instructions. This worked less effectively with team games though. Discussion with the Senior Leaders revealed that the Director of Sports has shown great interest in knowing how to address the demands of the AEN students. He would be approached to give a workshop to parents with AEN students.

To summarise, there is tremendous support within the parent body. One parent reported that 'I cannot thank Millfield enough for making my daughter's educational experience so easy. What is so lovely is that there is absolutely no stigma involved with attendance at LS or a diagnosis of dyslexia – the school is a true model for other educational establishments. One parent reported that since starting at Millfield in Year 10, 'my son went from hating school to loving it. This is 100% down to Millfield and their ethos of helping each child reach their potential and thinking outside the box'.

The key issues arising from the parental feedback were presented to the Senior Leaders during the visit.

- b) For completion by consultants only: SpLD students' responses regarding their experience of the school and teachers:

Five students gave their views on the AEN support they were receiving. They each spoke highly of the flexibility, the LS staff and the content of the support. They each felt that their needs were kept under constant review. One pupil commented that she had gained self-belief and didn't have to hide away in class as she had done in her previous setting. They felt that having experienced personalised support they could go on to achieve anything they really set their minds on. They felt that they were valued as individuals and had no reservations about attending the additional support in the LSC.

## Report Summary

For completion by consultants only:

Please remember: this is an extract of the overall criteria listing, only those relevant to the category are listed below. Consultants should be able to mark all criteria as observed before making their final recommendation.

Consultant to tick relevant boxes when criteria are observed to have been met:

Criteria	ALL
1. The school or centre implements a thorough and rigorous process for identifying children with Specific Learning Difficulties (SpLD)	✓
2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD students.	✓
3. The impact of the provision for SpLD students is measured (a system to regularly monitor provision for students and to assess their achievements).	✓
4. There is an awareness by all members of staff of the necessity to adjust their teaching to meet the needs of SpLD students and this will be evident across the curriculum.	✓
5. In Addition:	
5.1 Resources for learning appropriate to the level of need.	✓
5.2 IT provision relevant and of high quality, including up-to-date and regularly used programs for SpLD students.	✓
5.3 Access arrangements for all examinations sought as needed. Assessments for access arrangements must comply with <a href="#">Joint Council for Qualifications guidelines</a> .	✓
5.4 Specific structured, cumulative and multi-sensory teaching materials to address literacy with SpLD students.	✓
5.5 An annual report for parents on the progress of students, who exhibit SpLD.	✓

Criteria	LSC
6. Specific to the Category of School or Centre: -	
6.3 A Unit or Centre providing specialist tuition on a small group or individual basis, within the school environment.	✓
6.5 The Unit or Centre is adequately resourced, under the management of a senior specialist teacher, who co-ordinates the work of other specialist teachers.	✓
6.6 The Head of Unit will have Head of Department status, and must have an input into curriculum design and delivery.	✓
7. Qualifications of Teaching Staff: -	
7.1 The Head of Learning Support (or equivalent) should be a qualified teacher holding a nationally recognised qualification for the teaching of students with SpLD. Exceptions may only be allowed after special reference to the Council.	✓
7.4 The majority of lessons in the Unit or Centre to be taught by those having nationally recognised qualifications in the teaching of SpLD students. In exceptional circumstances, the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion.	✓



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Summary of Report including whether acceptance is recommended:

Millfield Senior aims to develop each child's individual abilities and talents, and to provide a balanced, all-round education to enable its students to achieve and set their aspirations highly. The term Additional Educational Needs is used throughout the school as it marks a more inclusive positive view of those students requiring support. As the school has a long experience of supporting students with AEN, staff use strategies they have discovered to work with these students within their lessons for all pupils. There is a very enlightened approach and the pupils are confident and able to achieve with the carefully planned interventions organised for them. Staff respond very well to the AEN students and support them through the various stages of their education by working with the LSC.

I would recommend that the CReSTeD registration for LSC status is maintained.