SEND Information Report- Malet Lambert
September 2020

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

Malet Lambert is a large secondary academy, which caters for students with a wide range of special educational needs and disabilities (SEND) including physical disability, sensory impairment, dyslexia, general learning difficulties and autism. We believe passionately in the limitless potential of all our students and we strive to ensure that every student, whatever his /she need, is successful in achieving their own personal goals.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

The school's SEND policy is accessible on the website. The SEND policy and the arrangements for supporting students with SEND are routinely revised to ensure they are fully compliant with the regulations of the 2014 Children and Families Act and the Special Educational Needs and Disability Code of Practice 0-25 years, June 2014.

Identification of new students transferring from primary school is through routine data collections and information from SENCos, class teachers, external agencies (if appropriate) and parents / carers; for students already receiving extra support the transition process may begin as early as Y5 depending on need.

On entry, all students are screened for their reading & spelling ability and these results are used with existing information to inform support arrangements.

Any member of staff, any parent or the student can raise concerns about a student having SEND themselves. Concerns should be referred to either: the SENCo, Pastoral Leader or Progress leader in the first instance. A preliminary assessment will be made which may lead to further specialist testing before a decision regarding additional support is made.

Student progress is closely monitored through three annual data collections as well as on-going observations in the classroom, staff briefings and through the marking of work.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—

(a) how the school evaluates the effectiveness of its provision for such pupils;

- Standardised testing to measure improvement in skills e.g. reading accuracy, reading speed, reading comprehension, spelling accuracy, IT skills & writing speed
- Use of assessment data, lesson observations, learning walks, book sees, staff liaison and marking to measure progress in the classroom

- Discussion with students
- Parental feedback
- Senior leadership monitoring & evaluation procedure

(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

- Vulnerable group progress is routinely analysed by the senior leadership team (SLT)
- All data for students identified as SEND is to be analysed by the SENCo after each data collection and any students failing to make expected progress are discussed at a team meeting at which intervention strategies are agreed on an individual basis.
- All student progress is closely monitored by department staff and department leaders at each data collection point.
- Additional annual reviews take place for students with an Education, Health Care Plan (EHCP).
- SEND team/SENCo to be involved in PEP meetings for CLA.
- An annual parent's evening is held for each year group, which the SENCo attends.
- A small number of students may require closer monitoring; this could be in the form of: daily contact through the student planner, additional home/school books, e-mail, telephone contact and letters as appropriate.

(c) the school's approach to teaching pupils with special educational needs;

- Subject teachers are responsible for differentiating lessons to meet the needs of all the students in their class.
- Recommendations and strategies to remove barriers to learning and enable access to the curriculum are made by the SENCo.
- Information on individual students with SEND is held electronically in a secure database; this is accessible to all classroom-based staff and is regularly updated; it includes relevant information on student attainment levels, areas of weakness, recommended support strategies and advice and support materials for staff to use in lessons.
- All students are taught in mainstream classes; there is a minimum of withdrawal for specialist input e.g. social skills groups.
- Additional literacy / numeracy intervention is provided to narrow the gaps in the attainment of students with learning delays – some of which take place during registration.

(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;

- Differentiation of resources and learning materials by the subject teacher with support from the SENCo, lead teachers and School Improvement Leaders.
- A team of teaching assistants (TAs) work to provide in class support for identified students / groups and deliver interventions.
- Additional literacy & numeracy interventions.

- Personalised learning programmes / timetables.
- All subject areas have ground floor access for wheelchair users.
- Disabled facilities in the main buildings and a personal care room.

(e) Additional support for learning that is available to pupils with special educational needs;

Provision is allocated according to need and follows the "Access, Plan, Do & Review" process laid down in the revised Code of Practice 2014.

Additional literacy and numeracy support is provided in a variety of ways:

- Reading interventions run over the registration period; typically, a student would attend one or two sessions a week for a term after which progress would be reviewed and support adjusted.
- Dyslexic students may attend a weekly withdrawal lesson if appropriate.
- Y7 testing of reading & spelling skills identifies the students who attend registration interventions.
- Exam concessions – testing at the end of Y9 determines who qualifies for a range of exam concessions at GCSE; parents are informed by letter.
- Internal exams/ assessments - teaching staff have the flexibility to make arrangements as appropriate at KS3.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

- A daily meet and greet service provided by the SEND department.
- Various lunchtime clubs run.
- Designated 'safe areas' for students to spend break and lunchtime.
- Trips / off site activities – every effort is made to include all students; parents and carers are consulted to ensure arrangements are appropriate

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

- Pastoral and Progress teams & form tutors
- Learning mentors
- School's Educational Psychologist
- Youth & Family Support Service (YFSS)
- Counselling
- EWO
- Social Skills groups
- ELSA
- Access to qualified social workers
- KIDS
- Northcott Outreach

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEND co-ordinator.

- **Miss Sarah Catlow**
- **Tel. 01482 - 374211**

- **Sarah.catlow@maletlambert.hull.sch.uk**

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

- Sarah Catlow, B.A (Hons), PGCE (Music/SEND), National Award for SEN Co-ordination, NPQH, CCET (exams testing).
- SEND Consultants – Yorkshire Education Support Service (YESS)
- Anne Gillespie - AMBDA Cert. No. 5083

The following colleagues are based in school on a part time basis:

- EWO
- School nurse

Referrals can be made to these agencies:
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)

All staff completed the Hull County Council's Safeguarding & Child Protection training.

For new students with previously unprecedented needs we follow the advice of the professionals involved, in consultation with the student and their family.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

- All main buildings have ramped access and disabled toilet facilities.
- All subject areas are accessible.
- All classrooms are carpeted and fitted with blinds to reduce glare and improve acoustics.

- A personal care / treatment room is used for physiotherapy sessions and to house additional equipment e.g. standing frames.
- Specialist equipment is accessed through the relevant agency e.g. IPASS for students with a visual or auditory impairment or Occupational Therapy for those students with a physical impairment.
- There are disabled parking bays in the school car park.

7. The arrangements for consulting parents of children with special educational needs and disabilities about, and involving such parents in, the education of their child.

Malet Lambert encourages the input of parents and carers in supporting their child's education whilst at Malet Lambert and liaison with home is on-going as appropriate, in addition to this, parents are routinely invited to:

- An annual parents' evening
- Y7 form tutor evening (in the first term)
- Open evenings for Y6 / 7 transition
- Annual review meetings
- Parental workshops
- Regular review meetings

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

- All students with a statement / EHCP attend and participate in their annual review.
- Students accessing interventions are routinely consulted at the start and end of an intervention.
- Students work with form tutors and progress leaders to review progress and set targets following each data collection.
- The pastoral team works on a 1:1 basis with identified students to support socially, emotionally and academically as appropriate.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs and disabilities concerning the provision made at the school.

- A first point of contact would normally be the student's Head/Deputy Head of House. Alternatively, Parents / carers are encouraged to discuss their concerns with either the SENCo or Assistant Head (Inclusion).

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

- The inclusion governor & SLT review inclusion plans through the school's monitoring & evaluation process.

- See Section 5 for details of the services / agencies providing support for students with SEND and their families.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

- Details of the Local Authority's "Local Offer" will be on a dedicated website live from 1st September 2014.
- First point of contact in school to discuss prospective students with SEND is the SENCo, Miss Sarah Catlow 01482 374211
- Other relevant school professionals would be: Pastoral and Progress leaders including Head and Deputy Head of House or form tutor if the student is already attending school.

12. The school's arrangements for supporting pupils with special educational needs and disabilities in transferring between phases of education or in preparing for adulthood and independent living.

- **KS2/3 Transition** – well established and routine links with all feeder primary schools ensures appropriate support arrangements. In addition to the standard induction day transition arrangements may include:
- Transitional annual review (if student has an EHCP)
- Additional visits
- Malet Lambert staff visiting the primary school
- Further visits and meetings involving outside agencies
- SEND Transition book
- **KS3/4 Transition**
- Transitional annual review (if student has an EHCP)
- Staff guidance re appropriate option choices
- Exam concession testing (if appropriate)
- Connexions guidance
- Open evenings

Post 16 Transition

- Transitional annual review (if student has an EHCP)
- Guidance on subject choice
- Liaison with college / sixth form
- Taster days

13. Information on where the local authority's local offer is published.

For details of the local authority's local offer go to the relevant link on the SEND page.