



MILLAIS SCHOOL

SPECIALIST INTERVENTION & LEARNING SUPPORT

The Specialist Intervention & Learning Support faculty is central to our commitment to inclusion; we are passionate in our aim of ensuring that all students, irrespective of their background or ability, are able to grow and thrive during their time with us, enabling them all to achieve their full academic and social potential. We are increasingly focusing our attention on ensuring that our most vulnerable students, for example those with SEND, those entitled to free school meals or those who are looked after, benefit from the opportunities open to all, and also receive high quality, additional personalised interventions to enable them to progress as well as or better than their peers.

There are 2 SEND leadership roles available – SENDCO & Leader Specialist Intervention who will assume overall responsibility for the area and the Deputy SENDCO & Assistant leader of Specialist Intervention. Depending upon experience one post will oversee SEND for KS4 and the other SEND for KS3. The two roles will also jointly lead on the teaching & learning of SEND across the school.

Background

The rationale underpinning the staffing structure is to provide a sustainable fully inclusive learning environment. We want to ensure that all students, particularly those who are vulnerable and disadvantaged are able to overcome their personal challenges and achieve their full potential, both academically and socially, alongside the main cohort of students.

Over recent years national and local expectations have risen sharply in this area, with a significantly increased accountability and focus on the performance of vulnerable groups. Analysis of our performance with these vulnerable students highlights many areas of strength in our provision, however there are clearly also areas in which we could improve. We believe that there is a moral imperative for us to do all that we can to support these young people in overcoming disadvantage. Therefore, in order to strengthen this area of our work even further, we are committed to increasing the level of specialist intervention and learning support available.

High Standards

The achievement of students at KS3 is strong, with the overwhelming majority of students gain standard and strong passes in English and Mathematics. We consistently achieve a positive progress 8 score which is significantly above the national average when compared against other schools.

Strong Curriculum Provision

We regularly evaluate our curriculum provision, developing new practices and resources to engage students and enhance their progress. Each Curriculum Area develops comprehensive schemes of work and accompanying resources that are shared electronically.

Intervention Practices

The progress of each individual at the school is tracked using our in-house dynamic tracking system. Any student failing to meet expected progress is subject to interventions from the class teachers which are closely monitored over time.

Students entering Year 7 below national expectations in English and Mathematics are targeted for additional support. The school has 15 FTE of Learning Support Assistants who are working in the English and Mathematics faculties, helping to ensure that all students reach expected progress by the end of Year 7. Interventions also include additional time with literacy support and the passport to mathematics programme.

Students with special educational needs are tracked both centrally and within each Curriculum Area. A key aspect of this role will be to ensure that any provision is co-ordinated to maximise the impact on levels of achievement.

Excellent Facilities and Resources

The Specialist Intervention and Learning Support facility is a discrete well-equipped area. Currently, there is provision for small groups within one medium and two smaller sized rooms. There is a SMART board available as well as access to a suite of computers and other media resources, Additionally, there is space for two offices and also a room for counselling.