



Malton School

A Specialist Science School

SUPPORT INSPIRE THRIVE

Malton School Special Educational Needs Policy

Document Status		Staff Responsible	Committee
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1. The School Ethos

Malton School is an inclusive school. Our ethos is that pupils with Special Educational Needs should be educated with their peers in the classroom wherever possible, with input from teachers with specialist subject knowledge. We aim to provide appropriate support to all pupils to allow them to play a full part in school life, including access to, and involvement in, school trips and extra-curricular activities. In addition, we aim to develop the independence of all pupils – in terms of both their learning skills and their life skills so that our school leavers are independent, confident and socially responsible.

However, there is no 'one size fits all' approach to teaching and learning, and many pupils will require some additional support to allow them to make good progress in the classroom. It is the responsibility of the classroom teacher to ensure that their lessons are accessible to all pupils and that appropriate strategies are in place to ensure that all pupils can make progress. These strategies will not just benefit those pupils with Special Educational Needs, but will also benefit a large number of pupils in the classroom. Good practice for pupils with Special Educational Needs is good practice for all pupils, and will enable all pupils to make progress.

Note: In this policy the following definitions are used:

- (a) Pupils with *Special Educational Needs (SEN)* are those who are identified as needing to be on the official SEN register (see section 4)
- (b) Pupils with *Additional Needs* is a wider group of pupils (including those with SEN) who need additional support within school.

2. Quality First Teaching

“High Quality Teaching is the first step in responding to pupils who have SEN”
(Code of Practice 2014, Para 6.37)

All teachers are responsible for the progress and development of all pupils in their class and it is the shared responsibility of all staff to provide an appropriate education for all pupils. In order to support this, the Inclusion faculty will provide guidance on different types of needs and strategies to support students in the classroom through the Inclusion Reference team and through additional trainings provided as part of the school CPD offer. Pupil specific strategies are shared with staff through the Student Learning Consideration documents stored on BROMCOM.

The Head of Inclusion and Pastoral staff are available to provide additional support and guidance for staff who are having difficulties with a specific pupil or group of pupils.

3. Identification, Monitoring and Assessment of pupils

Pupils with additional needs will be identified initially through liaison with the primary schools. Teaching staff are encouraged to identify and report on pupils causing concern.

Pupil progress will be monitored using the whole school assessment system. Inclusion faculty academic monitoring of all pupils will focus on progress in English and Maths. In addition, for pupils in Key Stage 4, attainment measures taking in a wider range of subjects will be considered.

Literacy progress will also be monitored using standardised reading and spelling tests. The Vernon Spelling Test and YARC Reading Test (Single Word Reading and Reading Rate tests) are administered to all pupils at the start of year 7, and then to pupils in the lower groups on a yearly basis in KS3. In addition, Reading Comprehension is monitored using the Accelerated Reader assessment tool.

Additional standardised tests are available within the department for more in depth testing of literacy difficulties, for monitoring the effectiveness of interventions and for Access Arrangements Testing.

The provision and progress of pupils with Additional Needs will also be monitored through learning walks, lesson observations and work scrutinies carried out by SLT, the Head of Inclusion, Pastoral staff and Heads of Department.

4. The School Special Needs Register and monitoring lists

The SEN Code Practice (2014), defines a pupil with SEN as having a **significant learning difficulty or disability** which requires provision which is additional to, or different from, provision made generally for pupils of the same age. These pupils are identified on the school SEN register using the Code 'K' (SEN support).

For a small number of pupils, additional support is prescribed by the local authority through the provision of an Education, Health and Care Plans (EHCPs). These documents will be reviewed annually, in line with the statutory guidance.

An additional group of pupils in the school will have literacy, numeracy or emotional needs that require some adjustments made to lessons, including the use of differentiated resources, or access to an intervention programme. These pupils are identified on an internal SEN monitoring list and their progress is also monitored (see section 3)

The Special Needs register will be embedded within a larger Monitored Students Register which will also provide staff on information regarding all vulnerable groups within the school.

5. The Code of Practice and SEN Information report

The policy outlined above aims to meet the statutory responsibilities as laid out in the SEN Code of Practice (2014) and are subject to regular review.

The Code of practice also requires Schools to publish an SEN Information Report. This is available on the school website and is reviewed yearly. The information report provides details on:

- Universal (classroom provision)
- Monitoring progress against expectations
- Additional adult (TA) support
- Interventions used within the school
- Support available from other agencies
- Communication with parents