



# Mill Green School

Prospectus

*'A great place to be'*

***'Mill Green's uniqueness is our commitment to encourage, celebrate and share every step as a success'***

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## About Mill Green

### **School Classification:**

Mill Green School is a co-educational community day school which caters for learners with a wide and varying range of needs. We support complex, severe and profound and multiple learning difficulties and ASD.

### **Age Range 14 to 19**

### **Numbers of pupils on roll September 2018: 92**

*'Mill Green provides a quality, safe and inclusive education for all our students that fosters a true sense of belonging. We enable our young people to fulfil their potential by providing an effective balance between academic study, vocational experience and opportunities to develop their life-skills.*

*All of this can only be achieved by our students, staff, parents and wider stakeholders working together in partnership to ensure Mill Green students are well prepared for lifelong learning and the world of work'.*



**Warren Brooks  
Head Teacher**

## Vision and Aims

*'Mill Green's uniqueness is our commitment to encourage, celebrate and share every step as a success'.*

### **Aims of Mill Green School:**

We ensure that our 21st Century vision for Mill Green School and College is maintained and developed through the following aims:

1. To ensure that everyone matters within our Vision, Aims and throughout our daily life.
2. To provide excellence in teaching and learning, which is engaging, challenging and exciting.
3. To enhance the learners' skills for life by developing their individuality, communication, confidence and ability to make choices in preparation for their future.
4. To work in partnership with families, carers and professionals within local, national and international communities to enable members of the school community to grow and develop as adults, ready to learn, live and participate in an appropriate adult setting.
5. To nurture self-esteem, mutual respect and equality of opportunity within a multi-cultural society.
6. To provide a positive, safe and vibrant learning environment which engenders social confidence, healthy lifestyles, creativity and happiness.
7. To promote a culture of continuous growth of staff expertise keeping Mill Green at the forefront of developments.
8. To meet the diverse learning needs of all individuals who make up distinct groups in school and college.
9. To support, innovate and extend learning through the integration of technological aids, partnerships and latest pedagogy.
10. To ensure that everyone at Mill Green has an opportunity to make a positive contribution to the life of the school and wider community in which they live; and that these achievements are celebrated and shared with our partners.

## Governors and Staff

### The Governing Body:

Staff Governors	Warren Brooks (Head Teacher) Catherine King
Parent Governors	Peter Jones Janet Leybourne Chris Martin
Co-opted Governors	Bill Bradbury Cllr Gill Neal Marie Quirk - Chair Katie Ratcliffe Amanda Smith Jean Williams
Clerks to Governors	Lauren Hull - Committee Meetings L.A Governor Services - Full Governors

### Staff:

Head Teacher	Warren Brooks
Deputy Head Teacher	John Thompson
Assistant Head Teachers	Amanda Smith Catherine King
Teaching Staff:	Leanne Campbell Gary Constantine Marie Cunliffe Samantha Dwyer Peter Eden Louise Hill Claire Jones Claire Lynch Lisa Moran Robert Rigby Janis Schroter Kathryn Smith Victoria Tarpey
Family Liaison Officer:	Adele Beresford Smith

HLTA's:

Valerie Parker  
Hilary Wells

Teaching Assistants:

Stacey Appleton  
Sarah Ashcroft  
Karen Bailey  
Natalie Bartley  
Simone Brereton  
Stacey Beddows  
Claire Chang  
Lauren Curzon  
Carol Drought  
Karen Finnen  
Paula Freeman  
Alison Grace  
Bernadette Gray  
Karen Harbidge  
Conor Hatton  
Tracy Hemmings  
Kim Herran Young  
Lisa Houghton  
Agata Janowicz  
Geraldine Johnson  
Chris Keegan  
Vicki Kelly  
Julie Lovell  
Suzanne Magee  
Alex Maw  
George McClellan  
Lee Miller  
Sarah Mooney  
Johanna Murphy  
Ann O'Connor  
Debbie Sixsmith  
Nicole Wagstaffe  
Jodie Wetton  
Patricia Wilcock  
Lynn Wood

Business Manager:

Lauren Hull

Admin Officer:

Gillian Etches

Clerical Officer:

Angela McCarthy

Site Manager:	Kevin McGhee
Caretaker:	John Muldoon
Kitchen Staff:	Theresa Dawson Debbie Joynt
Midday Supervisors:	Barbra Astley-Maines Angela Brew Tracy Brown Shelley Cummings Pauline Foster Julie Higgins Louise Higgins Maria Jones Leanne Nolan Sharron Price
Cleaning staff:	Collette Edgerton Pauline Foster Yvonne McCormack Emma Penders
Nursing Staff:	Linda Roberts Mike Delooze
Speech Therapy:	Catriona Pennington
Physiotherapy Services:	Jan Dolan
Occupational Therapy Services:	Emily Caroll



## Admission Arrangements:

Mill Green School has provision for Key Stage 4 and 5 pupils (14 to 19). The vast majority of Mill Green's intake comes directly from Lansbury Bridge School though it is possible for learners to be admitted at any time subject to the availability of places.

Initial referral to the school may come through the assessment process. The school liaises closely with the Special Educational Needs section of the Local Authority, who forward referrals, and often will communicate between prospective parents and the school.

Following initial contact with the Local Authority, parents are then invited to contact the school to arrange a visit.

Before starting at the school parents are asked to complete an admissions booklet that includes statutory information required by the school.

If you would like your child to join us at Mill Green School please contact the Local Authority Additional Needs department.

## The School Week

The day starts at 9.00 am for all learners. Buses and Taxis are contracted to arrive at school for 8.55am at the latest. The school day ends at 3.30 pm when all learners travel home.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>9.00-9.20 – Arrival &amp; registration</b>					
<b>9.20 – 10.40</b>					
<b>Break 10.40 – 10.55</b>					
<b>10.55-12.00</b>					
<b>Lunch 12.00 – 1.05</b>					
<b>Registration 1.05 – 1.20</b>					
<b>1.20 – 3.00</b>					
<b>3.00-3.20 Class Reflection/Assembly</b>		<b>SEAL Assembly</b>			<b>Achievement Assembly</b>
<b>Home</b>					

## **Attendance:**

Mill Green believes that in order to fully benefit from the education we provide, regular school attendance is essential. In order to achieve this, appropriate action will be taken to ensure that all pupils achieve the maximum possible attendance and that any problems, which may impede full attendance, should be acted upon as quickly as possible.

School expects all our pupils to attend school regularly, arrive on time, be appropriately prepared for the day and carry out any work provided by the school during an authorised leave period.



Mill Green asks parents and carers to inform an appropriate member of staff of any reason or problem that may hinder their child from attending school. Should for any reason, a child be unable to attend, school should be informed as early as soon as possible.

Mill Green follows guidance provided by the Local Authority regarding requests to take children out of school for family holidays during the school term/year.

It is extremely important for all students to take an active part in the school year and all holidays should be taken during the designated times, as identified in the Yearly Term Dates.

Mill Green appreciates there may be exceptional circumstances when there is a need to make an application for Leave of Absence in term time. In such circumstances each individual case will be assessed by the Headteacher and at his discretion.

## **Pastoral Care:**

At Mill Green School we take pride in our safe, effective and happy learning environment. We have a holistic view of our learner's education.

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

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



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



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

## Communication with School

The school website, <http://www.millgreen.st-helens.sch.uk/> provides statutory and additional information including policies, news and achievements.

Mill Green also has an active Twitter feed: <https://twitter.com/MillGreenSchool> which gives immediate news on any activities and events in which the school may be involved.

Class teachers use home/school books to communicate with parents about the school day.



If you wish to speak to a member of the class team, contact can be made via the school office and a member of class staff will respond as soon as it is convenient to do so. If the matter is urgent a senior member of staff should be contacted again via the school office.

Parents and carers are required to contact the school office to inform school should any person other than the legal guardian be due to collect their child.

## Teaching and Learning and the Curriculum:

Along with our generic provision for 14-19 students, Mill Green also offers discrete and inclusive provision for learners within the Autistic Spectrum (ASD). This provision is based upon TEACCH principles, incorporating a wide range of specific activities to support the triad of Impairment.

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

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

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

- **Curriculum Access**

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

- **Integration/Inclusion**

Mill Green benefits from close partnerships with other schools and providers, enabling access to a broader curriculum and specialist resources. An ever-broadening link with employers and the commercial sector also enhances our programme of Work Related Learning and Work Experience.



- **Sensory**

Curriculum activities are further enhanced by the use of technology and specialist sensory equipment and resources.





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

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

## Mill Green Curriculum:

### Statutory Requirements:

**Compulsory** subjects such as Citizenship, Religious Education and Careers are built in to the delivery alongside English Mathematics and Science so that every learner has access to a broad and balanced curriculum.

Choices within the '**Life**' options are managed carefully so that all Key Stage 4 learners engage in an appropriate allocation of PE activities as well as breadth within the Foundation Lessons, Personal Development, Theme Weeks and enrichment opportunities.

Progress is rigorously monitored and focussed interventions enable each learner to achieve their full potential.



### Individualisation:

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

The **Vocational Programme** consists of a range of on and off-site options such as horticulture, hospitality, vehicle maintenance, hair and beauty and sensory work related learning along with enhancing teaching and learning in the areas of visual art, music and drama. Within Business Enterprise, students experience all aspects of planning, running and evaluating a successful business.



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

**Personal Development** is promoted across the college curriculum and is supported through a comprehensive programme which covers Citizenship and Personal, Social and Health Education as well as offering access to a wide range of Sport and Leisure options such as ten pin bowling, cycling, outdoor activities, fitness suite visits and circuit training.

We provide specialist knowledge and resources to meet the needs of all young people including those requiring support through sensory curriculum and access and those requiring discrete ASD provision and support.

Mill Green's overall aim is to ensure that all students have a positive and enjoyable learning experience enhancing their experiences, skills and abilities important for their adult life and future opportunities.



### **Religious Education:**

The national curriculum states the legal requirement that:

*'Every state-funded school must offer a curriculum which is balanced and broadly based, and which:*

*promotes the spiritual, moral, cultural, mental and physical development of pupils; and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

*All state schools ... must teach religious education...'*

As a result, Religious Education is taught as a discrete subject and as an area integrated into Personal Development lessons and follows St Helens Council's agreed syllabus alongside a modified EQUALS Scheme of work.

In accordance with Government legislation, the syllabus will 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while

taking account of the teaching and practices of the other principal religions represented in Great Britain'

*[Section 375 (3) of the Education Act 1996 and paragraph (5) of Schedule 19 to the School Standards and Framework Act 1998]*

### **Collective Worship:**

The school practices collective worship regularly throughout the school week. In England and Wales Parents have the statutory right under Section 71 of the School Standards and Framework Act 1998 to withdraw their children from RE lessons and acts of Collective Worship at all maintained schools, including faith schools. This should be discussed with the Head teacher prior to your child being withdrawn from all or part of the school's compulsory Religious Education Curriculum.

Parents may withdraw their children from Religious Education or elect to:

- i. Supervise them at home (or off school premises) while Religious Education is taking place.
- ii. Ask for them to be supervised by another member of staff in school.
- iii. Ask the Head Teacher to make informal parallel provision for those of a different faith.



### **Sex and Relationships Education:**

Sex and Relationships Education forms part of the overall curriculum for Personal Development. The school also offers workshops with specialist providers to support learners with specialist information, advice and support.

The staff and Governors believe that sex and relationship education should contribute to promoting the spiritual, moral, cultural and physical development of pupils at school and in society in order to prepare them for the opportunities and experiences of adult life.

Parents are given the opportunity to withdraw their children from these classes but would be encouraged to discuss the matter with class teachers first. Parents cannot withdraw their child from elements of SRE covered by the Science National Curriculum at KS 4.

Work in sex education is very much focused on helping our learners to deal with personal feelings and emotions as they progress into adulthood. Work also

focuses on teaching learners to be safe, and to understand what is acceptable in their daily life.

### **Mini Business Enterprise:**

Business Enterprise is an integral and very important part of the KS5 school curriculum and for all pastoral classes through a focussed Enterprise Week.

Within these lessons all learners use the vehicle of a business project to develop skills such as literacy, numeracy, art and crafts, communication, public speaking, critical thinking, team building and a wide variety of social skills.



### **Accessing the Curriculum:**

All learners have an EHCP (Education, Health & Care plan) and the school caters for learners with, in some cases, very complex needs. As a result the curriculum is rigorously planned and differentiated so that no matter what the theme of the lesson is, focus will be upon driving individualised learning forward. On occasion and where appropriate this individualised focus may result in interventions such as specialist extra support in class, withdrawal of learners from class to allow additional input and the use of specialist equipment/technology to support the needs of the learner identified.



### **Assessment Procedure:**

The school sets targets for learners within their individual education plans using a range of sources including the Vocational Learning targets, Accreditation Components and B Squared / National Curriculum / Adult Curriculum elements. This results in highly individualised tracking or progress matched closely to the EHCP outcomes sought.



## **Sports and Physical Education:**

The school hall is fully equipped as a sports hall, with a wide range of equipment to provide access to physical activity and games for all learners regardless of ability. This includes an indoor climbing wall, trampoline and a multi-purpose sports playground area.



Within the Life option KS4 learners have the opportunity to select specific Physical Education activities by preference. In KS5 this option is extended to include a wider range of activities under the umbrella of 'Leisure and Personal Interest Activities'

Mill Green takes advantage of on and off-site resources to offer a varied selection of activities to its learners as well as using such links to develop the confidence and the knowledge required when accessing local facilities in later life. As an active school, Mill Green competes in a range of local and national competitions across the school year and has built up relationships with specialist providers to ensure a high-quality offer is maintained throughout the year.

## **Residential Educational Experiences:**

As a school we offer opportunities for residential educational experiences. All residential visits offer extensive opportunities to support the curriculum and to develop skills beyond the classroom.

Pupils are offered residential short breaks to Bendrigg outdoor activity centre, visits to our exchange school in Stuttgart and other short breaks as appropriate.

Alongside supporting the curriculum residential experiences increase learner's self-esteem, confidence, and independence, whilst giving learners access to valuable activities and experiences.



## **Charges for School Activities:**

Parents are occasionally asked for a contribution for all activities involving admission and travel costs. Without such contributions, the school would be unable to sustain the level of activity it currently does in terms of accessing community facilities without these contributions.

Wherever possible, school will actively fund raises to support the residential programme in particular.

## Further Information

### **Transition:**

At present learners can access a number of different routes once they leave Mill Green College at 19; and learners and their families will be supported to identify the route which best fits individual needs throughout their journey through KS5.

The process of transition is strongly supported by Mill Green with the Year 14 class (Banksy Class) incorporating a programme of visits to a variety of possible post 19 providers and employers to ensure the process of transition runs as smoothly and effectively as possible and that learners are as comfortable and confident in their new settings as they can be.

### **Multi Agency Working:**

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

Our School Nursing Team provides a registered Nurse onsite each day. Through the school nursing service all learners and their families can access a wide range of other medical services including school medical officer, orthoptist, audiologist, dietician and continence service. Clinics for these services are held throughout the school year.



Therapist services include speech and language, physiotherapy and occupational therapy. School staff liaise regularly with these agencies to provide access based Individual Education Plans (IEP's) for all learners.

Career Connect provides advice and providing guidance for careers, work experience and options available for learners to follow post 19. As students move through the school, adult services become involved and work alongside school staff to support a smooth transition to future destinations.



The school works with other agencies to promote safeguarding and follows the locally and nationally agreed safeguarding and child protection procedures and policies. Copies of the procedures are available in school on request.

**Child Protection/Safeguarding:**

Mill Green follows the guidance and regulations set out in the 2018 document 'Keeping Children Safe in Education'.

**Parental Involvement:**

The school actively encourages parents and families to be involved in the life of the school.

The school has a very committed PTFA (Parents Teachers and Friends Association). The PTFA organises social opportunities and events in order to raise funds for the school. New members are always welcome.

The school welcomes volunteers to help in school. Please contact the school office for more information.

As a school we also try to support others through fund raising events, such as 'Red Nose Day', 'Sport Relief' and 'Macmillan Nurses', and ask parents to support the school on such occasions.

Information regarding such activities is regularly displayed on notices around school, on the website and the twitter feed as well as direct correspondence through the home school book.



**Complaints and Compliments:**

In accordance with *Section 29 of the 2002 Education Act*, the Education Authority has adopted a procedure to deal with complaints about the curriculum. Mill Green in turn has adapted the law's procedures. Most complaints are settled quickly and informally at school level, the complaints procedure is there for those parents who also wish to pursue a complaint through more formal channels.

It is also recognised that at some time parents may/may not be happy with other aspects of the school. If the complaint/compliment is in relation to an aspect of a pupil's work or relates to something which has happened during the school day, the first point of contact should be the class staff. If a parent is not happy with the response they have received or if they feel the complaint/compliment is more significant, they can then ask to see or speak to the Head Teacher or in the absence of the Head Teacher the Deputy Head Teacher or any other Senior Leader in the school. Parents may also contact parent governors at any time with issues of concern.

**Mill Green School**

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