



SEND INFORMATION REPORT

Maltby Lilly Hall Academy

2020-2021

Covid-19 – Within periods of Covid-19 restriction, our aim is to continue to ensure that students with SEND needs can continue to access education in a safe manner. This means that pragmatic and proportionate steps will be taken to risk assess and manage any identified risk to the student themselves or staff, presented by administering the care needed to meet need and steps taken to mitigate those risks. This report has been updated to provide a framework for this process to operate under.

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.

1. THE KINDS OF SPECIAL EDUCATIONAL NEEDS FOR WHICH PROVISION IS MADE AT THE SCHOOL.

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

- Communication and interaction, for example, autistic spectrum disorder, 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

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

"To have high expectations for all children, whatever their need; to be committed to promoting, achieving and maintaining high standards in all three key stages; to help all our children develop into self-confident young people who are articulate, literate and numerate, who have self-respect, respect for others and the ability to interact socially; who are enterprising, adaptable and have initiative; who have enquiring minds and a sense of curiosity and who are interested and highly motivated."

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 Lilly Hall Academy has an agreed admissions criteria and any children with special educational needs or disability (either with or without an Educational Health Care 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 *).

With only two classrooms based up a flight of stairs, arrangements can be made for children to access classes on the ground floor to remove any impediments to the movement of physically disabled children. There are disabled toilet facilities in school and all doors are wide enough for wheelchair access.

Covid-19 - During periods of Covid-19 restriction, additional barriers may be faced by children with specific SEND needs. The placing of restrictions on access to school does not change the Trust's statutory duty to provide an equal access to education for children with SEND needs to that being provided for their peers. However, careful planning must take place to ensure that this takes place in a manner which protects the wellbeing of the student and members of staff. For these students it is important that the academies work closely with parents to formulate a package of support that either allows the student to directly access the Academy or be provided with appropriate high-quality remote learning opportunities.

Where a student's needs, be they behavioural or medical, mean that during a time of Covid-19 restriction their needs present a high level of risk to staff or themselves, the Academy Principal, in consultation with parents and the SENDCo, will decide whether they are taught within the Academy or through remote learning.

* Equality Act 2010

2. POLICY FOR IDENTIFICATION AND ASSESSMENT OF PUPILS 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, nursery/pre-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 SEND team are made aware of any pupils with Special Education Needs or disability by the child's class teacher and will then help to identify need and investigate appropriate levels of support intervention and differentiation.

SEND DEPARTMENT

The SEND department facilitates and coordinates the whole Academy approach to special educational needs. The SEND team includes the SENDCO, SEND Administration Lead and the Associate Professionals working in partnership with the classroom teachers.

SEND Co-ordinator

Mrs S Moulding is the named SENDCO. (smoulding@maltbylillyhallacademy.com)

The key responsibilities of the SENDCO include:

- Coordinate provision for children with SEN in liaison with the classroom teacher
- Advise on a graduated approach to providing SEN support
- Advise on the deployment of the schools delegated budget and other resources to meet pupils' needs effectively
- Liaise with external agencies
- Liaise with transitional providers
- Work with the Principal and Governors to ensure that the Academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

IDENTIFICATION AND ASSESSMENT

The identification of SEND pupils is part of the Academy monitoring of progress strategy.

- Levels of attainment are measured on entry.
- Levels of progress are monitored and reviewed at regular intervals
- Where pupils 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 the support teacher or another teacher in the Academy. Parents may have noticed something about their child's behaviour, development or performance that has not been apparent in school or by another professional such as a Doctor, or a Health or Social Worker.

Covid-19 – During a period of Covid-19 restriction, the identification and assessment of students with special needs may need to take place remotely through phone or video conference contact. Where on-site assessments are needed these should be carried out whilst maintaining social distancing. All planned measures must also have specific reference to any adjustment which will be required during a time of Covid-19 restriction and this should be referenced in training and risk assessment/planning processes. The plans should also consider the measures necessary to ensure the wellbeing of staff caring for the student is safeguarded at all times including procedural and specific PPE requirements (see Supporting Pupils with Medical Needs Policy).

3. THE SCHOOLS POLICIES FOR MAKING PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Covid-19 – Appropriate and rigorous planning and risk assessment has taken place to protect students and staff. This could be through the provision of Personal Protective Equipment (PPE) or through routines and timings being altered to minimise risks.

All IEPs and support plans should be reviewed in periods of Covid-19 restriction with a risk assessment process undertaken to assess how a student's needs can be met. As plans are reviewed, the need for, and availability of, staff with specialist training should be considered. Some staff who have vulnerabilities during times of Covid-19 restriction may not be in school or it may be considered too great a risk for them to carry out a particular procedure. Retraining needs and timelines should be built into the planning process.

A. HOW THE SCHOOL EVALUATES THE EFFECTIVENESS OF ITS PROVISION FOR SUCH PUPILS

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

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

Termly pupil progress meetings and intervention trackers assist this process.

Covid-19 - Due to the unprecedented circumstances presented by coronavirus, section 42 of the Children and Families Act 2014 has been temporarily modified so that local authorities and health commissioning bodies must use their 'reasonable endeavours' to discharge the duty to secure or arrange the provision specified in a child or young person's EHC plan/SEND need. Local authorities and educational providers may therefore need to work together to consider for each student with an EHC plan what can reasonably be provided during this temporary period. The health and safety of staff is an additional key consideration during this period.

B. THE SCHOOL'S ARRANGEMENTS FOR ASSESSING AND REVIEWING THE PROGRESS OF PUPILS 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, 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 (IEP), SEN support plan or as part of one of the interventions operating in school, eg. Early Literacy Intervention plus specific homework.
- Progress is monitored regularly and termly 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.

Covid-19 - During a period of Covid-19 restriction, the assessing and reviewing of students with special needs may need to take place remotely through phone or video conference contact. Where on-site assessments are needed these should be carried out whilst maintaining social distancing.

Use of data and record keeping:

- Provision made for pupils 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. They 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 to maintain an overview of the collective programmes of individual pupils and provides a basis for monitoring the levels of intervention and assessing their impact on progress.
- The SENDCO will track and monitor SEND pupils' progress and data using the school data system.

C. THE SCHOOL'S APPROACH TO TEACHING PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Whole Academy Policy

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

Covid-19 - During periods of Covid-19 restriction, additional barriers may be faced by children with specific SEND needs. The placing of restrictions on access to school does not change the Trust's statutory duty to provide an equal access to education for children with SEND needs to that being provided for their peers. However, careful planning must take place to ensure that this takes place in a manner which protects the wellbeing of the student and members of staff. For these students it is important that the academies work closely with parents to formulate a package of support that either allows the student to directly access the Academy or be provided with appropriate high-quality remote learning opportunities.

The Academy Principal will review plans for any student whose needs present a higher risk to themselves or staff during a period of Covid-19 restriction. This could be for a number of factors, for example because of risk of serious illness to the student because of medical needs or because of particular behavioural traits (for example spitting, dysregulation leading to violence) presenting increased risks to staff. If the Academy Principal considers that, given the additional challenges presented in a Covid-19 situation, the student's needs can be met more safely through remote learning a package of this type will be developed between SENDCOs and parents.

D. HOW THE SCHOOL ADAPTS THE CURRICULUM AND LEARNING ENVIRONMENT FOR PUPILS 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.

Covid-19 – During a period of Covid-19 restriction, the Academy will use its best endeavours to adapt the curriculum and learning environment as appropriate to meet the needs of students with special needs. However, this will be planned and carried out within the context of the regulations required for the stage of Covid-19 restriction (eg. Social distancing measures/removal of soft materials).

Some students with particular vulnerabilities may be unable to attend school during periods of Covid-19 restriction. Staff will be expected to provide meaningful learning opportunities remotely for these students.

E. ADDITIONAL SUPPORT FOR LEARNING THAT IS AVAILABLE TO PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Differentiation

- Class teachers are responsible for differentiating to meet the needs of all the pupils in their classroom using appropriate resources, including the allocation of the Associate Professionals.
- 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.

Associate Professional Support

In addition to quality first teaching and a differentiated approach, pupils 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 pupils will need to be withdrawn from their mainstream lesson to access specific interventions. Such provision will be discussed with parents/carers at review meetings.

F. HOW THE SCHOOL ENABLES PUPILS 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 pupils to access all school activities. This may include for example allocation of a 1-1 support worker and/or permission for a parent/carer to attend a school trip.

Pupils 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, pupils 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, or the finalisation of risk assessments will need to be in place first.

Covid-19 – During a period of Covid-19 restriction, the Academy obligations under the Equality Act (2010) do not change. However, all activities will be subject to further scrutiny and staff and leaders will need to seek assurance that they can be carried out whilst managing any risk to the student with a SEND need or staff prior to it being approved. If an Academy Principal decides, in consultation with parents and SENDCOs that a student's needs cannot be safely met in school a remote learning package with appropriate support will be developed.

G. SUPPORT THAT IS AVAILABLE FOR IMPROVING THE EMOTIONAL, MENTAL AND SOCIAL DEVELOPMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Covid-19 – the Academy will work with the Trust, local authority and health partners to ensure that services for additional support and early help, for example around anxiety, mental health, behaviour, social care, or changes to mobility will be available as far as possible. The Academy is mindful that these considerations could apply to students who they did not previously affect.

The Educational Psychologist:

pthorp@psychologydirect.co.uk- Psychology Direct

Educational Psychologists are specialists in learning, behaviour and child development. They work directly with pupils 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.

Learning Support Service:-

(Sarah Phillips: sarah.phillips@rotherham.gov.uk)

The LSS teacher visits school regularly. At our request and with parental consent, she will observe any children for whom we have concerns. Observations are completed in class and when working with an AP. She makes regular assessments of the children's progress, academic level and social interaction which helps to inform future IEPs and reviews. She also provides resources and ideas for the AP to use with the children and is a regular point of contact for advice on any SEND matters.

MAST support:

(Natalie Braithwaite: nbraithwaite@maltbyacademy.com)

The school accesses a counselling service provided by Rotherham MAST.

Pastoral support:

Lisa Langton: llangton@maltbylillyhallacademy.com

The school employs a Lego therapy and ELSA trained practitioner as well as investing well with training for SEMH needs. Staff complete the day to day support and run personalised pastoral programmes which are monitored and reviewed regularly.

SALT communication and language provision:

Emmie Gelder: emmie.gelder@nhs.net

Enhanced support available from key worker, who is in the academy once a week. To include:

- Staff training
- Individual referrals
- Communication friendly environments
- Language assessments
- EYFS language development interventions including parental workshops
- Attention and listening groups
- Socially speaking workshops

- Social communication SEMH workshop

Other SEN agencies including CDC, SALT and CAMHS

Referrals around for specific learning difficulties are done so 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.

CDC: Kate Storer, Specialist Teacher Learning Support Service: kate.storer@rotherham.gov.uk

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

CAMHS 01709 304808

4. SEND COORDINATOR:

Sarah Moulding – smoulding@maltbylillyhallacademy.com

At times of Covid-19 restriction the SENCO will:

- Ensure that a detailed risk assessment and planning process has been undertaken and that this includes provision for meeting the needs of SEND students.
- Ensure that key staff have reviewed the EHCPs/IEPs/support plans taking into account revised policy and guidance and seeking specialist advice where needed prior to the student's readmission to the Academy.
- Work to identify students who have particular vulnerabilities. Consult with the Principal, parents and professionals in revising IEPs/support plans and producing risk assessments prior to the student's readmission to the Academy.
- Ensure that any additional training required is accessed (for example, in the safe use of PPE) prior to a student being readmitted to the Academy.

5. EXPERTISE AND TRAINING OF STAFF

In Service Training

In-service training has been developed to encourage all staff (teaching and non-teaching) 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 pupils with learning barriers.
- Develop a secure knowledge of differentiation to provide high quality teaching and learning for all pupils.
- 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.
- 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 has completed the mandatory PGCertSEN award

Securing of Specialist Services/Support at Maltby Lilly Hall Academy

Covid-19 – At times of Covid-19 restriction, it is particularly important that all members of the school community work collectively to ensure the wellbeing of our most vulnerable students. This can both be through ensuring access to learning and through acting as a critical partner in ensuring risks to all stakeholders are carefully controlled.

Specialist services will be expected to provide specialist support in formulating risk assessments and planning to meet the needs of children with SEND needs during times of Covid-19 restriction.

Need	Condition	Universal Intervention	Additional School Support (no EHC plan)	With EHC plan
Communication and Interaction Needs	Autistic Spectrum Condition	Training provided for all staff from Hilltop re generic strategies that can be integrated into the classroom teaching and learning to benefit autistic pupils re structure, language, conceptual understanding eg visual/kinaesthetic supports and strategies	Liaison with Hilltop School staff re strategies to aid learning in the classroom; CDC referrals with Keyworker and strategy support; Family support and networks sought if necessary to support parents. Possible interventions: Anger Management; Student Voice Sensory questionnaire, morning gym.	As additional school support but with 1-1 AP support and interventions if / when necessary.
	Speech, Language and Communication Needs	Implementation of practical strategies by teacher integrated into the classroom teaching and learning to benefit pupils with speech and language difficulties. In FS1 & 2 SALT provision in place as supported by NHS SALT therapist for understanding of language.	SALT/CDC 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 pupils 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	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: Beat Dyslexia/MSL programme followed	As additional school support with but with 1-1 AP support and interventions if /when necessary and extra family and parental support as necessary

		pace, writing frames, structured sentences		
	Specific Learning Difficulties	Implementation of practical strategies/differentiation by teacher integrated into the classroom teaching and learning to benefit pupils with specific learning difficulties supported by class AP as an additional resource.	<p>LSS and EPS referrals with Keyworker and strategy support;</p> <p>Implementation of practical interventions by AP in school as recommended by LSS and EPS;</p> <p>Specific and bespoke AP interventions used and measured as part of IEP provision</p> <p>Eg Clicker, Teodorescu Write from the Start, numicon, 1st Class@number etc</p>	As additional school support with but with 1-1 AP support and interventions if /when necessary and extra family and parental support as necessary
Social, Emotional and Mental Health Needs	Social Needs	All pupils can be referred to pastoral AP/safeguarding officer if there are concerns about their social needs who will provide pastoral support, interventions and liaise with parents	If the pastoral /safeguarding officer continues to be concerned a referral will be made to Early Help/ social care. School will attend subsequent core group meetings as appropriate implementing support strategies in school. Staff will be supported in this process by the SENDCO and Principal as appropriate	As additional school support with but with 1-1 AP support and interventions if /when necessary and extra family and parental support as necessary
	Emotional Needs	All pupils can be referred to pastoral AP/safeguarding officer if there are concerns about their emotional needs who will provide pastoral support, interventions and liaise with parents	If the pastoral /safeguarding officer continues to be concerned a referral will be made to Rotherham MAST, SEMH and/or EPS and they or the 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 AP support and interventions if /when necessary and extra family and parental support as necessary
	Mental Health Needs	All pupils can be referred to pastoral AP/safeguarding officer if there are concerns about their mental health	If the pastoral /safeguarding officer continues to be concerned a referral will be made to	As additional school support with but with 1-1 AP support and interventions if /when

		needs who will provide pastoral support, interventions and liaise with parents	Rotherham MAST, SEMH and/or EPS/CAMHS and they or the SENDCO will attend subsequent meetings as appropriate implementing support strategies in school in liaison with the class teacher/s.	necessary and extra family and parental support as necessary
Sensory and Physical Needs	Hearing Impairment Needs	Implementation of practical strategies/ differentiation by teacher integrated into the classroom teaching and learning to benefit pupils with Hearing Impairment Needs supported by class AP as an additional resource.	HI service/CDC referrals with Keyworker and strategy support; Implementation of practical interventions in school as recommended by HI service	As additional school support with but with 1-1 AP 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 pupils with Visual Impairment Needs supported by class AP as an additional resource.	VI/CDC service referrals with Keyworker and strategy support; Implementation of practical interventions in school as recommended by VI service	As additional school support with but with 1-1 AP 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 pupils with Multi-Sensory Impairment Needs supported by class AP as an additional resource.	CDC referrals with Keyworker and strategy support; Maltby Academy transition support from specialist AP.	As additional school support with but with 1-1 AP 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 teaching and learning to benefit pupils with Physical Needs supported by class AP as an additional resource.	Liaison with Health Visitor, CDC, physio, OT service, school 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 AP support and interventions if /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 pupils with Medical Needs supported by class AP as an additional resource.	Liaison with Health Visitor, CDC, 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 AP support and interventions if /when necessary and extra family and parental support as necessary

6. EQUIPMENT AND FACILITIES

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 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.

Covid-19 - If a risk assessment determines that a child or young person's needs continue to be more safely met at home, local authorities, educational settings and parents should consider whether moving either equipment or services into a student's home would enable them to be better supported there.

During times of Covid-19 restriction further measures around hygiene and infection control need to be implemented and stringently applied. Please see the revised Intimate Care Policy or First Aid Policy for details.

7. WORKING IN PARTNERSHIP WITH PARENTS

Objectives

- To ensure that the Academy takes 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 pupils 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 pupils 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 pupils 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 pupils 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 pupil 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.

Covid-19 - 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.

Parents should:

- Provide the school with sufficient and up-to-date information about their student's needs.
- Be involved in the development and review of their student's IEP/support plan.
- Inform the school about any increased risk to their child through periods of Covid-19 restriction so the school can plan and risk assess accordingly.

8. ARRANGEMENTS FOR CONSULTING WITH PUPILS

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.

Covid-19 - Students will often be best placed to provide information about how their needs affect them. Students should be fully involved in discussions about their needs and contribute as much as possible to the development of their EHCPs/IEP/support plans. They are also expected to comply with their EHCPs/IEPs/support plans alongside the new rules and regulations of the Academy.

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 class teacher. There are three parent's evenings held throughout the year. However, the teaching staff are always happy to discuss children's 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 you may have.

Parents who wish to make a complaint re SEND provision are strongly encouraged to speak to the Principal Mr R Pease. 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

Covid-19 – the Academy will ensure that appropriate and possibly additional support is available to facilitate transition plans at all levels. However, this will be planned and carried out within the context of the regulations required for the stage of Covid-19 restriction (eg. Social distancing measures/removal of soft materials).

Transition from EYFS to KS1 and KS1 to KS2 are internal transitions within the school. Children are introduced to their new setting before the start of term so they are familiar with the changes. If necessary parents are involved in this process.

Teachers and the SEND team spend time sharing data, information, reviewing the IEPs and setting targets in advance of the new school year.

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

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

11. LOCAL OFFER

www.rotherhamsendlocaloffer.org.uk

12. THE GOVERNING BODY

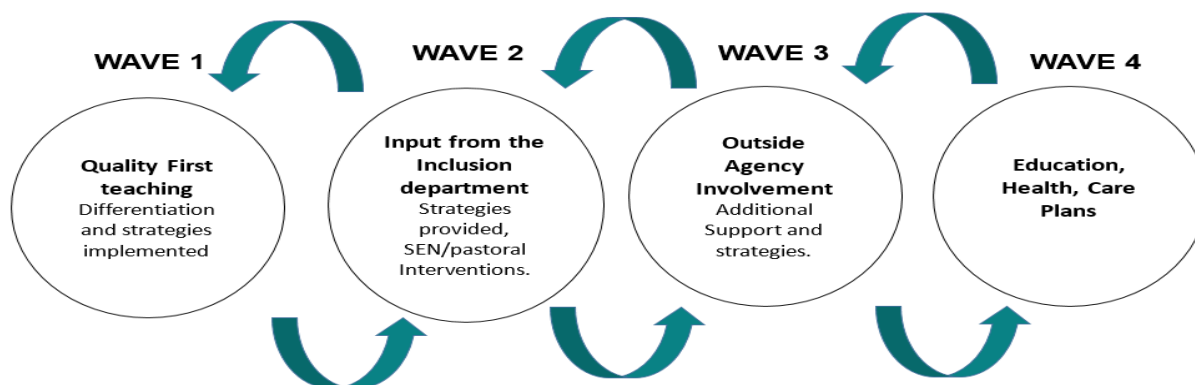
Regular reports are made to the Governing Body about the progress of children with Special Educational Needs and Disability. A member of the Governing Body, Ryan Purdy, is identified as having specific responsibilities for Special Needs and Disability and works closely with the SEND team.

Covid-19 – The Trust Board/Academy LGB will ensure that measures implemented to ensure the safety of students with SEND alongside the staff meeting their needs during times of Covid-19 outbreak are rigorous and sufficient. This could be, for example, ensuring that academies have adequate supplies of PPE, ensuring policies and protocols include reference to Covid-19 and are robustly implemented and that adequate risk assessment has taken place on a whole trust/individual academy level to safely meet the needs of students with SEND.

13. MALTBY LILLY HALL 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 pupils' 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 class teacher, working with the SENDCO, should establish a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, as well as information from the school's core approach to pupil progress, attainment, and behaviour. They would be on the monitoring register.

WAVE 2

This draws 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. The main areas of need that characterise pupils with SEND are set out at this assessment and 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 pupil 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 pupil with SEND Support, the parents must be notified. The teacher and the SENCO should agree in consultation with the parent and the pupil 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 teacher will 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 pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCO should support the class 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 pupil and their parents, should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the IEP accordingly.

WAVE 3

In addition to Wave 1 and 2 in some cases, outside professionals from health 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.

SEND Support Register (2020-21):				
Number of children at:	FS:	W2	0	FS Total: 8
		W3	8	
	KS1:	W2	2	KS1 Total: 9
		W3	6	
		W4	1	
	KS2:	W2	14	KS2 Total: 30
		W3	7	
		W4	9	
	Total in school:	W2	16	School Total: 47
		W3	21	
W4		10		