



INVESTOR IN PEOPLE

**MALET LAMBERT SCHOOL**  
**POLICY STATEMENT**  
**SPECIAL EDUCATIONAL NEEDS (SEN)**

<b>Completed by:</b>	AKN
<b>Consulted with staff, pupils and parents:</b>	Jan 17
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## **1. Accessibility**

All needs for equipment and facilities will be assessed for each pupil individually. Dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies.

These agencies may include IPASS, who can provide specialist equipment for physical, visual, and hearing needs. They may even extend to requesting additional funding from the local authority if appropriate.

The school ensures appropriate access for disabled pupils through:

- Ramped access and lifts to all floors.
- Disabled toilet/washroom facilities
- Teaching Assistants who are trained in PMP techniques
- A limited number of specialised space in which to provide PMP for pupils where appropriate
- The use of mobile devices/ radios to enable immediate response/support when necessary
- Specialist PE equipment
- Some extra-curricular activities specifically tailored towards the physically disabled.

## **2. Identification of Needs**

Prior to entry to Malet Lambert, information is collected about all new year 7 pupils, to aid a successful transition to secondary education. If pupils join us part way through a year, information about the pupil is gathered in the same way as new year 7 data is collected. If felt necessary, baseline assessments (reading and spelling) would be carried out to identify any extra needs. In addition to the standard data for all pupils, additional information is gathered for pupils who have, or may have SEN. This is done by means of a member of the SEN team meeting with SENCOs of feeder primary schools during the summer term and, when invited, attending annual reviews for children with an Education, Health and Care (EHC) plan.

Further assessment of needs is by way of:

- Information from feeder schools as described above
- Whole-school Accelerated Reading results (reading assessment)
- Whole school progress grades within the first term

Based on the above data, it will be decided whether or not the pupil requires support that is additional to or different from the rest of their year group and what kind of support will best help the pupil to make progress. All teachers have full access to this information and so are able to adjust their teaching to meet the needs of individual pupils as appropriate.

In addition, there may be pupils who have not previously been identified as having special educational needs, but who fail to make expected progress. There may be other pupils where a possible special educational need, for example dyslexia, only becomes apparent as school work increases in complexity.

The school has an effective referral system, whereby teachers are able to request further assessment from the SEN department, should they have concerns about a particular pupil. The referrals are considered by the SEN department staff, and this will usually trigger further assessments, which may include some of the following

- LUCID screener for dyslexia
- Gathering further progress data from other teaching staff
- Requesting answers to specific questions regarding the pupil from other teaching staff
- Observing the pupil in different classroom settings
- Interviewing the pupil to get their point of view
- Discussing the needs with parents
- Work scrutiny
- Speed of writing tests
- Diagnostic reading tests
- Other assessments as may be appropriate
- Consultation with external agencies as appropriate

### **3. External support**

For pupils with a higher level of need, where the interventions and strategies are very personalised to the pupil, for example, a pupil with ASD, where a strategy may only work for a short period of time, the review will happen much more frequently, to ensure a child-centred approach to support.

Some of the external agencies that the school may call upon include:

- City Psychological Service (CPS)
- Northcott Outreach (ASD Support Team)
- Integrated Physical and Sensory Support Service (IPASS)
- Speech and Language Support Team (SALT)
- Local Authority
- Health Services, including Occupational Therapy
- NHS Physiotherapy Services
- Child and Adolescent Mental Health Services (CAMHS)
- Home Education Support
- KIDS Parent Partnership (Independent Education Advisory Service)
- Educational Welfare Officer (EWO)
- Connexions / Careers
- Children's Services
- Sibling Support Services – Barnardo's
- School Nursing Team
- Social Services
- Youth Offending Team (YOT)

#### **4. Monitoring, evaluating and assessment**

As stated earlier, teachers and SEN staff are continually reviewing the progress of all pupils on a daily basis. The whole school assessment procedures are carried out for all pupils, including those with SEN and targets are set and reviewed regularly. Pupils who are receiving support that is additional to or different from their peers may have specific targets related to the support they are receiving. Progress towards these targets are reviewed regularly, at least termly and relevant information communicated to parents, in line with the requirements of the SEND Code of Practice.

Obviously, there are times when it becomes apparent that a change needs to be made in the support/intervention that a young person is receiving prior to the next formal review date. In these situations, appropriate changes will be discussed and carried out as part of the graduated response.

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Pupils identified as having a SEN fall into one of two categories:

##### **SEN Support**

- These pupils typically meet at least two of the qualifying criteria (Appendix I) within the four broad areas of need.

##### **Statements / Education Health Care Plans (EHCPs)**

- A minority of pupils will have a statement of special educational need which sets out the need and the arrangements needed to support that pupil in school. The statement is a legal document and the school must follow its guidance.
- All current statements must be transferred to EHCPs by April 2018 in accordance with the SEN Code of Practice.

#### **5. Training and Resources**

The school is committed to extend expertise in the area of SEN

- There are training sessions provided by the SENCO and lead teacher in SEN to staff
- Outside professionals are invited to provide staff training as appropriate. IPASS, Northcott ASD outreach, nurses are regular contributors.
- TAs attend CPD training events where appropriate
- The SENCo attends regular SEN conferences and other training in order to remain up to date about current trends in SEN provision
- Newly appointed teaching staff receive information about the work of the SEN department as part of their induction process.
- Newly appointed TAs undergo an induction programme training, with regular reviews over the first few weeks of their employment. This is overseen by the SEN Manager.
- TAs are regularly observed in the work they do and provided with feedback

- Whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school.
- The use of TAs and the impact of support provided to pupils with SEN is a standard part of the teacher observation format

## **6. SEN Co-ordinator**

The Special Educational Needs Coordinator at Malet Lambert is:

**Alison Knight**

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The SENCo is not a member of the SLT, but the SEN advocate on the SLT is:

**Steve Fenna, Deputy Headteacher**

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