



Council for the Registration of Schools Teaching Dyslexic Pupils

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

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Millfield School Butleigh Road, Street, Somerset, BA16 OYD Tel: 01458 442291 Fax: Email: office@millfieldschool.com Web: www.millfieldschool.com	Rural	Boys & girls 1325	Dysc, Dysl, Dysp, ADD, P&S, ASD	HMC, BSA, AGBIS
	Ind Bdg Day			GCSE, GCE: AS/A2
Comments: 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.				

Date of visit:

16 November 2023

Name of Consultant(s):

Anne Cowley

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: www.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 is in his sixth year as Head of Millfield, having worked in a range of educational establishments. He has extensive experience in the maintained sector, but also working in independent schools within the UK and internationally.

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

Name: Julie White

Title (e.g. SENCO): Head of LSC and EAL; SENCo

Telephone number if different from above: 01458 444146

Qualifications: BSC Hons; MEd SEND; QTS; Post Grad Diploma in Dyslexia and Literacy (Specialist teacher/AMBDA); Assessment Practising Certificate No. 0414/361; Fellow of the Dyslexia Guild; 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 is a very experienced Head of Learning Support and is highly qualified. She continues to build on the success established at Millfield through ongoing development of the support and intervention within the Learning Support Centre, and throughout the school.

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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:	191	75
		Girls:	158	40
	Boarding:	Boys:	559	217
		Girls:	417	114
	Overall total:		1325	446

Consultant's comments

Approximately a third of the student body has a SpLD (term used is Additional Educational Need (AEN) as opposed to SEN).

Millfield has a history of supporting learners with dyslexia and co-occurring difficulties, so it is an active choice for parents. The proportion with SpLD is relatively stable, although the number of students on role has grown.

- c) Class sizes – mainstream: 2 - 17

Consultant's comments

Lessons observed were small enough for students to have individual attention, if required, and opportunity to contribute to whole class teaching and discussion. However, the number of students is large enough to allow for group work and for a diverse range of personalities.

- d) Class sizes – learning support: Individual 1-1; small groups of between 2– 9

Consultant's comments

The majority of intervention is in groups (those observed had a variable number but around 8 students). Fewer students have 1:1 sessions with SpLD tutors, and these are with external providers visiting the school.

There are 1:1 and small group sessions for Speech and Language Therapy, although this was not taking place on the day of the visit.

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

A Focused Compliance and Educational Quality Inspection Report (January 2023) recorded that all standards were met for regulatory compliance. They highlighted the increase in the number of students, concluding that, 'the school's pastoral systems are strong, with additional staff, including a second counsellor, appointed to pastoral roles since the previous inspection. The increase in numbers has not had a detrimental effect on the school's ability to care for the health and wellbeing of the pupils.'

Pupils consistently treating others with respect and consideration was a recommended area for improvement.

After a detailed discussion with the Deputy Head Pastoral and time spent observing classes around the school, it was apparent that issues observed during the inspection were not indicative of the general behaviour at Millfield. However, the recommendation has been reflected upon and actions have been taken to ensure that a high degree of respect and consideration between students, and students and

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Independent
Schools only

staff, is encouraged and maintained. There has been an inclusion project with the aim of shifting the culture within the school.
There is a well-being centre. Students mostly self-refer but there are assemblies to promote the service. There is no cost for the sessions and students attend, on average, for 6-8 weeks depending on risk and complexity.
There is an integrated approach and the centre has an open door policy, as well as proactive projects, such as bespoke sex education, which is delivered in single sex houses, and is vital in keeping students healthy and safe. This is important for every student, but particularly those more vulnerable due to AENs, low self-esteem, difficulties with social communication, and so on.

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

Consultant's comments

g) Please supply the following documentation:

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

[Nine at Millfield Prospectus](#)
[Sixth Form Prospectus](#)

ii. Recent Inspection reports, please indicate copy enclosed

or provide link to view reports via the internet

[Combined report template \(finalsite.net\)](#)

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

[Links to Fees](#)

Consultant's comments

Nine at Millfield Prospectus is clearly set out and gives a sense of the high aspirations of the school. It is directed to Year 9 starters (either coming from Millfield Prep or other schools) and showcases the opportunities on offer, as well as the philosophy of all-round education for a student population with a wide-range of abilities.

The Sixth Form Prospectus continues the theme of 'Brilliance' and emphasises the journey from school, through 6th form and transitioning to university or work.

Within this journey is the Brilliance Curriculum whereby each subject has a map to show where the learning is taking the students. This was seen through the school and in each subject area on the day of the visit.

The fees are set out clearly in a PDF, which includes Learning Support charges (1:1 and SALT charges).

The intervention and support a student receives in the group sessions within the Learning Support are included in the termly school fees. Additional charges are for 1:1 SpLD sessions (£61.75/55mins) and SALT (£105.75/55mins) only. Some SALT is funded by the school; for example, group work for social skills.

The majority of students only attend the group sessions; however, 1:1 sessions are

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for those with more complex needs or can be requested by parents, although this is in liaison with the LSC.

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 individual abilities and talents through a balanced, all-round education which is shaped around each child. Our values are centered around the core principles of brilliance, curiosity, kindness and authenticity. Pupils follow the Brilliance Curriculum which aims to make links between the core concepts and learning across subject domains and which challenges and supports them in their learning beyond the exam specifications. 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.

Consultant's comments

A great deal of thought and work has gone into the 'Brilliance' curriculum, and this is true for the schemes of work designed for the Study Support lessons in Years 9 and 10.

Millfield want to build independent learners and this is key in the approach to the support within the LSC and the school as a whole. The aim is to discourage 'learned helplessness', so planning well-structured group work gives extra support without the reliance on 1:1 teaching.

During Years 11, 12 and 13, there is greater emphasis on self-study with access to additional support, as required.

Developing the individual is a strong theme at Millfield.

Criteria
1 & 2

b) Please indicate copy of the whole school Staff Handbook

Handbook received

c) If not within SH, please enclose copies of whole school policy statement(s) with regard to SpLD pupils outlining:

- i. Policy for SEN/SpLD
- ii. Support for policy from Senior Management Team
- iii. Support for policy from governors
- iv. Admissions Policy/Selection Criteria
- v. Identification and assessment

All documents received.

Consultant's comments

Policies were comprehensive and the AEN policy reflects the practice within the LSC and wider school.

Criterion 4

d) Give specific examples of the whole school response to SpLD

Millfield offers the following provision in terms of arrangements and adjustments to support pupils with AEN. These include whole school approaches such as:

- small class sizes
- opportunities to attend subject workshops or revision sessions at lunch times or

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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
- 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)
- regular CPD opportunities for teachers and staff on a range of AEN
- close consultation and partnership with parents and students with AEN, robust systems for assessment and identification of students with AEN, ensuring that the needs of these students are made known to all staff and regular training so that teachers in the school are aware of the importance of and equipped to identify and provide for students with AEN. 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. Examples of this include live and recorded CPD sessions, teacher induction training, ECT and PGCSE student training and Teach Meet sessions, as well as bespoke training for other staff e.g. Housmasters/mistresses.

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

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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.

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. Regular communications, 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. The SENCO is not able to hold regular meetings with the parents of all students on the AEN register (there are over 400 on the register) but the LSC teachers and staff, including the SENCO, are available for meetings where required.

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.

Consultant's comments

The whole school response to SpLD is unique in many respects. Millfield has a long history of supporting students with AENs and so the school response has been developed over many years. Today's Millfield has to balance the busy lives of the students who have activities, commitments and a wealth of extra-curricular opportunities to explore, with academic commitments. This is particularly important when students have AENs and do not find learning easy. The response is to let students participate fully in their chosen sport or activity, but to adapt timetables and workloads as much as possible, so they do not become overloaded. There are many examples of whole school response, and the school has detailed many of them above. It is a large school and so the systems have to be well-designed, robust and work for the majority students with additional needs.

- e) Number of statemented / EHCP pupils: 2

Consultant's comments

Although there are 446 students identified as having AEN, only two have EHCPs. This was discussed with Julie White and the premise of offering a place at Millfield is that a student must be able to access the curriculum. Most students have AENs in the area of SpLD (dyslexia) and they are supported through reasonable adjustments and the structures in place in the school and LS department. Students with more complex needs are more likely to struggle at Millfield, and so would not be offered a place but directed to a school better suited to their needs. Therefore, the students who attend Millfield are not likely to have complex needs that require an EHCP.

- f) Types of statemented / EHCP needs accepted:

SpLD; Millfield accepts other profiles of AEN provided the pupil is able to access the curriculum and does not require a specialist setting.

Consultant's comments

Independent
Schools only

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Although there are a varied range of AENs supported by Millfield, the size of the school, the level of independence needed to negotiate the school site, the lesson/activity timetable, and lessons without any TA support, mean that students' with needs complex or severe enough for an EHCP will find the school environment too challenging, and the right support would not be available to meet their needs. Co-occurring difficulties can be managed and supported if they are not severe, or a students' profile overly complex.

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 a recognised or suspected AEN, the SENCo will review needs and may meet parents and/or the student. The level of the child's difficulties will be discussed at this meeting. The admissions staff interview when AEN is considered mild. The SENCo delivers training in AEN (and EAL) to the admissions team. The SENCo liaises with feeder schools also. 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, 10 and the sixth form 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/or there are teacher concerns. 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 intranet for any teacher to refer a student.

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Students themselves can refer and parents can refer for assessment, which is undertaken if felt appropriate and there are teacher concerns and evidence to support concerns.

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. Therefore, subject teachers play a crucial role in the process.

Consultant's comments

There is a detailed assessment schedule setting out screening assessments in Year 9, interim assessments, and ongoing assessments so students with needs can be identified. Students with known needs are also assessed to understand the level of support they require on transition into Millfield Senior School, and for monitoring purposes.

The schedule continues into Years 10 and 11.

Progress with targets set and across subjects is monitored and issues are highlighted. There is a referral process. The Head of LS is an integral part of the monitoring in the school.

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

Consultant's comments

A recent example of meeting the needs of the cohort was the creation of a guide for parents on assessment for ADHD as there was a 33% increase in the number of students being flagged.

- 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 an educational psychologist and a Chinese speaking educational psychologist (specifically for Chinese speaking pupils with suspected AEN) and a Speech and Language Therapist (who also works in the school offering bespoke support packages). All specialist assessors are either HCPC registered or hold a current Assessment Practising Certificate.

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We encourage in-house assessment for exam access arrangements, but a full diagnostic assessment is also offered post-16, for students applying for the Disabled Student's Allowance (DSA) on progressing to Higher Education.

The school communicates its position to parents with regards to privately commissioned assessments and reasonable adjustments for AEN in exams. 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

Assessments of all types can be arranged and there is a process of testing for Access Arrangements for examinations.

With the number of students needing reasonable adjustments, the process for testing and collecting teacher evidence is a complex operation.

Updating profiles for the subject teachers is part of this process. Understanding the needs of the students in the class is the first step in making adjustments for individuals in the way they are taught and support they require. In turn, this feeds into the history of need and evidence to support applications to the examination boards. Any update to an AEN profile triggers distribution to the student, teachers, housemaster/mistress, and parent.

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 additional 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 in house by the on duty staff and/or in the library for older students (Y11 and sixth form). 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 teaching periods running from 09:00 to 15:45 make it a shorter academic day at Millfield compared to many independent schools. This may be intense for some students with AENs, but it is positive in the fact that sport and activities have a well-defined place during the week, and are given a substantial amount of time. Many students with AENs chose Millfield for this reason and it seems to work well for them.

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

Baseline cognitive assessment is used to inform banding and setting, with input from the SENCo for new entrants, and individual Student Profiles are used by subject teachers to inform inclusive teaching. Teaching staff are regularly invited to

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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. Classroom and learning materials and resources are posted online using OneNote, which forms the organisation and storage tool for students (some departments also use physical folders) and prep is recorded on My School Portal. Departments are also encouraged to allow reading from physical textbooks where appropriate, to encourage the use of pen and paper where there are no AEN which preclude this, and to consider the difficulties of using split screens on iPad. OneNote allows students to access resources for the duration on their courses both in and out of the classroom (using the iPad tools for reading, dictation etc.) without the danger of losing materials, and it allows teachers to record feedback on screen and 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

Technology is a large and vital part of life at Millfield. Students are able to access Prep, their academic progress, timetables, and so on. It is also used extensively in the classroom and students are adept at using it to enhance their learning and to support their organisation.

Those students with AENs are supported by technology, but it is not seen as an extra arrangement for them, as it is part of the functioning of the school, and is used to enhance the teaching and learning of the whole student body.

Criterion
3 & 4

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

Curriculum Subjects

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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 Brilliance 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 and those who fall into more than both categories). 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
- 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), when possible
- 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 (reading, writing and spelling): programmes such as Reading Plus, our Y10 Literacy Skills, Spellzone, Functional Writing;
- Numeracy support (time, times tables, number skills, drawing graphs etc.) and Maths withdrawal support (with specialist Maths teachers)

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- Psychoeducation; understanding their own learning profiles
- Organisational skills (time management, planning, meeting deadlines, Use of Portal /planners, revision timetables)
- Study skills (including exam preparation and revision skills, exam arrangements practice such as a scribe/reader)
- Educational Technology, Text to Speech and Speech to Text tools for learning, iPad
- Subject support (specific help with learning and overlearning of subject matter, prep support, planning longer assignments, preparing for assessments, reworking pieces, specific vocabulary etc.)
- 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 Futures team), 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 and Brilliance Curriculum overviews. 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 detail above tells the story of Millfield.

It is a large school which means it can offer a wide choice of courses. It also demands systems to support students at every level, from drop-in workshops in subject departments, to additional support for core subjects, specific support sessions for sixth form, and specialist staff in the LSC.

On the day of the visit, a range of lessons were observed. Students hand their phones in at the start of lessons, reducing distraction, but they have them between lessons and at breaktimes, which enables them to use the online systems and for planning and organisation purposes.

In a Year 9 Biology lesson, the starter task was interactive using Quizlet. Students were engaged in the learning and there was collaboration. It hooked the students into the lesson and those with attention and concentration difficulties were able to move between groups.

In a Year 9 History lesson, the teacher used the 'Who Wants to be a Millionaire' type format whereby students who were working on a WW1 topic, having to fill in a

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matrix, could ask for a clue; 50/50; and, so on. As these were for the whole class and the students did not want to use them up, they collaborated and helped each other. There was a lot of recall and reinforcement of previously taught information, but in a fun and interactive way where nobody was 'put on the spot'. Additionally, they were working with whiteboard pens on the WB desk tops. The teacher had created challenge, but also structured the activity very well so they made links within their learning across topics, and praised the students with targeted comments. The students were able to photograph their finished information board.

In a Year 10 English class the students were drawing to help visualise extracts. In a Year 9 English class, the students were evaluating an alternative ending to a story written by another group. There was collaboration, good use of key terms, and the students were fully engaged.

Of note, in response to the last CReSTeD report, the Modern Foreign Language Department introduced a Global Communications course, which can be accessed by all students, but is particularly helpful to those who find learning a language difficult. The course has 75% controlled assessments, there are crossovers with Business, and it focuses on culture, oracy, literacy and presentation skills. The course is adaptable and is suited to the needs of the students, and it is challenging to get the top grades, so they are encouraged to aim high. It has been a great success so far.

Several Year 10 Study Groups in the LSC were observed. Although they were working on the same resource booklet, the teachers had adapted the activities and style of teaching to suit the needs of their group. Some were working on a poetry comprehension task, interpreting and using reasoning skills. The teaching made good use of questioning to structure and support the students.

In another study group, a persuasive speech writing task was set and the teacher was able to sit with a student 1:1 to support.

The workbook is designed to be clear, accessible and structured. It is accessible on iPads as well as in paper copy.

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 agreed in consultation with a student and his/her teachers, as well as related to their specific AEN issues. Targets are usually related to the work undertaken in the scheme of work in years 9-10. In Years 11 and sixth form, lessons and work is tracked using a shared spreadsheet, where support is much more individualized. 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

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regularly by group tutors and HsMs. Teachers are instructed to ensure academic targets give formative advice for future learning and improvement.

Please indicate two examples enclosed

Yes

Consultant's comments

The Student Profiles have specific information that the teachers need to know and are detailed, but clear.

Specific, targeted work in the LSC is documented in the support lesson overview and lesson plans, which are adapted to the needs of the students in each group. There are planned periods where there is 'choice of focus', which is where teachers discuss targets with individuals, have 'check-ins' and review strategies for learning. Targets tend to relate to the Scheme of Work in the Study Support lessons in Years 9 and 10 rather than being individualised learning plans.

It becomes more individually focused in Year 11 and there is a system for tracking work.

Paperwork relating to 1:1 lessons by external providers is managed by the teacher/tutor undertaking the work, and monitored by the Head of Learning Support.

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, progress tracking and evidence of progress work. Each student will be issued with a Study Support File in which to keep work, handouts etc. These files are all digital, on OneNote, but there are also paper copies if the teacher chooses the latter. For more information see the LSC Information on Students with AEN Policy.

Consultant's comments

Files were seen during the visit, but most record keeping is on secure digital platforms.

Criterion 3

f) For comment by consultants only: Review history of provision made for two pupils.

There was clear progression seen in the provision made for pupils.

The Year 9 and 10 Study Support lessons mean that there is less individual target setting compared to the targeting setting normally seen with a 1:1 model of support.

However, the tracking through assessment is rigorous and the updating of AEN Profiles is apparent.

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Criterion 3

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

A-Level (GCE) and VCE. BTEC	No. of pupils Years 12 & 13	Number entered	% grade A-E	BTEC % D*- D	Average point score per pupil	Average point score per exam entry
Whole School	302	778	99.0	84.6	4.6	4.7
SpLD Pupils	102	231	98.3	83.3	4.5	4.5

GCSE & BTEC	No. of pupils inc'd in the Year 11 timetable, regardless of age	GCSE % A* - C Grade 9-4	GCSE % 5+ A* - C Grade 9-4	GCSE % 5+ A* - G Grade 9-4	BTEC % D*- D	BTEC % M	BTEC % P
Whole School	220	90.6	94.5	100.0	28.0	64.5	100.0
SpLD Pupils	75	83.4	89.2	100.0	24.0	58.0	100.0

Key Stage 2 (if applicable)	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School	0						
SpLD Pupils	0						

Key Stage 1 (if applicable)	No. of Year 2 pupils entered	English		Maths		Science	
		L2+	A/D	L2+	A/D	L2+	A/D
Whole School	0						
Dyslexic Pupils	0						

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

Level 3 courses (6th Form) – the outcomes for those with SpLD are closely aligned to those achieved by the whole cohort. The students are selecting courses based on their GCSE results and preference, but they are achieving at a level commensurate with the peer group. The percentage

Consultant's comments

The most recent inspection concluded that: Pupils with SEND or EAL make progress that is at least equal to, if not better than, that of those without such needs, evident in their academic results and in lessons seen during the inspection. This progress is strongly underpinned by the school's learning support department which provides

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timetabled additional support for pupils and guidance to teachers in appropriate classroom strategies. Pupils identified as particularly academically able achieve in line with their ability.

In Year 11, the difference in the outcomes at GCSE / BTEC between the whole cohort and the students with SpLD is wider.

5. Facilities and Equipment for Access to Teaching of SpLD Pupils

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

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 educational technology and resources. Across the school, classrooms are small and contain a wide range of digital technology. Students are provided with personalized 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 is well resourced in terms of student access to technology. Each student has an iPad and much of the work is done using technology. It was seen in every lesson observed. Students were able to access resources, record their work (typing or by taking photograph of notes), and so on.

Classrooms have interactive whiteboards which are used by teachers effectively, and some rooms have desks which can be written on with whiteboard pens, enabling collaboration between students, and increasing engagement and enjoyment during tasks. It was obvious that they were used to working in this way, particularly as a lesson starter. Several wall whiteboards were seen in each class visited and could be used by students (if space allowed).

Resources that individual students require were seen on their profiles during the visit and when they were asked about what they could access, students were open about what they did and did not use and how they accessed them within lessons.

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

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suite of Learning Tools in the Microsoft 365 for Education package. Productivity applications such as 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 and Spellzone. Other departments make use of digital tools to support multi-sensory learning and overlearning (of particular benefit to pupils with AEN) including Quizlet and Socrative. 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

The use of technology is well established in the school and observation on the day of the visit confirmed this. Students were obviously used to using iPads and laptops consistently, and there was good knowledge and use of software packages. The school embraces all technology has to offer.

Criterion 5.3

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

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, and Specialist Assessor hold a post-graduate diploma (Level 7) in Dyslexia and Literacy/SpLD and are both specialist teachers and assessors (AMBDA).; the Deputy SENCO has completed training through the CCET and CPT3A qualification for exam access arrangements assessment. The SENCO also holds an Assessment Practising Certificate.

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, Form 9 or Form 8R), 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: alternative rooming arrangements, rest breaks, prompts, 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 trialed

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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 continue to meet the JCQ regulations. 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 2023).

Consultant's comments

Qualifications for assessing checked.

Students are able to have the arrangements they need for examinations.

Additional rooms in the school are allocated for extra time and smaller environments, as necessary.

Laptops and software to support reading are available, and students can type as their normal way of working.

Criterion 5.4

d) Library:

The Millfield Library is inclusive and easily accessible for our AEN students. It's a three-floor space with approximately 23,000 texts. The mezzanine floor has study materials with clear subject headings and icons for easy access. The entry-level floor displays feature materials and houses magazines, periodicals, and a variety of CDs, including audio books.

The issues and Information desk is on this level, and bookmarks are available to promote our Quick Reads and eBook collections. Headphones can be borrowed for audio facilities on the 20 PCs.

The bottom floor contains the Fiction, Biography, and Autobiography collections. Young adult fiction is highlighted, and there's a section for Graphic Novels and a dedicated stand for Manga. You'll find modern children's classics in another section.

Throughout the library, there are mobile book boxes with picture-based books. We've also focused on providing online resources, including Sora with over 500 eMagazine titles, almost 1000 eBooks and about 350 audiobooks. These platforms allow students to customize fonts and sizes and offer an online dictionary. All students have a Sora account and are logged in automatically via MS 365.

Year 9 students have library induction sessions, including a fun Escape Room game to familiarize them with the library and our online resources. Reader Development is differentiated and promoted through various programmes including 'the Reading Game', 'Carnegie Awards Shadowing' and 'Book Bingo'. Pop-up reading and learning spaces including a yurt with a log-burning stove during the Christmas term and a reading garden during the Summer term are used to provide a range of alternative spaces for students outside the classroom whilst at school.

Consultant's comments

The library is a large space, which has zones, it has an open feeling and is well

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resourced. There are desks for quiet working with divided work stations, but the majority of tables seat several students.
There is a programme of induction in Year 9 and students who were new to the school (not in Year 9) said that they had been introduced to the library system early on in the term.
There are librarians, teachers, and other staff on hand to maintain a working atmosphere and to help students who need direction.

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 2nd 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 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

'AEN is in the DNA of the school' was a quote noted during the visit, and the LSC is at the heart of the organisation and support of students with AENs. However, there are too many to be monitored solely by the LSC and so it is the housemasters/mistresses who are the single point of contact for everything connected to a student.

The role of Learning Support in the school is integral to communication and management of AENs.

Alongside group intervention, there are monitoring procedures in place. For example, discussions with selected students every half term with a focus on their experiences in school and lessons. This is fed back to teachers and there appears to be active engagement with students, and response to their experiences.

As well as ongoing CPD with regard to SEN, there is a specific programme of induction for new teaching staff by the LSC.

There are no TAs in classes, but the LSC teachers will go into lessons to support students, particularly if there is a project or assignment. They will work together with the teacher to bring the right level of support to a student.

LSC
6.5 & 6.6

b) Organisation of the Learning Centre or equivalent:

The LSC is well-staffed. The Head of LSC and EAL 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 (on occasion), managing the teaching and learning of the LSC, curriculum overview and development, planning and review of departmental performance, managing the LSC staff, admissions, EHCP management, staff training and advice and policy, but does not have a group study support teaching load. The Deputy Head of LSC / SENCo, who was new to the role last year, oversees all individual 1-1 tuition, the schemes of work, and also carries out

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assessment and a small teaching load. Further roles and responsibilities are under discussion with the SENCo. There is a specialist assessor and four full-time Study Support teachers, all of whom have experience in managing students with AEN. The Deputy SENCo has an additional i/c Lower School responsibility, and one teacher has an additional i/c Sixth Form responsibility. These roles cover the curriculum and student arrangements for the relevant year groups. The LSC also has 1 part-time teacher, several peripatetic teachers and 3 administration staff (2 part-time). The Exams Officer is also the 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.

Consultant's comments

With approx. 450 students identified as having AENs, having well defined structures, and roles and responsibilities, is paramount for the Learning Support Centre. The Head of LSC is fully involved in the admissions process, which takes time, and so the team that she manages need to be capable and dependable. On the visit, the team were available to discuss their experiences, how they became part of the team, and what they did day to day in the school. As well as formal qualifications and specialist knowledge, most had worked in different areas of the school, and some continued to do so, which meant they had knowledge of the wider school community. Julie White is well qualified and she is supported by an experienced and well qualified team.

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

As well as having input into the design of the curriculum, there is focused lesson observations in class looking at, for example, teaching and the dynamics within the lesson, techniques employed to support students with AENs and resources. There is feedback for the teachers, together with a continuous programme of CPD to develop their knowledge of AENs and strategies.

- 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 pupils in school

All documents received.

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.

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Consultant's comments	
There are experienced and well qualified staff within the LSC. Qualifications were checked at the time of the visit.	
LSC 7.4	c) Are the majority of lessons within the Unit taught by those having nationally recognised qualifications in the teaching of SpLD pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.) Yes. The majority of study support lessons are taught by teachers with a specialist SpLD qualification at Level 5 or 7; two staff have AMBDA status.
Consultant's comments	
Qualifications checked on visit.	

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

- Independent Schools only
8. a) Schools should provide, with the supporting documentation, a list of the names of all known SpLD pupils 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:

Parents were contacted and they were very positive about the school and what it has to offer in terms of opportunities for their children and the support provided. The majority of parents had chosen the school for these opportunities or had come into independent education to seek better support for their child. Those whose children had been in prep schools prior to transferring, where support had been delivered 1:1 by specialist teachers, had some initial concerns about the difference in approach to support in the senior school. However, they thought the support was well managed, and they liked the fact that they were not removed from various lessons to attend. Some still preferred the 1:1 support, but they could see the value in their children becoming more independent in their learning and could appreciate why it was arranged in this way. There was high praise for the LSC staff, and they felt they received responses to queries in a timely way. The housemasters/mistresses were seen as the point of contact for most things, which is school policy. Some parents felt that they were more disconnected from their children's learning, but accepted that this happened moving from smaller prep schools to a senior school. They knew they had a point of contact if they wanted to discuss anything and that regular updates come through the reporting systems. When asked for what could be developed further, the majority of parents could not think of anything specific. Two were mentioned: more training on supporting students with attention and concentration difficulties; and ensuring all staff in roles other than teaching understood the needs of the students and how to support them in the wider context – the majority were understanding and effective though. The parents were pleased with their choice of school. They felt their children were

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happy and had settled quite easily, and the opportunities and facilities on offer were excellent.

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

Students from years 9, 11, 12 and 13 were present for a discussion about their experiences at Millfield.

They all agreed that the school had good resources and many had chosen the school because of the activities on offer and that they were helped to manage the timetable, particularly if they did a lot of sport.

Not all of them receive support, but they knew where to get support from, if necessary. They could go to workshops, subject support sessions, their subject teachers, and Learning Support.

Some pupils missed the 1:1 sessions they had previously, although they liked not having to leave lessons to attend LS. One said they missed not having a TA, which they had access to at their last school. However, they felt the group sessions were worthwhile, and the sixth formers reported that they could take work to the LSC, which they found useful. They considered that they would not do as well without the support.

The students thought the LS teachers were approachable and good teachers, and the work they covered was in line with the skills they need to develop/practise.

They all agreed that they knew where to get support for their welfare, mental health and/or if they were worried or anxious.

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 pupils.	✓
3. The impact of the provision for SpLD pupils is measured (a system to regularly monitor provision for pupils 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 pupils 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 pupils.	✓
5.3 Access arrangements for all examinations sought as needed. Assessments for access arrangements must comply with Joint Council for Qualifications guidelines .	✓
5.4 Specific structured, cumulative and multi-sensory teaching materials to address literacy with SpLD pupils.	✓
5.5 An annual report for parents on the progress of pupils, 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 pupils 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 pupils. In exceptional circumstances, the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion.	✓

Report Summary

Summary of Report including whether acceptance is recommended:

Millfield is interesting with regard to how a large cohort of students with SpLD is supported. There is not a reliance on 1:1 teaching, although it is available if required, but on group support which is timetabled. The support is weekly, and often several lessons, where students work through planned programmes for the development of skills in English and Maths. There is the opportunity for teachers to adapt the curriculum for the students in their groups.

There is progression through the school to encourage independence, which is supported by technology. Millfield has a different approach to the majority of schools, and students and parents are positive about the support available and their school experience. They agree that the resources, facilities and the range of opportunities are excellent.

Students must be able to access the curriculum with reasonable adjustments, so it suits those who can be quite independent, but there are support structures in place to grow and develop this independence.

This report cannot end without mentioning the Therapy dog who visits the Learning Support Centre and who is a much-loved part of the pastoral support available in the school.

It is recommended that Millfield is re-registered as a CReSTeD school.

Recommended for either Registration / Re registration:

Consultant to tick relevant box

YES	NO
✓	