



## **Maltby Academy SEND Report**

**Date: January 2017**

**Review Date: January 2018**

### **1. The kinds of special educational needs for which provision is made at the school.**

Maltby Academy is a mainstream setting. The Academy aims:-

'To provide an inspirational learning experience through which young people and adults develop the confidence, resilience and desire to excel to be the very best. We want all our young people to acknowledge and celebrate their skills, personal qualities and achievements and secure positive and continual progression routes to compete in a global employment market.'

Special education provision is educational provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality personalised teaching and learning in the classroom

It may take the form of additional SEND support from within the setting or require the involvement of specialist staff or support services from outside the setting.

As part of using its 'best endeavours', the Academy have arrangements in place to identify the need for and secure such provision, whether through expertise and resources available within the Academy or by drawing support from outside services.

The Governing Body of Maltby Academy has an agreed admissions criteria and any children with special educational needs or disability (either with or without a statement/EHC plan) will be considered for entry to the Academy as part of the normal admissions criteria. (i.e. a child who meets the Academy's admission

criteria will not be refused entry or discriminated against on the grounds of their special educational need, where that need can be met in a mainstream school).

## **2. Policy for identification and assessment of students with special educational needs**

Prior to any child with special educational needs or disability being admitted into the Academy, close links are established with parents, primary school staff and any outside agencies involved in supporting the child. This will help the Academy to establish specific need and ensure that the appropriate support and planning is available.

The SENDCO may be made aware of any students with Special Education Needs or disability by the child's parents or class teachers and will help to identify need and investigate appropriate levels of support intervention and differentiation.

### **SEND Department**

#### **Roles and Responsibilities**

The SEND department facilitates and coordinates the whole Academy approach to special educational needs. The SEND team includes the SENDCO, HLTA, Lead TAs and the Teaching Assistants working in partnership with the classroom teachers.

#### **SEND Co-ordinator**

Laura Critchley is the named SENDCO. ([lcritchley@maltbyacademy.org](mailto:lcritchley@maltbyacademy.org))

April Parker is the Assistant SENDCo and oversees the daily SEND provision.

The key responsibilities of the SENDCO/Assistant SENDCo include:

- Coordinate provision for children with SEND in liaison with the classroom teacher
- Advise on a graduated approach to providing SEND support
- Advise on the deployment of the schools delegated budget and other resources to meet students' needs effectively
- Liaise with external agencies
- Liaise with transitional providers

- Work with the Head Teacher and Governors to ensure that the Academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Line management of the TAs
- Classroom and TA intervention strategies
- Parental liaison
- Administration

### **Identification and Assessment**

The identification of SEND students is part of the Academy monitoring of progress strategy through:

- Levels of attainment are measured on entry.
- Levels of progress are monitored and reviewed at regular intervals
- Where students are falling behind or making inadequate progress, work will be differentiated
- At this stage teachers may suspect a student has SEND needs. The student's response to early differentiation can help identify their particular needs
- Where a student continues to make inadequate progress, despite high quality teaching targeted at their areas of weakness, the class teacher, working with the SENDCO should assess if the child has a significant learning difficulty. Where this is the case 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 in the Academy. Parents may have noticed something about their child's behaviour, development or performance that has not been apparent in school. Other professionals such as a Doctor, or a Health or Social Worker may also raise concerns.

### **3. The schools policies for making provision for students with special educational needs**

#### **a. How the school evaluates the effectiveness of its provision for such students**

Progress continues to be measured and recorded to measure impact of differentiation and interventions by the class teacher and SEND department including:

- Measurement against starting point
- Measurement against previous rates of progress
- The ARE attainment gap between the student and their peers

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

### **b. 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 child'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 child with their learning barrier. This might be something specific to the child in the form of an Individual Education Plan or as part of one of the support programmes operating in school, e.g. Literacy Intervention plus specific homework; Success at Arithmetic
- Progress is monitored regularly and review meetings are held at parent's evenings.
- A review meeting considers the progress made by the child, the effectiveness of any extra support received and an agreement on what needs to happen next.

Use of data and record keeping:

- Provision made for students with SEND is accurately recorded and kept up to date on the IEPS and provision map. 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 provision map 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 which allows for a number of reports to be created over time.

### **c. The school's approach to teaching students with special educational needs**

#### **Whole Academy Policy**

- To provide for students with SEND, through access to a broad and balanced curriculum that is differentiated to meet individual needs.
- To provide additional intervention and support for SEND students from within the Academy and through external agency assessments and interventions.
- To ensure all students make appropriate levels of progress

### **d. How the school adapts the curriculum and learning environment for students with special educational needs**

The school will make reasonable adjustments to meet a range of special educational needs within its mainstream setting. Learning is personally planned including group and individual adaptations to the curriculum.

### **e. Additional support for learning that is available to students with special educational needs**

#### **Differentiation**

- Class teachers are responsible for differentiating to meet the needs of all the students in their classroom using appropriate resources, including the allocation of the TA.
- Class teachers should set high expectations for every student including challenging targets
- Lessons should be planned to address potential areas of difficulty and to ensure that there are no barriers to every student achieving.

#### **Teaching Assistant Support**

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

- TA is actively and pro-actively involved in the lesson
- TA adjusts activities according to student response, to ensure differentiation and challenge
- TA monitors student response to learning activities and feeds back to teacher
- TA shows specific subject knowledge through use of questioning

- TA promotes positive climate to learning and establishes positive working relationships
- TA promotes and encourages independent learning
- TA 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.

**f. How the school enables students with special educational needs to engage in the activities of the school in addition to those available in accordance with the curriculum:**

The school will make reasonable adjustments to enable all students to access all school activities. This may include for example allocation of a 1-1 support worker.

Students at school with medical conditions are properly supported so that they have full access to their education. This includes consultation with health and social care professionals, students and parents to ensure that the needs of children with medical conditions are effectively supported. A child will not be excluded from full-time education because of a medical condition, although health and safety elements, staffing and of risk assessments will need to be in place first.

**g. Support that is available for improving the emotional, mental and social development of students with special educational needs**

**The Educational Psychologist:**

(Joanne Askew: joanne.askew@rotherham.gov.uk)

Educational Psychologists are specialists in learning, behaviour and child development. They work directly with students and also give expert advice to parents, carers and teachers. Within the Academy the educational psychologist service provides a wide range of services including advice on teaching and learning, counselling, staff training, behaviour management and practical evidence based interventions. They will provide advice and contribute to the EHC plans.

**MAST support:**

(Sara Graham: sgraham@maltbyacademy.org)

The school accesses a counselling service provided by Rotherham MAST.

**Pastoral support:**

- For tutor
- House Managers
- The Hub (Jayne Fieldhouse [jfieldhouse@maltbyacademy.org](mailto:jfieldhouse@maltbyacademy.org) )
- REACH ( Lucy Boote [lboote@maltbyacademy.org](mailto:lboote@maltbyacademy.org))
- MALP (Mark Wyatt [mwyatt@maltbyacademy.org](mailto:mwyatt@maltbyacademy.org))
- Director of Inclusion and Alternative Provision (Laura Critchley [lcritchley@maltbyacademy.org](mailto:lcritchley@maltbyacademy.org))
- Complex case officer ([Claire Quarmby cquarmby@maltbyacademy.org](mailto:Claire.Quarmby@maltbyacademy.org) )

The school offers a graduated support system to meet the pastoral needs of the students including day to day support and runs personalised pastoral programmes.

**4. SEND Coordinator:**

Laura Critchley [lcritchley@maltbyacademy.org](mailto:lcritchley@maltbyacademy.org)  
 April Parker [aparker@maltbyacademy.org](mailto:aparker@maltbyacademy.org)

**5. Expertise and training of staff****In Service Training**

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

Teaching 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 Teaching Assistants, 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 utilizing teaching assistants as an important resource to the Academy. A programme of TA training is in place across the academic year.
- All teachers and TAs 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. All TAs will receive 12 hours specific SEND training this academic year.
- SENDCO has completed the mandatory PGCertSEND award and holds the National College SLE qualification for SEND
- SENDCO/Assistant SENDCo leads and delivers training for the Maltby Learning Community SEND group and Learners First
- SENDCO is involved in the SHU SEND learning community initiative led by Niki Elliott with a current focus on Lesson Study and SEND
- The SENDCo delivers training for the Local Authority to New SENDCo;s within the Authority.

### Securing of Specialist Services/Support at Maltby Academy

| Need                                | Condition                   | Universal Intervention   | Additional School Support (no EHC plan)   | With EHC plan  |
|-------------------------------------|-----------------------------|--|---|--|
| Communication and Interaction Needs | Autistic Spectrum Condition | Training provided for staff from Hilltop Special School re generic strategies that can be integrated into the classroom teaching and learning to benefit autistic students re structure, language, conceptual understanding eg visual/kinaesthetic supports and strategies | Liaison with Hilltop School staff re specific strategies to aid learning in the classroom; ACT referrals with Keyworker and strategy support; Maltby Academy transition support from specialist TA. Family support and networks sought if necessary to support parents. Possible interventions: Anger Management; Student Voice 5 Point Scale | As additional school support but with 1-1 TA support and interventions if /when necessary. |

|  |   |   |  |  |
|--|---|---|--|--|
|  | Speech,<br>Language and<br>Communication<br>Needs | Implementation of practical strategies by teacher integrated into the classroom teaching and learning to benefit students with speech and language difficulties | SALT referrals with Keyworker and strategy support; Implementation of practical interventions by TA in school as recommended by SALT | As additional school support with extra family and parental support as necessary |
|--|---|---|--|--|

|                              |                         |   |  |   |
|------------------------------|-------------------------|---|--|---|
| Cognition and Learning Needs | Moderate Learning Needs | Implementation of practical strategies/differentiation by teacher integrated into the classroom teaching and learning to benefit students with moderate learning difficulties supported by class TA as an additional resource. Eg – visual and kinaesthetic learning techniques and overlearning - adapted visual aids, modelling; differentiated delivery - simplified language, slower pace, writing frames, structured sentences | EPS referrals with Keyworker and strategy support; Implementation of practical interventions by TA in school as recommended by EPS; Specific and bespoke TA interventions used and measured as part of IEP provision<br>Eg: Beat Dyslexia/MSL programme followed | As additional school support with but with 1-1 TA support and interventions if /when necessary and extra family and parental support as necessary |
|------------------------------|-------------------------|---|--|---|

|   |                                |  |   |   |
|---|--------------------------------|--|---|---|
|   | Specific Learning Difficulties | Implementation of practical strategies/differentiation by teacher integrated into the classroom teaching and learning to benefit students with specific learning difficulties supported by class TA as an additional resource. | LSS and EPS referrals with Keyworker and strategy support; Implementation of practical interventions by TA in school as recommended by LSS and EPS; Specific and bespoke TA interventions used and measured as part of IEP provision Eg Supporting arithmetic | As additional school support with but with 1-1 TA support and interventions if /when necessary and extra family and parental support as necessary |
| Social, Emotional and Mental Health Needs | Social Needs                   | All students can be referred to appropriate pastoral support/safeguarding  | If the pastoral TA/safeguarding officer continues to be concerned a   | As additional school support with but with 1-1 TA support and   |
|   |                                | officer if there are concerns about their social needs who will provide pastoral support, interventions and liaise with parents – this will be decided at weekly intervention meeting  | referral will be made to social care and she will attend subsequent FCAF, core group etc meetings as appropriate implementing support strategies in school. She will be supported in this process by the SENDCO/Assistant SENDCo as appropriate               | interventions if /when necessary and extra family and parental support as necessary   |

|                     |   |  |   |
|---------------------|---|--|---|
| Emotional Needs     | All students can be referred to pastoral TA/safeguarding officer if there are concerns about their emotional needs who will provide pastoral support, interventions and liaise with parents   | If the pastoral TA/safeguarding officer continues to be concerned a referral will be made to Rotherham MAST, BST and/or EPS and she or the SENDCO/Assistant SENDCo will attend subsequent meetings as appropriate implementing support strategies in school in liaison with the class teacher. | As additional school support with but with 1-1 TA support and interventions if /when necessary and extra family and parental support as necessary |
| Mental Health Needs | All students can be referred to appropriate pastoral support/safeguarding officer if there are concerns about their social needs who will provide pastoral support, interventions and liaise with parents – this will be decided at weekly intervention meeting | If the pastoral TA/safeguarding officer continues to be concerned a referral will be made to Rotherham MAST, BST and/or EPS/CAMHS and she or the SENDCO/Assistant SENDCo will attend subsequent meetings as appropriate  | As additional school support with but with 1-1 TA support and interventions if /when necessary and extra family and parental support as necessary |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | implementing support strategies in school in liaison with the class teacher. |  |
|--|--|--|--|--|

|                            |                                |  |  |   |
|----------------------------|--------------------------------|--|--|---|
| Sensory and Physical Needs | Hearing Impairment Needs       | Implementation of practical strategies/differentiation by teacher integrated into the classroom teaching and learning to benefit students with Hearing Impairment Needs supported by class TA as an additional resource.       | HI service referrals with Keyworker and strategy support; Implementation of practical interventions by TA in school as recommended by HI service   | As additional school support with but with 1-1 TA support and interventions if /when necessary and extra family and parental support as necessary |
|                            | Visual Impairment Needs        | Implementation of practical strategies/differentiation by teacher integrated into the classroom teaching and learning to benefit students with Visual Impairment Needs supported by class TA as an additional resource.        | VI service referrals with Keyworker and strategy support; Implementation of practical interventions by TA in school as recommended by VI service   | As additional school support with but with 1-1 TA support and interventions if /when necessary and extra family and parental support as necessary |
|                            | Multi-Sensory Impairment Needs | Implementation of practical strategies/differentiation by teacher integrated into the classroom teaching and learning to benefit students with Multi-Sensory Impairment Needs supported by class TA as an additional resource. | Liaison with Hilltop School in particular re strategies to aid learning in the classroom; ACT referrals with Keyworker and strategy support; Maltby Academy transition support from specialist TA. | As additional school support with but with 1-1 TA support and interventions if /when necessary and extra family and parental support as necessary |
| Physical and Medical Needs | Physical Needs                 | Implementation of practical strategies/differentiation by teacher integrated into the classroom  | Liaison with OT / physio service, school nurse and/or Disability Officer re strategies   | As additional school support with but with 1-1 TA support and interventions if  |

|  |               |   |  |   |
|--|---------------|---|--|---|
|  |               | teaching and learning to benefit students with Physical Needs supported by class TA as an additional resource.  | to aid learning in the classroom and around school   | /when necessary and extra family and parental support as necessary  |
|  | Medical Needs | Implementation of practical strategies/differentiation by teacher integrated into the classroom teaching and learning to benefit students with Medical Needs supported by class TA as an additional resource. | Liaison with OT service, school nurse, Epilepsy Nurse and/or Disability Officer re strategies to aid learning in the classroom and around school | As additional school support with but with 1-1 TA support and interventions if /when necessary and extra family and parental support as necessary |

### **Other SEND agencies including CDC, SALT, Behaviour Support and ACT**

Generally these SENDCO will make a referral around specific learning difficulties for a student to one of these services, with parental permission. The service will come and complete an assessment and observation with the student and then write a report. After discussing the report with the parent, teacher and SENDCO a package of support will be implemented if necessary with measurable outcomes.

SALT: Speech & Language Therapy Dept - 01709 423230/423229

BST: Behaviour Support Team – Claire Mann –  
[claire.mann@rotherham.gov.uk](mailto:claire.mann@rotherham.gov.uk)

ACT: Autism Communication Team: Lianne Morewood –  
[lianne.morewood@rotherham.co.uk](mailto:lianne.morewood@rotherham.co.uk)

CAMHS 01709 304808

### **6. Equipment and facilities**

The school 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 children. There are disabled toilet facilities in school and all doors are wide enough for easy wheelchair access.

## **7. Working in Partnership with Parents**

### **Objectives**

- 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
- Other services provided by the LA for Children in Need
- Local and national voluntary organisations which may provide advice and counselling
- The work of the parent partnership services

The Academy values highly 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 quickly to parental concerns about students special educational needs
- Parents responding quickly 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.

### **8. Arrangements for consulting with students**

The views of the child will be included. This could be through involving the child 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.

### **9. Complaints procedures**

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 re SEND provision are strongly encouraged to speak to the Principal. 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.

### **10. Transition Provision**

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

- Exchange of achievement and predicted data
- Pen portrait of each student
- SEND review and exchange of information
- Transition programme of visits and experiences
- Additional SEND visits if necessary
- Parents evenings
- Summer school programme

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.

### **11. Local Offer**

[www.rotherhamsendlocaloffer.org](http://www.rotherhamsendlocaloffer.org)

## **12. The Governing Body**

Regular reports are made to the Governing Body about the progress of children 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, Jim Fletcher, is identified as having specific responsibilities for Special Needs and Disability and works closely with the SEND team

## **13. Maltby Academy SEND Single Category Support**

Once a potential special educational need is identified, the Academy will take action to put effective support in place.

These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the students' needs and of what supports the student in making good progress and securing good outcomes.

### **WAVE 1**

Before identifying a child as needing SEND support the SENDCO, should establish a clear analysis of the student's needs. This should draw on subject teachers' assessment and experience of the student, as well as information from the school's core approach to student progress, attainment, and behaviour. The student would be on the monitoring register.

### **WAVE 2**

This approach should also draw on the individual's development in comparison to their peers, the views and experience of parents, the child's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how a child is developing. If the student is still failing to progress despite high quality first wave teaching further SEND intervention should be considered as Wave Two. The assessment should be regularly reviewed. This will help to ensure that support is matched to need, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a student responds to an intervention can be the most reliable method of developing a more accurate picture of need. This will be recorded on an IEP.

**Plan**

Where it is decided to provide a student with SEND Support, the parents must be notified. The teacher and the SENDCO should agree in consultation with the parent and the student the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the child should be made aware of their needs, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system. The support and intervention provided should be based on reliable evidence of effectiveness and be provided by staff with sufficient skills and knowledge.

**Do**

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the student, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENDCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

The support and intervention provided should be based on reliable evidence of effectiveness and be provided by staff with sufficient skills and knowledge.

**Review**

The effectiveness of the support and the impact on the child's progress should be reviewed in line with the agreed date.

The impact of the support provided, along with the views of the student and their parents, should feed back into the analysis of the student's needs. The class or subject teacher, working with the SENDCO, should revise the IEP accordingly.

**WAVE 3**

In addition to Wave 1 and 2 in some cases, outside professionals from health, education or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where these professionals are not already working with school staff the SENDCO should contact them if the parents agree. It will need to be decided at this point if the student would qualify for an EHC plan and needs to be referred to SEND assessment team.

**WAVE 4**

All students who receive an EHC plan are Wave 4.

