

Maltby Academy SEND Information Report

Date: March 2022 **Review Date:** March 2023

We will offer places to all students with EHC plans and SEND need whose risk assessment determines that is the right course of action. Risk assessments will be kept up-to-date to reflect any changes in circumstances, including changes to coronavirus alert levels, which may influence a return to face to face teaching or otherwise. If risk assessment shows that a student's needs cannot be met within the academy without a high risk to either staff or themselves, the Principal will decide whether they should be educated remotely with appropriate adjustments.

The kinds of SEND that are provided for

The Academy, in line with the SEN Code of Practice, currently provides additional and/or different provision, through our SEND Department, for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties.

Within our SEND Department we have the Hub and Bridge. Our Hub supports a range of students with SEN, where as our Bridge supports students primarily with SEMH learning difficulties.

Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the student's previous rate of progress
- Fails to close the attainment gap between the student and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

The SENDCo should be made aware of any student with Special Education Needs or disability by the student's parents or class teachers and will help to identify need and investigate appropriate levels of support using a graduated approach to provision, utilising resources available.

Where a student continues to make inadequate progress, despite high quality teaching targeted at their areas of need, the class teacher, working with the SENDCo and Inclusion team may assess if the student has a significant learning difficulty. Where required a graduated response is implemented and further intervention is planned, both from within the Academy and through external agency assessments and interventions.

Concerns may also be expressed by a support teacher or another associate professional within the Academy. Parents may have noticed something about their child's behaviour, development or performance that has not been apparent in school. Other external professionals such as a Doctor, Health

professional or Social Worker may also raise concerns. School will respond to concerns and work in collaboration with agencies to assess a graduated response that is appropriate.

Class teachers and pastoral staff can refer to the SEND department using the SEND referral form. Referrals may also be triaged through the Student Intervention meetings for further action from the SEND department. Parents are also encouraged to share their concerns with the Special Educational Needs Department.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strengths and difficulties
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the student
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEND support and the Individual Education Plan (IEP) and/or Care Plan will be agreed, and subsequently reviewed, alongside the student and their family and then sent out for parents' information.

Students with an EHCP will also receive an EHCSP following consultation, agreement and review meetings with student, their family and all relevant professional involved.

Objectives of working in partnership with parents:

- To ensure that the Academy takes into account the wishes, feelings and knowledge of parents when making assessments and planning actions to meet their children's special needs.
- To encourage parents to recognise that they have responsibilities towards their children, and that the most effective provision will be made when they work in partnership with the Academy and other agencies to meet their children's special needs.

Parents of students with special needs will be given the same general information and chances to share in their children's progress as all parents. In addition to this, parents of students with special needs may require and expect information in the following:

- The Academy SEND policy
- The SEND support available from both the Academy and the LA
- The SEND assessment and decision making procedures
- Local and national voluntary organisations which may provide advice and counseling
- The work of the parent partnership services

The Academy values a partnership with parents in obtaining the most effective provision for students with special needs. This partnership includes:

- The Academy explaining to parents its concerns about their children's special needs and strategies that may be used to meet their needs
- The Academy responding promptly to parental concerns about students special educational needs
- Parents responding promptly to the Academy's request for their involvement in meeting their children's special needs
- The Academy and parents having joint meetings with parents to set clear goals, discuss the support necessary, review progress and identify the responsibilities of the parent, the student and the school. It

should provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the child.

- Academy inviting parents to a variety of support sessions to enable them to further support their child at home e.g.) reading at home, sleep routines, boundaries and expectations
- Academy inviting families to informal coffee afternoons

Particular care will be needed in the planning for and the supporting of students with EHC plans/SEND needs to return to the academy. In the spirit of coproduction, educational settings should contact parents and involve them in decisions about their child who has an EHC plan.

Arrangements for consulting with students

The views of the student will be included and taken into account throughout the graduated approach. This could be through involving the student in all or part of the review meeting, or gathering their views as part of the preparation for the meeting. Following the meeting the SENDCO will need to inform all the appropriate school staff of the outcomes and agreed targets, as well as updating the student's record as appropriate.

Student voice is collated through various meeting points and in various child centered techniques.

Assessing and reviewing student's progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the child's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required via Individual Education Plans and Education Health Care documents. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress.

Termly student progress meetings, transition matrices and intervention trackers assist this process.

The school's arrangements for assessing and reviewing the progress of students with special educational needs

Following identification and initial strategies of differentiation if progress is still of a concern, it will be necessary to:

- Discuss this with the student's parents or carers and collect relevant information
- The SENDCO to register the child's special educational need
- If necessary, the SENDCO/Assistant SENDCO, class teacher and parent /carer discuss what support can be given outside the classroom to help the student with their learning barrier. This might be something specific to the student in the form of an Individual Education Plan or as part of one of the support programmes operating in school through targeted interventions.
- Progress is monitored regularly and review meetings are held at parent's evenings.

- A review meeting considers the progress made by the student, the effectiveness of any extra support received and an agreement on what needs to happen next.

Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

Transition from primary to secondary education follows a comprehensive secondary transition plan which includes:

- Exchange of achievement and predicted data
- SEND meetings and exchange of information
- Transition programme of visits and experiences
- Students identified for the Bridging Project
- Additional SEND visits if necessary bespoke to individual needs
- Parents SEND Event- opportunity for parents of Y5/6 students to meet the SEND Staff.
- Transition support for students and families to return to academy following lock down from COVID-19 with a range of support including, ASD management techniques, emotional regulation support, family meetings, additional precision teaching to accelerate learning and individual support packages tailored through student/family consultation meetings
- The Assistant SENDCo/ SENDCo will attend reviews where necessary and requested by the primary school
- EHCP, IEP, Safeguarding and Medical information shared with MA by primary schools
- MLT discussion point

Transition from KS4 to KS5 provision involves the SEND team completing the student support plan to share data, information, review the IEPs and set targets in advance of the new school year. Access arrangement information sent to College/post 16 provision. Transition Annual review held for Y11 students.

Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality first teaching is our initial step in responding to students who have SEND. This will be differentiated for individuals.

We will also provide the following:

- access to a broad and balanced curriculum that is differentiated to meet individual needs.
- additional intervention and support for SEND students from within the Academy and through external agency assessments and interventions.
- Access to tailored Step Up interventions which include precision teaching and pre teaching to ensure students achievement and self-confidence is raised.
- differentiation to meet the needs of all the students in their classroom using appropriate resources, including the allocation of the TA.
- high expectations for every student including challenging targets
- lessons that's are planned to address potential areas of difficulty and to ensure that there are no barriers to every student achieving.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- An IEP (individual education plan) EHCSP (Education, Health and Care Support Plan) or Care Plan (Medical Needs) is created specifically for every individual student on the SEND register, to inform teachers and associate professionals involved what their needs are and what strategies to use to support.

Learning Environment

The Academy will make reasonable adjustments to meet a range of special educational needs within its mainstream setting by adapting its equipment and facilities, as necessary.

The majority of the school building has no impediments internally to the movement of physically disabled students. There are disabled toilet facilities in school and all doors are wide enough for easy wheelchair access.

Please see the Accessibility Plan on the Maltby Academy's website for further information: [Accessibility Plan](#)

Additional support for learning

Associate Professional Support

In addition to quality first teaching and a differentiated approach, students with SEND may also require extra support for their learning needs from an AP in the classroom. The general objectives of in class support are:

- AP is actively and pro-actively involved in the lesson
- AP adjusts activities according to student response, to ensure differentiation and challenge
- AP monitors student response to learning activities and feeds back to teacher
- AP shows specific subject knowledge through use of questioning
- AP promotes positive climate to learning and establishes positive working relationships
- AP promotes and encourages independent learning
- AP has a good working knowledge of SEND learning barriers and targets support appropriately
- There will also be circumstances when individual or small groups of students will need to be identified to access specific interventions.

Expertise and training of staff

The SENDCo (Natalie Crofts) is working towards the National Award for SEND Co-ordination. She has wide ranging experience of liaising with external agencies to leverage support and resource to maximise provision for SEND pupils. Maltby Learning Trust provide a network of support, led by an experienced SENCO, to enable the dissemination of best practice and expertise in all areas of SEND provision. Natalie is supported by two experienced Assistant SENDCos.

In Service Training

In-service training has been developed to encourage all staff (teaching and nonteaching) to develop their understanding of special educational needs.

ALL staff are encouraged to:

- Develop their understanding of special needs and the educational, social and personal implications for a student.
- Develop their teaching expertise in providing for students with learning barriers.
- Develop a secure knowledge of differentiation to provide high quality teaching and learning for all students.
- Keep up with any new initiatives, procedures and legislation in the area of SEND.

As the Academy continues to develop the use of Associate Professionals , we are also aware of the need for them to benefit from the in-service training and for teaching staff to be trained in the best ways of utilising associate professionals as an important resource to the Academy. A programme of AP training is in place across the academic year.

- All teachers and APs who are required to meet specific need will receive specific training through LA or external courses as appropriate.
- Generic SEND training is planned into the whole school CPD programme and delivered through staff meetings and INSET days by SENDCO or external providers – this includes Governor training.
- SENDCO/Assistant SENDCo leads and delivers training for the Maltby Learning Community SEND group and Learners First
- All SEND and Medical Team staff have completed a suite of Educare Training during spring and summer term 2020 in order to provide effective support to students.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions termly or earlier where appropriate
- Using student questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for students with Educational Health Care Plans.
- Ensuring that provision made for students with SEND is accurately recorded and kept up to date on the SEND Support Log. This will form part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. This should ensure that they have accurate information to evidence the SEND support that has been provided over the student's time in the Academy, as well as its impact.
- Recording information on the SEND Support Log enables the SENDCO/Assistant SENDCo to maintain an overview of the collective programmes of individual students and provides a basis for monitoring the levels of intervention and assessing their impact on progress.
- The SENDCO/Assistant SENDCo will track and monitor SEND students' progress and data using the SIMS electronic data system, Learning Cycle Data, teacher assessments which allows for a number of reports to be created over time.
- The SEND department along with Senior Leaders and the Principal review the SEND provision through QA processes, Learning walks, book looks and observations.
- MLT Whole Academy SEND Review

Enabling students with SEND to engage in activities available to those in the school who do not have SEND

- All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.
- All students are encouraged to go on our residential trip(s)
- All students are encouraged to take part in sports day/school plays/special workshops, etc.
- No student is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

The Student Intervention Meeting (SIM) is held on a regular basis each half term to ensure a graduated approach is in place for all students including those who are vulnerable and/or have SEMH needs.

The SIM triage students after referrals are submitted by the pastoral team. This allows us to track and monitor provision.

- Students who need Wave 3/4 provision to help meet their emotional needs have access to the Bridge provisions- This is a setting providing 1:1 and small group learning, incorporate a SEAL approach to learning and help children to self-regulate, identify with emotions and make positive choices.
- There are also specially trained staff to provide SEMH therapies for individuals and small groups with regulation, social stories and anger management amongst other support.
- The Academy has MAST counseling service on site that can be accessed through the SIM referral

Working with other agencies

The Assistant SENDCo/SENDCO will make a referral around specific learning difficulties for a student to one of these services, with parental permission. The service assesses need and produces a report which is shared with school and parents.. After discussing the report with the parent, teacher and SENDCO a graduated approach to support will be implemented if necessary with measurable outcomes.

SALT: Speech & Language Therapy Dept.

Specialist Inclusion Team

CAMHS

Educational Psychologist: Psychology Direct

Hearing Impaired Service

Visual Impairment Service

Early Help

Occupational Health

School Nursing Team/ Specialist Nursing Teams

With Me in Mind

MAST

The Governing Body

Regular reports are made to the Governing Body about the progress of students with Special Educational Needs and Disability. A report is made to parents in the Governors Annual Report to Parents (School Profile). A member of the Governing Body, Alex Steadman, is identified as having specific responsibilities for Special Needs and Disability and works closely with the SEND team.

Complaints about SEND provision

The school encourages parents to voice any concerns that arise. We aim to solve issues swiftly and in person, with the aim of reaching a mutual agreement and understanding.

A parent's first point of contact should be the subject teacher. Teaching staff are always happy to discuss student progress and attainment at any given point in the year. Parents can also contact the school SENDCO who would be happy to answer any questions or concerns.

Parents who wish to make a complaint regarding SEND provision are strongly encouraged to speak to the SENDCo in the first instance. If the issue cannot be resolved at this level or the complaint is about the Principal the parent would be directed to the school's complaints procedure.

Natalie Crofts (SENDCO) ncrofts@maltbyacademy.com /01709 812864 ext.: 274

April Parker (Assistant SENDCo) aparker@maltbyacademy.com / 01709 812864 ext.: 226

Contact details of support services for parents of students with SEND

SENDIASS: 01709 823627 www.rotherhamsendiass.org.uk

Contact details for raising concerns

SEND Concerns:

SEND Concerns: Natalie Crofts (SENDCO) ncrofts@maltbylearningtrust.com /01709 812864

April Parker (Assistant SENDCo) aparker@maltbyacademy.com / 01709 812864

Skye Bailey (Assistant SENDCo) sbailey@maltbyacademy.com /01709 812864

Lorraine Wilson Hub Manager lwilson@maltbyacademy.com

Holly Fudge Alternative Provision Manager hfudge@maltbyacademy.com

Bridge Manger swragg@maltbyacademy.com

The local authority local offer

Our local authority's local offer is published here: <http://www.rotherhamsendlocaloffer.org/>

Monitoring arrangements

This policy and information report will be reviewed by Natalie Crofts every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

This report links to our policies and information on:

1. Accessibility Plan
2. Administration of Medicines Policy - MLT
3. Anti Bullying Policy
4. Behaviour for Learning Policy and Procedures
5. Charging and Remissions Policy - MLT
6. Child Protection and Safeguarding Policy - MLT
7. Complaints Policy - MLT
8. SEND Policy - MA
9. Supporting Students with Medical Needs - MA
10. Toileting and Intimate Care Policy - MLT

