Shaftesbury Millie College

SEN Information Report

Author of report: Aaron Gregory – Curriculum Lead

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About Shaftesbury Millie College

Shaftesbury Millie College is based at Holton Lee, a 350-acre nature reserve on the Dorset border. The college is a specialist provision, supporting young people between the ages of 16 to 25 with barriers to learning and special educational needs and disabilities (SEND) to access a range of purposeful work-related opportunities and enrichment activities delivered through our enterprises. The curriculum is geared towards preparing students for adulthood, equipping them with the skill set to live rich and meaningful adult lives.

At Millie College, we are committed to providing an inclusive education that meets the needs of all our students. This report outlines how we support students with Special Educational Needs and Disabilities (SEND) to enable them to access learning, to maximise their potential and develop self-advocacy with the aim of preparing them for adult life.

To support the educational development of every learner, students have personalised learning programmes which aim to build confidence and independence, supported by a focus on wellbeing. Aligned to Shaftesbury's core values, the college proudly supports a range of learner cohorts, each with their own access needs. This could be through physical access, a broad range of sensory and therapeutic stimulus, specialist communication, visuals, auditory, and access infrastructure for more complex cohorts.

Shaftesbury Millie College is part of Shaftesbury Education, within this group are a specialist independent school, Shaftesbury Victoria School in Poole, and a specialist college provision, Shaftesbury Nash College, in Bromley.

Key Contacts

Principal: Jon Ascot – JAscot@shaftesburygroup.org

Deputy Principal: Geoff Lively – GLively@shaftesburygroup.org

SEND Multi-Disciplinary Team:

Curriculum Lead: Aaron Gregory (SENCO Qualified) - AGregory@shaftesburygroup.org

Pastoral and Wellbeing Lead: Emma Browning - EBrowning@shaftesburygroup.org

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Admin and Admissions Team Leader: Heather Diffey HDiffey@shaftesburygroup.org

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Governance at Millie College

Our Local Advisory Board works with the college leadership to support the governance and oversight of Shaftesbury Millie College. This is in conjunction with the Executive Team and Trustees.

Our Local Advisory Board is made up of a number of local experts, which we are proud and privileged to have working with us. The Local Advisory Board consists of the following:

- Clare Lees, Landowner, Parent
- Ian Alexander, Senior Advisor, Natural England
- Ruth Drewett, Former Deputy Headteacher Montacute School (retired)
- Paul Beveridge, Headteacher, Sandford St Martin's CE VA Primary School
- Adele Audin, Executive Director for Education, Shaftesbury
- Emma Browning, Senior Leadership Team, Shaftesbury Millie College – Wellbeing and Pastoral Care
- Aaron Gregory, Senior Leadership Team, Shaftesbury Millie College – Quality of Education
- Annabelle Pearsall, Senior Leadership Team, Shaftesbury Millie College – Enterprise and Visitor Services
- Jon Ascot, Principal, Shaftesbury Millie College

Quality assurance at Shaftesbury Millie College is overseen by Director for Education – Adele Audin – aaudin@shaftesburygroup.org and scrutinised monthly by our team of Educational Trustees. This dual approach for overseeing the quality of provision aims to provide robust measures towards ensuring the delivery of a safe and impactful curriculum that enables all learners to progress.

SEN provision at Shaftesbury Millie College

Our approach

Millie College provides access to personalised learning pathways for all of our students. This is delivered through enterprises accessed through three curriculum pathways - Formal, Semi-Formal, and Pre-Formal - ensuring appropriate challenge and support for every learner. Learning programmes promote choice, independence and aspiration, supporting students to develop skills and receive educational experiences that enable them to achieve their personalised outcomes.

We work collaboratively with local authorities to provide specialist provision and partner with local organisations and businesses to increase pathways for opportunities for our students. We encourage hope and motivation for the future by building secure connections within the community and developing wellbeing for all of our learners.

Our skills-based curriculum of enterprise activities is delivered over three years or more if relevant to the individual. Our offer has student choice at the centre. Students working at Entry Level 3 and above have the opportunity to work towards a successful transition into employment, their next placement or towards community volunteering.

Our **College Model** (below) demonstrates how our curriculum is built from four key strands aimed at supporting students to maximise their learning experience and achieve their personalised outcomes.

Students working at below Entry Level 3 access the enterprises at Millie College to work towards outcomes based on the '4 pillars of Preparing for Adulthood'. This focuses on helping students working at these levels to achieve the best outcomes in:

- Higher education
- Independent living

- Participating in their local community and society, and having positive relationships
- Good health

Please refer to our Curriculum document, available on our website, for more details.

Personal development, choice and wellbeing

Wellbeing is a key feature of our curriculum and College Model. This is implemented through daily sessions focused on personal development and by embedding individualised tasks in our enterprise strands and activities.

Each student has a **Wellbeing Resilience Action Plan (WRAP)**, which they are supported to complete. This is designed to become a personalised toolkit of how the student can keep themselves feeling good and functioning well. To complement this, students are trained in understanding how to use the **Zones of Regulation** to support them to recognise their feelings and build an understanding of regulation tools through learnt strategies and regulation techniques. Students also receive regular opportunities to practise mindfulness techniques and participate in enrichment activities such as creative arts, chair yoga and woodland wellbeing.

Built into daily timetables are opportunities for reflection to enable students to recognise the impact of their work and the next steps on their learning journey. Robust assessment frameworks informed by the 'Getting it right for every child' wellbeing model are used to support education staff with measuring wellbeing and personal development. These are assessed using Programmes at a Glance (PAGs) and recorded using Evidence for Learning. In addition, each student has a Wellbeing Assessment Plan, based on the 8 indicators outlined in the 'Getting it right for every child' framework: Safe, Healthy, Active, Nurtured, Achieving, Responsible, Respected and Included.

Staff meet regularly to discuss student wellbeing and add students' strengths, needs, wellbeing partnership opportunities and actions needed to support wellbeing to the plan.

Functional skills, communication and access

All students engage in daily **Personal Development** lessons, focused sessions that cover termly topics in literacy, numeracy and PSHE, as well as working on skills for independence. These tutor-led sessions are highly differentiated and personalised to support skill development and understanding. Lessons generally focus students on problem solving and the application of skills to real settings. Tasks are underpinned by topic specific unit objectives from the NOCN personal development strands from the **'Skills for Employment and Personal Development' (Entry Level 3 and above), 'Preparing for further learning or**

employment' (Entry Levels 1 to 3) or Independent Living (Entry Levels 1 and 2) courses and the NOCN functional skills qualification certificates delivered as part of our suite of accreditations at Shaftesbury Millie College. Themes are planned for each term ensuring breadth of coverage. Students also work towards their PLP targets with regular opportunities to rehearse skills and carry out tasks relevant to their own personal development.

We recognise every activity at Millie College as an opportunity to embed tasks to support functional skills development, particularly within our enterprises. Cross-curricular working is planned within all learning activities and overseen in their delivery by our skilled tutors, co-tutors and education support assistants. Students' targets and objectives are personalised and linked to their EHCP outcomes and applied towards our vocational tasks and skill rehearsals. Skill development and knowledge retention is assessed daily by our education team through 'PAGs' and evidence is captured using the Evidence for Learning tool to support judgements on the progress of knowledge and skills. This enables tutors to be dynamic in their approach and to provide tasks that challenge and support students continued development.

Community links

The Holton Lee site, where Millie College is situated, is a SSSI nature reserve in 350 acres of Dorset countryside. This provides opportunities for students to engage in projects linked to both our enterprises and with external stakeholders on projects relevant to the conservation of the flora, fauna and wildlife of the site. Stakeholders include the RSPB, Wareham Arc, Birds and Recreation Initiative, ARC Trust, Birds of Poole Harbour and Dorset Wildlife Trust.

Our curriculum aims to support students' engagement with the public and external professionals at a pace centred on their own personal development. A student-centred future pathways programme links with this work and enables students to engage in community facing opportunities, building confidence over time.

Curriculum access

Our curriculum is built to be fully accessible for all students. We believe learning should be fun and a rewarding experience for everyone. Aligned with our enterprise curriculum, we aim to provide learning experiences that are enjoyable, experiential, and vocational. Activities provide multiple opportunities for students to embed knowledge to develop their interpersonal and creative thinking skills, self-advocacy, and resilience. By building skills, knowledge and understanding in this way, our aim is for students to be able to make informed choices about the things that are important to them. We recognise student voice, involving students throughout their learning journey and reflect with them on their personal achievements. We fundamentally believe appropriate learning experiences help young people to continue on their journey towards rich and rewarding adult lives.

Learning through enterprise

As demonstrated in our college model, our curriculum is formed around key strands of enterprise: **Horticulture**, **Animal Care**, **Catering**, **Retail, Conservation** as well as **Creative Crafts**. These enterprises maximise the learning opportunities provided by the Holton Lee site and provide unique experiences for students to practise key functional skills in engaging, spacious, outdoor environments. Students receive first-hand vocational experiences linked to the activities required to sustain the functions of the enterprises. Tying in with our curriculum intent, tasks support promotion of self-worth as students recognise the impact of their acquired skills when applying them to meaningful and purposeful tasks and activities.

Enterprise delivery

Each strand of enterprise has a specialist lead. They oversee the day-to-day running of the enterprises and work with our tutor team to set bespoke tasks and objectives for students based on their learning needs, levels, preferred learning styles and personal interests. Tasks are linked to the daily needs or requirements of the enterprise areas and/or the requirements for the students' course or targets. This supports students to recognise their personal responsibilities and duties linked to the vocations. Additional tasks are embedded within activities to provide challenge and students in year 2 or 3 of their programmes, where appropriate, carry out tasks with more independence to nurture their personal development. Embedded throughout are opportunities to apply and develop functional skills.

Enterprise mapping

Shaftesbury Millie College is a working site due to the functions of the enterprises. Our curriculum wraps around the needs of the site and our 'Schemes of Work' and Enterprise Maps give students opportunities to practice and develop their skills and knowledge whilst contributing to the daily management of the site and enterprises. Changes in the seasons provide different opportunities for learning and enable students to build a wider repertoire of skills.

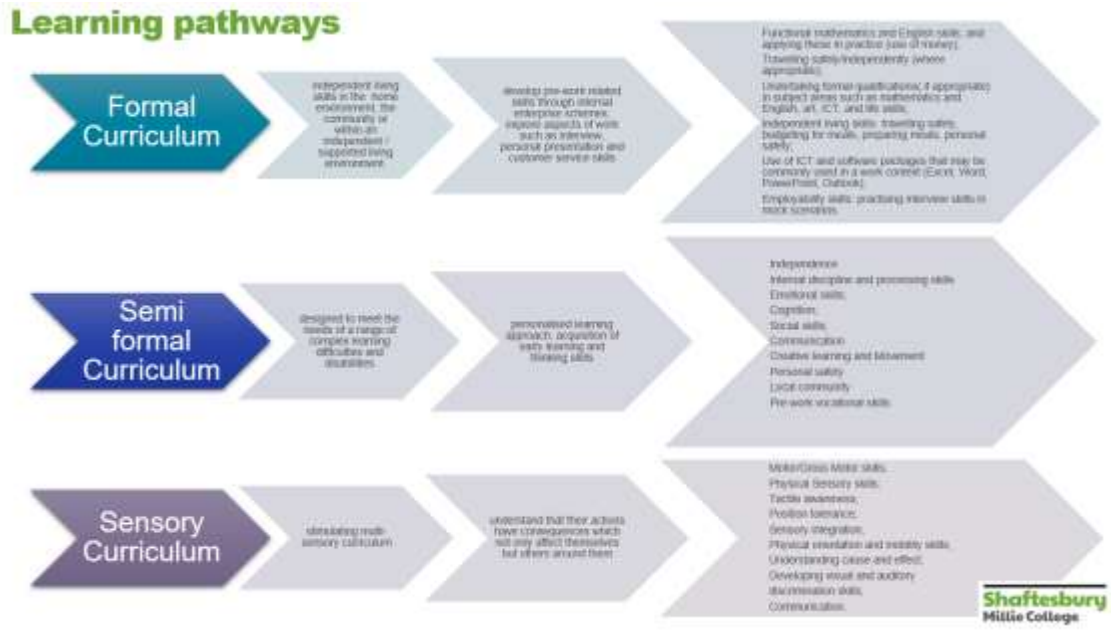
The enterprise strands also provide opportunities for students to build skills and develop confidence working with others, which feed into our public events. This enables all enterprise areas to provide meaning and purpose as students' work contributes to the wider college.

As students progress through college, where appropriate, they may be supported to streamline their skills and understanding through the Innovate and Cultivate strands. This takes place in the form of work-related sessions with reduced support over time to develop mastery of skills and understanding. The aim is to develop transferrable knowledge and skills that can be practised through internships, volunteering programmes and work when students approach the end of their learning programme at above Entry Level 3.

Meeting the educational needs of every learner - The learning at Shaftesbury Millie College:

We have three structured learning pathways - **Formal**, **Semi-formal** and **Pre-formal.**

Our pathways are designed to ensure access to learning for all students with a curriculum that is ambitious in challenging students to develop knowledge and skills at an appropriate pace and level.



Formal pathway

The Formal pathway is for students who can access accredited courses between Level 1 to 3. Students accessing this pathway will work towards understanding the underlining theory that supports their daily practice, building essential functional skills and applying them to vocational tasks. Students learn skills in lessons to support them to develop their critical thinking alongside strategies to help them

take ownership of their learning and enterprise tasks. This is with the aim of equipping them for future learning opportunities should they wish to continue in education.

Students on the Formal pathway work towards the **NOCN Diploma in 'Skills for Employment and Personal Development'.** This is delivered over a three-year programme where they work towards the most appropriate and challenging learning level. Following a thorough baseline assessment**,** students are supported through a **RARPA** - Recognising and Recording Progress and Achievement programme.

They are encouraged to take ownership of their learning with personalised targets constructed with their input and agreement.

Targets are regularly assessed through our '**Programmes at a Glance'** and analysed termly using **Evidence for Learning** to secure judgements against progress over time.

The focus in year 1 is on skill acquisition and rehearsal. In year 2, students focus on the functional application of their acquired skills and in year 3 they work towards applying skills in the workplace.

Semi-formal pathway

The Semi-formal pathway enables students to access the main college curriculum between learning levels Entry Level 1 to Entry Level 3.

The pathway has two strands:

- **Venture** – students learning at entry level 3
- **Endeavour** – students accessing entry levels 1 and 2

Students accessing the Venture strand will work towards either the **NOCN Diploma/Certificate in Preparing for Further Learning or Employment** or **NOCN Diploma/ Certificate in Skills for Employment and Personal Development** at Entry Level 3 over a three-year programme. These courses enable students to build their skills and knowledge whilst recognising kinaesthetic (learning by doing) tasks as the preferred method of accessing learning. Lessons focus on developing skills functionally, applying skills vocationally and developing skills with the aim that students become more independent over time.

Students access the main areas of the Enterprise Curriculum and are supported with their own personalised pathway towards volunteering and/or work opportunities using the college's Experience to Employment continuum.

Students on this pathway receive a thorough baseline assessment using the **Autism Education Trust Framework.** This informs personalised targets that are regularly assessed through Programmes at a Glance and Evidence for Learning.

In year 1, sessions are focused on skill acquisition and rehearsal. In year 2, students focus on the functional application of their skills and in year 3 work towards the functional application of skills in the workplace. Student wellbeing and the development and application of social skills is a further key part of this strand of the curriculum and is regularly embedded through subjects within the timetable such as music and woodland wellbeing. This is with the aim of broadening interests and providing opportunities for enrichment.

Students accessing the Endeavour strand, follow a curriculum focused on preparing for adulthood and developing skills for life. Using the college enterprises as a vehicle to nurture and develop knowledge and skills, students work towards a person-centred RARPA programme and the **NOCN Entry Level Certificate in Independent Living – Looking after yourself and your home**. The Endeavour timetable provides opportunities for personal development with weekly PSHE and life skills lessons, and encourages creativity and development of communication skills through music and creative crafts.

Pre-formal pathway

The Pre-formal pathway is for students with a range of complex learning difficulties and disabilities and/or profound and multiple learning difficulties and/or sensory needs.

The pathway is implemented through four learning domains that flow through the main college curriculum, sharing the overarching curriculum intent. These domains are Communication, Movement, Discovery and Social Relationships and Emotional Development. Students work on experience-based tasks that encourage engagement and choice-making skills. Tasks are bespoke and typically are set at below Entry Level 1 for those students who are learning at the experience level on the college's Experience to Employment Continuum.

A thorough baseline assessment is carried out using the Autism Education Trust's Independence Framework and this informs termly target setting and the implementation of a RARPA programme that links with annual EHCP outcomes. Targets are rigorously assessed to determine progress over time using Programmes at a Glance and supported by evidence captured through Evidence for Learning.

An in-house Personal Progress Certificate is awarded to students on completion of the programme. This shares the skills developed over time and is specific to the situations where they were developed, it also celebrates each student's progression.

Admissions

Through its admissions procedure, Shaftesbury Millie College seeks to fulfil its core values of being "open, enabling, inclusive and courageous" for all learners with special educational needs.

All applications to the college are fully evaluated using the guidelines set out in the Shaftesbury Education Admissions Policy and Shaftesbury's Equality and Diversity Policy, giving due regard to the special educational needs reforms introduced in the Children and Families Act (2014), Special Educational Needs and Disability Act (2001), Disability Discrimination Act (2005) and Equality Act (2010). Shaftesbury's Equality and Diversity Policy sets out our commitment to pursue non-discriminatory practices as they relate to any employee or learner, particularly on the grounds of:

- Learning difficulty and disability (including sensory or mobility impairment)
- Ethnic or cultural origin
- Race, nationality or national origin
- Religious affiliation

Following consultation, the multi-disciplinary team will gather the information required to assess if the college can meet a student's needs, access to learning and support EHCP outcomes. This can include reviewing previous educational reports, speaking with the student, parents/carers, teachers and other supporting professionals.

Please refer to the Admissions Policy on the college website.

Initial Assessment

To ensure students maximise their learning when they start at Shaftesbury Millie College, the education and multi-disciplinary teams carry out a detailed baseline assessment. This feeds into each student's RARPA programme, where targets are set and monitored to support progression.

What is the Baseline assessment and why is it a useful tool for monitoring progress?

- A baseline assessment is an analysis of a student's current situation to identify the starting points for targets. Benchmarks can then be set to assess progress.
- Baseline information builds a database which can be used to monitor and assess a student's progress and the effectiveness of targets, both during implementation and after targets have been completed.
- Baseline assessment informs target setting, PAGs and our graduated process. This ensures we can make an informed decision on long-term and short-term

targets, supporting students to continue their progression and maximise their potential.

The baseline tool and initial process

The baseline process follows a coordinated multi-disciplinary approach and takes place during a student's first term at the college.

The baseline assessment follows the Autism Education Trust's progression framework. It is broken down into eight sections, with sub categories with descriptors for detailed oversight of skills and understanding.

The 8 areas on the framework are:

- Communication and interaction
- Social understanding and relationships
- Sensory processing
- Emotional understanding and self-awareness
- Learning and engagement
- Healthy living
- Independence
- Community participation and interests, routines and processing.

These formulate the 8 areas on our PAGs.

The baseline assessment is coordinated by the multi-disciplinary team. Within this team are the student's tutor, co-tutor, the MDT lead, Care Lead (where applicable), Physiotherapist (where applicable) and Speech and Language Therapist (where applicable).

A multi-disciplinary approach ensures secure judgements on the student's current skills, abilities and understanding, with specialist oversight of the particular targeted areas. For a baseline assessment to be complete, all professionals listed within the MDT for a student (this can vary dependent on need) must agree on judgements for their specialist areas. They must then digitally sign and date the student's baseline document to acknowledge they have read and agreed the judgements on the baseline assessment framework.

When assessing a student's current ability during the baseline assessment, the professionals involved will use the Millie College Standardised Procedure to score where students are assessed with current skills or understanding. This will be from 'Not yet developed' to 'Mastered'.

Baseline assessment, target setting and how targets work towards EHCP outcomes

Following completion of the baseline assessment, targets from each of the 8 areas will be set. These will be chosen in consultation with students, where possible, and will aim to align to the annual targets that are informed by the student's EHCP outcomes. The 8 targets will form the student's termly Personal Learning Profiles (PLP's) and will be monitored by the education team through PAGs. These targets have been categorised alongside the four outcome areas of the EHCP ensuring analytical oversight of how students are progressing against their EHCP outcomes.

PAG Category	EHCP Outcome Category
Learning and Engagement	Cognition and Learning
Sensory Processing Routines and processing Healthy Living	Sensory and Physical
Communication and Interaction	Communication and Interaction
Social understanding and relationships Emotional understanding and self-awareness Community participation and interests	Social, Emotional and Mental Health

Monitoring and evaluation

Regular monitoring and assessments are conducted by our team of professionals to review the impact of the student's learning programme and monitor progress. Progress measures can also be used to identify any emerging needs. Annual reviews enable a joint and informed approach to supporting need and maintaining learner progress towards outcomes.

Data tracking

Student progress is closely monitored through a combination of academic tracking and qualitative assessments. Educationally, students' progress towards termly targets is monitored by live PAG documents. Class teams review these weekly to identify how students are progressing towards. Judgements are informed using the Evidence for Learning App and from task observations. Other progress measures are used to identify student progression, these include Personal Learning and Thinking Skills (PLTs) assessments, the marking of work from accredited work, Wellbeing Resilience Action Plans (WRAP) and from vocational profiling through our work-related learning/Preparing for Adulthood programme. Our college model combines personalised approaches to learning with analytical approaches, using data to support student progression and next steps.

Categories of Need

As referenced at the beginning of this report, we are passionate about delivering an educational offer that caters for students across a broad spectrum of needs, including:

Communication and Interaction: Autism Spectrum Disorders (ASD), Speech, Language, and Communication Needs (SLCN).

Cognition and Learning: Specific Learning Difficulties (SpLD), Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD).

Social, Emotional, and Mental Health (SEMH): Anxiety, ADHD, Depression.

Sensory and/or Physical Needs: Visual Impairment (VI), Hearing Impairment (HI), Physical Disabilities (PD).

Profound and Multiple Learning Difficulties (PMLD)

Accessibility and support for our students with SEND & SEMH

Millie College is part of the Shaftesbury charity which provides education services for people with a range of barriers to learning, including social, emotional, autistic spectrum conditions and physical disabilities. It is essential that everyone is able to access our information, buildings and staff team appropriately and with ease. We aim to be a community where everyone is treated fairly and with respect. We want everyone to have choice and control, and recognise that for some people, extra support is needed to help them achieve and be successful. We take our legal duties on equality seriously. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations.

Accessibility

College learning environments

The learning areas of the college is divided into campuses, with wheelchair access to parts of each building, including rooms and toilet facilities. The Barn Campus is a purpose-built space, with walk in toilet facilities, hoists and medical room.

Below is the site map for the learning areas at Millie College.

Learning spaces are divided into four parts:

- Personal learning areas - each student has their own learning space in their respective campus.

- Informal learning areas – a central space to share with friends and peers to socialise and relax and learn in a different setting

- Formal learning areas – most akin to a classroom space, with IT access

- Outdoor classrooms – a range of learning spaces exist in our grounds, including heathland, Forest School, nature walks, farmyard, gardens, stables and kitchens. Access to some of these areas uses mobility Trampers or our wheelchair buggy, 'Ambug'.

Groups are arranged to accommodate up to 8 students with clearly marked work areas.

Wall displays are engaging and stimulating to the right level for the students and contain work and information on the current topic and how students can make progress. Corridors are kept free of clutter with limited wall displays providing a clear, distraction free route between rooms; with signposting throughout. Millie College actively promotes and facilitates access to a range of community activities and events, including swimming, local community provision and work experience. College groups organise educational visits in line with the topics being taught and with regard to the social, moral, spiritual and cultural development of students.

For more details on the accessibility of Shaftesbury Millie College please refer to the Accessibility Plan on our website.

Access for all

Listed below are approaches used to support all learners to access their individualised programmes and to enable them to maximise their learning.

Classroom support

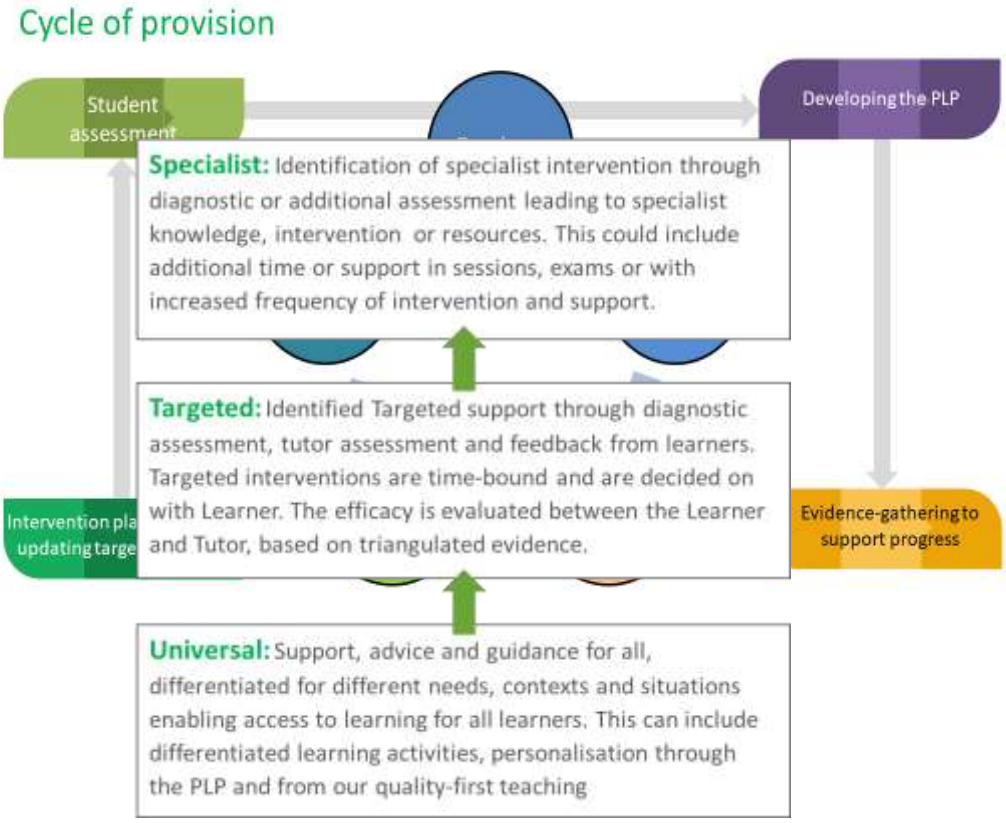
Education Support Assistants: Our ESAs provide targeted learning support, helping to scaffold learning and ensure students can access the curriculum. They also support with analysis of progress and the implementation of personalised resources to enable access to tasks and activities at the right stage for each learner. Where appropriate, ESAs will also support with learner needs and encouraging learners to become more independent with managing these over time in preparation for adulthood.

Total communication environment: A Total Communication approach is provided across site to enable students to communicate and interact through their own preferred methods. Staff also use signalong and are trained to support students to access AAC devices.

Interventions: Progress is analysed half termly ensuring that targeted interventions can be implemented to support learner progress.

Personalised Learning/Specialised programmes: Curriculum modifications are made to suit individual learning styles and needs, including the use of assistive technology and differentiated instruction. This is implemented for individuals through the ESA team and guided by MDT professionals.

Graduated approach: We use graduated approaches 'Plan, Assess, Do, Review' to support students. Our responses to student progress are also informed by a graduated approach as demonstrated in the diagram below:



This ensures robust approaches through regular oversight, review, assessment and planning.

To enable every learner to make the most of their educational programmes we use specialist, targeted and universal approaches supporting access to learning.

Pastoral Care: A pastoral support system is in place, offering mentoring and guidance to help students navigate challenges. We have a Pastoral and Wellbeing lead, Emma Browning, and education staff are trained with directed approaches to supporting individuals. Where appropriate, targeted support can be accessed through external mental health services. Termly MDT meetings identify where appropriate targeted support may be required.

External Support

Partnerships: Where appropriate to the individual, we work closely with external agencies, including educational psychologists, speech and language therapists, occupational therapists, and mental health services, to provide targeted support. This is arranged through our multi-disciplinary team.

Local Authorities: We work collaboratively with Local Authorities to ensure our learning programmes are bespoke to the needs of the individual. This is managed through a needs assessment. During their time at Millie College, we work closely with local SEND case officers overseeing EHCPs adopting a joint approach towards supporting the development of the learner.

Annual reviews: Regular reviews are conducted with the involvement of students, parents/carers, and external professionals to evaluate progress and update EHC plans.

Involvement of parents and carers

We recognise the importance of involving parents in the oversight of their son or daughter's progress and as a collaborative partner in overseeing their long-term development:

Communication:

Regular communication with parents/carers is implemented through meetings, reports, and newsletters. We hold termly parent evenings, open events and forums, such as our online safety forums, where parents are welcome to attend.

Evidence for Learning parent access

When students enrol at Millie College, all parents will be given access to the parent portal. Within this portal, parents can view regular updates, photos and videos showing their son or daughter's progress towards learning targets.

Review of plans

Where changes are implemented, parents/carers are actively involved in the development and review of support plans. These are shared with parents for a joint approach towards implementing in the best interests of the student.

Training and development

At Shaftesbury Millie College, we recognise the importance of up-to-date training in ensuring our staff team are equipped to support all students with SEND and SEMH and we are ambitious in providing this to enable high quality provision.

Staff training

Regular training sessions are held for all staff to ensure they are equipped to support students with SEND.

Annually, all staff receive training in curriculum implementation and delivery, safeguarding, approaches to positive behaviour support and safely meeting the needs of individuals such as moving and handling training.

Where a specified need is identified, additional training is put in place for the staff supporting the student(s).

Online Training:

All staff access the **My Learning Cloud** suite of online courses. This covers a wide repertoire of courses and is aimed to support staff understanding of wider aspects of their duties. Some examples of courses included are:

Understanding Approaches to Autism

Understanding Dysphagia

Prevent

Health and Safety

Safeguarding Children and Adults

Wednesday Workshops: Every week at Millie College, staff have access to Wednesday Workshops. The aim of these workshops is to provide 30-minute training sessions that focus on contextual areas of safeguarding, needs specific training, curriculum focus areas and understanding student conditions and needs. These sessions offer regular opportunities for staff to develop their understanding of best approaches towards supporting students to access their learning.

Continuous Professional Development: The team at Millie College is committed to ongoing professional development to stay informed of best practices in SEND education. Staff access forums and conferences to ensure wider networking and stay informed of innovative approaches to supporting SEND learning. All staff can request additional training opportunities to support their own personal development within SEND practices through our supervision process.

The table below shows the universal training offer at Shaftesbury Millie College.

Universal Training (Training for all staff):

- Face to Face (FtoF) Safeguarding Training (Annually)
- F to F Positive Behaviour Support Training (Annually)
- F to F Curriculum Overview training (Annually)
- F to F incident reporting training
- My Learning Cloud – E learning modules (inc. Health and Safety, Safeguarding, Online Safety, Data Protection).
- Wednesday Workshops (including, contextual areas of safeguarding, needs specific training, curriculum focus areas, understanding student conditions and needs).
- WRAP training
- Dysphagia training
- Moving and Handling Training (most staff where applicable).
- Evidence for Learning training
- Enterprise delivery training

Middle Leadership:
(Additional training to the Universal offer):

- Co Tutor specific training programme.
- Leadership Matters
- Safer Recruitment (specified staff)
- Bluesky training
- Evolve training
- PRICE Train the trainer – MDT Lead and behaviour analyst

Senior Leaders:
(Additional training to the Universal offer):

- Level 3 Safeguarding Training
- Leadership Matters

DSL/DDSL Specific training (additional to L3 safeguarding training). Note these courses have all been completed by members on our DSL/DDSL Team:

NSPCC Managing Sexualised Behaviours in schools
Prevent Duty Training
Operation Encompass Key Person Training
NSPCC Safer Recruitment Training

Additional specified training:

PRICE Training
NSPCC Online Safety Training – Online Safety Champion
Attendance at EFL Conferences
Attendance at LA safeguarding forums
Attendance at Natspec Conference

Review Meetings

Regular meetings are held to review our SEND provision with the aim of enabling all students to access learning. These meetings include:

- Weekly MDT meetings with a focus on 3 particular students covering access, support arrangements and progress.
- Weekly Senior Leadership Team Meetings – A section of this is focused on student access for learning.

- All students receive Annual Review meetings to review progression towards EHCP outcomes.
- Half termly Local Advisory Board scrutiny exercises to support Quality Assurance.

Complaints Procedure

At Shaftesbury Millie College, we aim to provide an enriching learning experience for all of our students. Any concerns or complaints regarding SEN provision can be directed to the Principal or Director for Education. A formal complaints procedure is in place and details are available on the Shaftesbury Millie College website.

Contact Information

For further information regarding SEND provision, please contact our senior leadership at:

GLively@shaftesburygroup.org – Deputy Principal

AGregory@shaftesburygroup.org – Curriculum Lead

EBrowning@shaftesburygroup.org – Pastoral and Wellbeing Lead + Admissions

JAscot@shaftesburygroup.org - Principal

Alternatively, we can be contacted by calling **01202 625562.**