



SEND Policy

Version 24/25-1.0

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<p>Name and Title of Author:</p>	Stephen Logan
<p>Name of Responsible Committee/Individual:</p>	Local Governing Body
<p>Implementation Date:</p>	Spring 2024
<p>Review Date:</p>	Spring 2025
<p>Related Documents:</p>	

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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 Physical Management Plan (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 SEND. This is done by means of a member of the SEND team meeting with SENDCos 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 New Group Reading Test (reading tests), CATs (Cognitive Abilities Test) 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 SEND department, should they have concerns about a particular pupil. The referrals are considered by the SEND 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 SEND 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 SEND and targets are set and reviewed regularly. Pupils with an EHCP will receive 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.

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.

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

SEND Support

- These pupils typically meet at least two of the qualifying criteria (Appendix 1) within the four broad areas of need

Education Health Care Plans (EHCPs)

- A minority of pupils will have an Education Health and Care Plan which sets out the provision and the arrangements needed to support that pupil in school. The document is a legal document and the school must follow its guidance

5. Training and Resources

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

- There are training sessions provided by the SENDCo and relevant members of the SEND team 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 SENDCo attends regular SEND conferences, SENDCo forums and other training in order to remain up to date about current trends in SEND provision
- Newly appointed teaching staff receive information about the work of the SEND 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 SEND 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 SEND is a standard part of the teacher observation format

6. **SEND Co-ordinator**

The Special Educational Needs Coordinator at Malet Lambert is:

Stacey Lalic

Phone: 01482 374211

Email: stacey.lalic@maletlambert.hull.sch.uk



TEAL Classification of SEND Support (K)

Refer to progressive provision levels from Local Authority for further details regarding needs within each area of need .Where students have more than one need type, confirm which is the primary need.

Cognition and Learning

- Two scores <85 in CATS (not including spatial)/NGRT/NGST/SATS
- SEND (K) MLD/SPLD flagged by feeder school (review at the end of the Autumn term)
- GCSE Grade 2/below in Maths/English
- Dyslexia diagnosis/screener with one score <85 in reading or spelling

Need types: MLD/SPLD/SLD/PMLD

Communication and Interaction

- Diagnosis of ASC that affects access to the curriculum (need type: Autistic Spectrum Disorder)
- Communication and interaction difficulties that affects access to the curriculum (need type: Speech, Language & Communication Needs)

Need types: ASD/SLCN

Social, Emotional and Mental Health Difficulties

- Mental health difficulties i.e anxiety/depression/self-harm/eating disorder that affects access to the curriculum (need type: SEMH)
- Diagnosis of ADD/ADHD/Attachment difficulties that affects access to the curriculum (need type: SEMH)

Need types: SEMH

Sensory and / or Physical Needs

- Hearing impairment/visual impairment/multi-sensory impairment/physical disability/ medical needs * and can only access the curriculum with modification and/or support (need type: Hearing Impairment/Visual Impairment/Multi-Sensory Impairment/Physical Disability)

*medical needs to be recorded as Physical Disability

Need types: VI/HI/MSI/PD