



# Malton School

A Specialist Science School



SUPPORT INSPIRE THRIVE

## Malton School SEN Information Report

Date: January 2020

Useful Links: [Malton School SEN Policy](#)

[North Yorkshire SEN Local Offer](#)

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| School provision | <p><b>Code of Practice requirements:</b></p> <ul style="list-style-type: none"><li>• The kinds of SEN that are provided for.</li><li>• The approach to teaching children and young people with SEN.</li><li>• How adaptations are made to the curriculum and the learning environment of children and young people with SEN.</li><li>• The expertise and training of staff to support children and young people with SEN.</li><li>• How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN.</li></ul> <p>Malton School is an inclusive school and aims to meet the varied needs of a wide range of students. This includes students with sensory (hearing/vision) difficulties or physical disabilities, students with a medical diagnosis such as Autism or ADHD and students with a variety of learning difficulties that impact on their ability to acquire literacy and numeracy skills. While the majority of these needs can be met within the classroom and school environment, on occasions it is necessary to consider an alternative programme for a student</p> <p>The school SENCO maintains an overview of all students with additional needs, ensuring that all staff are aware of the individual student needs, and of any adaptations to either the curriculum, the classroom environment or the school environment that are needed to enable each individual student to be successful within school. The SENCO works with teaching staff to help ensure that these adaptations are put into place.</p> <p>In order to ensure that this information is permanently available to staff, an SEN information system has been developed. This ensures that all relevant information regarding specific student need is available to school staff. Personalised strategies to support staff in meeting student needs within the classroom are shared through Individual Student Learning Considerations documents.</p> <p>All students at Malton School, including those with SEND are grouped according to ability, initially based on KS2 results and then internal assessment. Lessons are planned to allow all students to make good progress, both during the lesson and over a series of lessons.</p> |
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|   | <p>While academic progress is important, the school values school trips to enhance learning and extra-curricular activities to enhance the development of personal skills. The school is now in the third year of a weekly Personal Development Activity as part of an extended school day on a Thursday. This additional session has the express aim of increasing participation in personal skill development activities - providing students with opportunities to take a different activity each term and to learn new skills. Consideration is given to the choices made by students with additional needs when organising the staffing for this session. The needs of students with additional needs is also considered when arranging staffing for school trips so that an appropriate support plan can be developed or additional staff provided to support participation. All students in the school are encouraged to participate in school trips and extra-curricular activities.</p>  |
| <p>Additional provision for students with SEN, including Emotional and Social development</p> | <p><b>Code of Practice requirements:</b></p> <ul style="list-style-type: none"> <li>• The approach to teaching children and young people with SEN.</li> <li>• Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.</li> </ul> <p>The needs of many students can be met within the classroom by subject teachers through the normal process of differentiation in their planning. However some students require some additional support, either in the classroom or through some intervention programmes and the school will follow a graduated response to this</p> <p><b>ICT resources</b></p> <p>The school is developing the use of ICT to support the learning of students with SEN within lessons, including the use of iPads, word processors and electronic recording devices. All parents are invited to join the iPad scheme and the technology is used to support the learning of all students in school. In addition to using the apps available on the ipad to enrich the educational experience of all students, we are also using the iPads to provide support to students with additional learning needs.</p> <p>Current uses of Technology include:</p> <ul style="list-style-type: none"> <li>• Supporting written tasks and producing extended written work.</li> <li>• Allowing for redrafting of written tasks.</li> <li>• Using the speak function to read text to students.</li> <li>• Speech to text functions built into the ipads.</li> <li>• Reading pens</li> <li>• Sharing information, resources and worksheets, and submitting work. electronically using applications such as email, dropbox and showbie.</li> <li>• Taking photographs of board work as an alternative to copying.</li> <li>• other uses of apps as relevant.</li> <li>• Supporting organisation of students including photographing timetables, homework tasks, ingredients lists etc so that information is in one place so as to minimise copying.</li> </ul> <p>It is an ongoing aim of the Learning Support department to investigate different ways in which ICT in general, and ipad in particular, can be used to overcome barriers to learning.</p> <p><b>In class support</b></p> <p>The lowest ability groups in Key Stage 3 will have a Teaching Assistant assigned to work with them in the majority of lessons. This is to allow greater flexibility in the teaching of that group, including whole class teaching, splitting the group and small group or individual student work within the classroom. This flexibility means that all students should benefit from the specialist knowledge of the</p> |

teacher as well as the support of an experienced TA. Support to other classes is provided according to the learning needs of students in those groups.

When a TA is allocated to a lesson, it is to provide support to the class. The TA will liaise with the class teacher as to the most effective use of their time in that lesson and the two members of staff will operate as a team to support the needs of all students in that group. In supporting the group, the TA will always bear in mind the need for students to become more independent in their work as a preparation for their life beyond school. Depending on the nature of the lesson, in class support may take the form of one or more of the following:

- One to One support for a specific student in the classroom.
- Support for a small group of students within the lesson who may need additional guidance.
- Distance monitoring of a student who prefers not to have close attention of a TA, but may occasionally need additional intervention in the lesson.
- Providing support to more able students in the group so as to allow the subject teacher to work with the students requiring more time and guidance.
- 'Tag Team' support for a student so that the student receives additional support from both adults in the classroom.
- General support to a range of students in the classroom.

### **Intervention programmes**

Some students require additional intervention work away from the normal classroom environment. A variety of intervention are used within school:

#### **Cognition and Learning:**

- Lexia reading: A computer based literacy program. This is an automated program that places and advances students depending on their success on the tasks. Students can access this from home, using either a PC or a tablet, please ask school for details of how to access it.
- Registration reading: Some students benefit from additional reading to an adult or sixth former during registration periods.
- Inference Intervention: a small group intervention looking at understanding, rather than decoding
- Bespoke literacy interventions: for some students a more personalised approach is needed. This may incorporate aspects of other interventions listed above, and may be created with additional guidance from external agencies
- Bespoke numeracy interventions: either through use of apps available on the ipad or delivered to either individual or small groups where some additional support for numeracy is necessary.

#### **Emotional and Social:**

- Student Learning Considerations documents: Specific guidance and advice to teaching staff on strategies to help support students with emotional and social difficulties in the classroom are provided to all staff through these documents.
- Key Worker (mentor): Some students benefit from additional and regular support from a key worker or mentor to discuss their journey through school, follow up on behaviour issues and unpick problems and misunderstanding that may occur within school. These interventions are highly personalised.
- A number of students with Emotional and Social needs are supported in a variety of ways by the school pastoral team and behaviour managers

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|  | <p><b>Timings of Interventions:</b></p> <ul style="list-style-type: none"> <li>• For some students, a planned reduction in the curriculum is negotiated</li> <li>• Registration time is used for some interventions</li> <li>• For some students, it is necessary to miss other lessons in order to deliver interventions</li> </ul> <p><b>Personalised Packages</b></p> <p>In a small number of cases, it may be necessary to create a more personalised package for a student. This is likely to include a reduced curriculum and some support from external providers.</p>  |
| <p>Identifying, assessing, reviewing and evaluating the needs of students with SEN</p> | <p><b>Code of Practice requirements:</b></p> <ul style="list-style-type: none"> <li>• Policies for identifying children and young people with SEN and assessing their needs.</li> <li>• Evaluating the effectiveness of the provision made for children and young people with SEN.</li> </ul>  |
|  | <p>Initial information regarding individual student needs is gathered through conversations with parents, primary Schools, previous secondary schools and other professionals prior to a student starting at Malton School.</p> <p>All students in year 7 are initially screened using standardised reading and spelling tests when they join the school in September. This screening is repeated for approximately half of the year group at the end of years 7, 8 and 9. For students where there are concerns around their literacy skills, additional and personalised screening takes place as part of the ongoing work with those students.</p> <p>For students in year 10 and 11, assessments of literacy skills will include those required by the exam boards as part of the application process for additional support for external exams (called Access Arrangements). Evidence gathering for this occurs throughout Key Stage 3 and formal assessment will initially take place at the end of year 9. Decisions made are then reviewed following each exam period and provision is adapted accordingly.</p> <p>The progress of all students in the school, including those with SEND and other additional needs, is monitored on a regular basis and over the course of the year, you will receive three progress reports, informing you of your child's progress. This will give you their current levels and also grades indicating their attitude to learning and behaviour. Student progress is measured against expected progress, which informs the student's target grade. Target Grades are set using national guidance that generates expected grades at GCSE based on their Key Stage 2 results and progress is measured in relation to these levels.</p> <p>Where an individual student is not making expected progress in English or Maths, then there will be some discussions between staff as to the possible reasons for that and the actions that could be taken to support that student. Those discussions may involve pastoral managers or SENCO as appropriate.</p> <p>For students following an intervention program, the following records are kept:</p> <ul style="list-style-type: none"> <li>• An intervention overview is maintained as a record of all interventions tried</li> <li>• Staff delivering interventions keep records of student attendance, work done and progress.</li> </ul> |

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|                  | <ul style="list-style-type: none"> <li>• Computer based intervention programmes have record keeping systems built into them</li> <li>• For some students, an Individual Student Profile will also be completed as a summary record of additional interventions and student progress.</li> <li>• Student Learning Consideration Documents outline the difficulties that individual students may have in school and the strategies that could be used to alleviate those difficulties.</li> </ul>   |
| External support | <p><b>Code of Practice requirements:</b></p> <ul style="list-style-type: none"> <li>• The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured.</li> <li>• How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and supporting their families.</li> <li>• Evaluating the effectiveness of the provision made for children and young people with SEN.</li> </ul> <p>Malton School currently works with a range of organisations (listed below) that have specialist expertise and will provide support and guidance around specific students or training for staff. We also look to partner with other local schools in order to source additional training for staff and developing staff skills.</p> <p>Support sought from specialist agencies will vary on a case by case basis and can include:</p> <ul style="list-style-type: none"> <li>• Direct support to an individual or family.</li> <li>• Assessing the provision being made for an individual student or group of students.</li> <li>• Transition discussions with external staff regarding their work with students joining the school.</li> <li>• Advice to a member of staff or group of staff regarding the best strategies to meet the needs of a student or group of students. This monitoring and advice is ongoing and can continue after any direct input is ended to ensure that skills become embedded</li> <li>• Additional training to a subject teacher or teaching assistant. This includes external staff working alongside a member of staff at Malton School in order to develop their skills or support them to deliver and intervention. Once this expertise is acquired, other students within the school can benefit.</li> <li>• Training to the whole staff, subject teams or the TA team as appropriate.</li> <li>• Support or provision as part of a personalised package for a student</li> </ul> <p>Malton School works or has worked, with a range of organisations providing specialist expertise. These organisations include</p> <ul style="list-style-type: none"> <li>• Enhanced Mainstream School for Specific Learning Difficulties (Lady Lumley’s)</li> <li>• Local Authority Inclusive Education Service</li> <li>• Educational Psychologist</li> <li>• North Yorkshire Physical and Sensory teams for students with Physical Disabilities, Hearing Impairments or Vision Impairments</li> <li>• North Yorkshire EAL and GRT service for support with students from other countries and those from a traveller background</li> <li>• North Yorkshire Virtual School (Supporting Children in Care). We also work with the Virtual School’s from other Local Authorities if children from those authorities have a care placement in our area.</li> </ul> |

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|                                  | <ul style="list-style-type: none"> <li>• Support from Primary Enhanced Mainstream Schools (Malton Primary and Kirby Moorside) for transition of students.</li> <li>• ROOSE (Ryedale Out Of School Education service)</li> <li>• PAC-UK (adoption charity)</li> <li>• School Nurse</li> <li>• Occupational Therapists and Physiotherapists</li> <li>• Speech and Language Therapists</li> <li>• Child and Adolescent Mental Health Services (and Adult Mental Health Services for those students who reach the age of 18.</li> <li>• Other Therapists as and when necessary</li> <li>• SEND Information, Advice and Support Service (SENDIASS)</li> <li>• Other agencies providing pastoral and family support (eg Compass REACH, Compass BUZZ, IDAS)</li> </ul> <p>The School will also work closely with families involved with the Children and Families service, either through the Early Help Service or Children’s Social Care and will liaise with the Police and health professionals as necessary.</p> <p>Malton School also is also a member of the Red Kite Alliance, a group of high achieving schools from across North Yorkshire and Leeds that work together on a variety of aspects of school improvement, including sourcing opportunities for training staff and developing staff skills. This includes participation in Red Kite Day, a school development opportunity that takes place every two years. As part of the day, a Red Kite TA conference was organised by a team of SENCOs from the alliance which allowed for sharing of ideas and good practice across the TA teams from the alliance schools.</p> |
| Transition from Primary Schools  | <p><b>Code of Practice requirements:</b></p> <ul style="list-style-type: none"> <li>• Arrangements for supporting children and young people in moving between phases of education.</li> </ul> <p>Malton School will contact all feeder primary schools early in the summer term in order to gain an indication of the varying learning, emotional and social needs of students in the new intake for September so that plans can be made to ensure appropriate provision for those students.</p> <p>The Pastoral staff for Key Stage 3 lead on a transition process where all prospective students are visited in their primary setting and then visit Malton School for two induction days. Some students are identified as having additional support needs on transition and may be visited at their primary school by the SENCO or a Malton School TA. They may also be invited to visit Malton School for some additional transition visits so that they can familiarise themselves with the school buildings and environment.</p> <p>Parents of students in Key Stage 2 are welcome to contact the SENCO in order to discuss the needs of their child and to visit the school so that the school are aware of the individuals needs and so that the parents can make an informed choice about the best secondary school for their child. The SENCO will also endeavour to attend meetings at primary schools in order to support the transition process of students with SEND and additional needs.</p>  |
| Involving and consulting parents | <p><b>Code of Practice requirements:</b></p> <ul style="list-style-type: none"> <li>• Arrangements for consulting parents of children with SEN and involving them in their child’s education.</li> </ul>  |

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|                         | <ul style="list-style-type: none"> <li>• Arrangements for assessing and reviewing children and young people’s progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review.</li> </ul> <p>Parents will receive a progress report outlining current levels 3 times a year. There will also be a parents evening once a year which will give you an opportunity to discuss your child’s progress with all subject teachers. In addition, parents of year 7 students will have the opportunity to meet with the Form Tutor in October to discuss how they have settled in. The School SENCo will be available at all parents’ evenings, and at the Y7 settling in meeting in October.</p> <p>The SEN and Pastoral and team are available to discuss your child’s progress. Parents should phone or email with any queries, or to arrange meetings if necessary.</p> <p>Malton School encourages all parents to play an active role in the child’s learning and emotional development.</p>  |
| Involving young people  | <p><b>Code of Practice requirements:</b></p> <ul style="list-style-type: none"> <li>• Arrangements for consulting young people with SEN and involving them in their education.</li> <li>• Arrangements for assessing and reviewing children and young people’s progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review.</li> </ul> <p>All students at the school, including those with SEND, are encouraged to play an active role in their own education. Reflecting on their own progress, and identifying their strengths and weaknesses, is a key part of reviewing assessment tasks in all subject areas and for all year groups. Students are also encouraged to attend parents evenings and to take part in the discussions at that evening.</p> <p>The school aims to develop support packages for students in conjunction with the student in question so that their views and ambitions are taken into account in developing the individual packages. Students can share their views in a wide variety of ways so that TA’s, Pastoral staff, subject teachers, form tutors, specialist support staff or the school SENCO can all act as advocates for a particular student with other staff in the school.</p> <p>Students with SEND are encouraged to take part in review meetings so that their views are heard. For some students, it may be more appropriate for them to only attend a part of the meeting so that it does not cause undue anxiety. In these case, students are encouraged to play a more active role in review meetings as they become more comfortable with the setting.</p> |
| Preparing for adulthood | <p><b>Code of Practice requirements:</b></p> <ul style="list-style-type: none"> <li>• Arrangements for supporting children and young people in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.</li> </ul> <p>Malton School aims to ensure that all the students within the school are encouraged to develop their skills and are supported to move into the next phase of their education. The long term aims and ambitions of students with additional needs are taken into account when planning intervention programs and packages for all students so that students are not disadvantaged by the decision taken. Our intention is support all pupils to develop their independence and confidence.</p>   |

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|              | <p>Careers support is overseen and co-ordinated by the Head of Key Stage 4. A Specialist careers officer visits the school on a regular basis and appointments are made in years 9 and 10 for students with additional needs so that planning for post 16 provision and transition can begin early. In addition, the Head of Key Stage 4 will provide additional guidance and support with the application process for post 16 provision. Where students are identified as potentially requiring additional support in order to access Post 16 education, a referral can be made to other services who will support with applications and visits to Post 16 providers. In the current academic year we have a number of students accessing a funded employability project. Students are also offered mock interviews and a variety of careers trips are planned to support decision making. Each student is assessed as an individual and each has a detailed careers timeline by the time they reach the end of Year 11.</p> <p>Destinations for students with SEND leaving Malton School include:</p> <ul style="list-style-type: none"> <li>• University</li> <li>• School Sixth forms (A-level study)</li> <li>• FE colleges (York, Scarborough) for vocational courses</li> <li>• Apprenticeships</li> </ul> <p>Personalised packages for students may include an element of life skills development in order to prepare students for independent living and for success in the work place.</p> |
| Key contacts | <p><b>Code of Practice requirements:</b></p> <ul style="list-style-type: none"> <li>• The name and contact details of the SENCO.</li> </ul> <p>Head of Inclusion/SENCo: Mr Mark Else Tel: 01653 605305<br/>email: <a href="mailto:mne@maltonschool.org">mne@maltonschool.org</a></p> <p>email addresses for the Pastoral Team, along with all school staff, are available on the School Website (under 'Contact Us', 'Our Staff')</p> <p>The SEND Information, Advice and Support Service (SENDIASS) is available to support parents of students with Special Educational Needs, and to offer impartial advice. SENDIASS can be contacted on 01609 536923 or by email at <a href="mailto:info@sendiassnorthyorks.org">info@sendiassnorthyorks.org</a></p>  |
| Complaints   | <p><b>Code of Practice requirements:</b></p> <ul style="list-style-type: none"> <li>• Arrangements for handling complaints from parents of children with SEN about the provision made at the school.</li> </ul> <p>If you have a concern regarding the teaching of, or provision for, a child with SEN within the school, then please contact the school SENCO in the first instance so that your concerns can be discussed and, where necessary, solutions and strategies discussed and put into place.</p> <p>If you do not feel that your concerns are being addressed, then a copy of the school's complaints policy is available from reception.</p>  |