

Mayfield School

SEND Information Report

At Mayfield School our guiding principle is one of Inclusion and we aim to provide Quality First Teaching for all our pupils. This includes appropriate differentiation for individual pupils, high quality resources and effective use of additional adult support. We aim to identify and break down possible barriers to learning so that all our pupils experience success. This does not mean treating all pupils equally; it means treating all pupils as individuals and ensuring they have the required provision to achieve the best possible progress.

The types of SEND provided for at Mayfield School are as follows:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Identification and assessment of pupils with special educational needs

At Mayfield we strive to ensure that pupils are included as soon as they arrive at our school. We initially find out about the needs of our students through our primary liaison programme, which involves our inclusion staff consulting with primary schools and parents to identify those pupils who have SEND. This allows us to ensure that we can meet every pupils' needs as they arrive and to personalise timetables as appropriate. All students sit Cognitive Ability Tests

(CATS) and Star Reading tests on arrival at Mayfield. Those students who are at Level 2 or below will become part of our Maths focus group and those with a reading age of 10 or below will be further tested using NFER tests to identify their needs further and to plan a series of interventions.

The identification of SEND is built into our overall approach to monitoring the progress and development of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress might be that which:

- is significantly slower than that of their peers starting at the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We are aware that a number of factors may impact on a child's progress and attainment, including having English as an additional language, attendance and punctuality, and family circumstances. Therefore we do not immediately assume that a child has special educational needs.

The Special Educational Needs Co-ordinator

The Special Needs Co-ordinator is Mrs Saddaf Harris. She is in school full time. Her key responsibilities include:

- to work in collaboration with the Senior Leadership Team, school governors and staff to develop a clear strategic direction for SEND
- to oversee the day-to-day operation of the school's SEND policy
- to coordinate and develop high quality provision to meet the needs of pupils with SEND
- to work in partnership with parents/carers of pupils with SEND to develop and review effective support for their child
- to work with teachers to monitor the effectiveness of interventions and the progress made by pupils with SEND
- to liaise with the relevant Designated Teacher where a looked after pupil has SEND
- to advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- to liaise with professionals from outside agencies, such as educational psychologists, outreach services, health and social care professionals, and independent and voluntary bodies, ensuring that appropriate referrals are made and strategies are implemented
- to liaise with other schools to ensure that pupils make smooth transitions between school placements
- to work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustment and access arrangements
- to promote the inclusion of pupils with SEND in the school community, ensuring they have access to the school's curriculum, facilities and extra-curricular activities
- to ensure that the records of pupils with SEND are maintained and kept up to date
- to support and advise teachers about differentiated teaching methods appropriate for individual pupils with special educational needs
- to coordinate the effective deployment of learning support assistants, providing support and training as needed
- to contribute to the in-service professional development of staff in relation to SEND

Arrangements for partnership with parents

We recognise the importance of working in partnership with parents. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

We will always tell parents when their child is receiving help for their special educational needs and will involve them fully in planning and reviewing any SEND provision. The class teacher will work closely with parents at all stages in his/her education and if parents have concerns their first port of call should be the class teacher.

Pupil participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working and the Pupil Passport will help our SEN pupils to express their views.

How Mayfield School assesses and reviews the progress of pupils with SEN

We have robust tracking systems for monitoring the progress of all our pupils, including those with SEN. Pupil progress conferences are held termly, attended by the Year Group Leader, the SENCO and the Assistant Headteacher in charge of Inclusion. At this meeting action is planned to address any lack of progress identified.

How will the school support pupils with SEND to change classes and/or move on to a new school when they reach the appropriate stage(s)?

We pride ourselves in knowing about all our students before they arrive at Mayfield. Initial consultation and liaison takes place between the primary school and parents when the child is in Year 6 with Mayfield staff attending the final primary school review in Year 6 so that we are fully aware of a child's SEND. This enables visits to be arranged where necessary, thus making the transition process less stressful for the child and their family. We also hold a pre transition event for those students on the SEN register at primary school as well as those identified as being in need of extra support during transition.

Transitions between Key Stages 3 and 4 and 4 and 5 are carefully managed with the Inclusion Faculty being instrumental in supporting SEND pupils to make the choices which are most suitable for their needs. This involves guiding option choices and giving independent advice and guidance as to the most appropriate setting for our students. This involves accessing careers guidance from Connexions where required. Some students in Key Stage 4 take a VIP course which gives them the opportunity to engage in some work experience. We are a fully comprehensive Sixth form and provide Level 1 and 2 courses for our students where these are the most appropriate options

Teaching children and young people with SEN

The first response to inadequate progress is high quality teaching targeted at the child's areas of weakness. Most pupils will have their needs met through Quality First Teaching. This may include appropriate differentiation of learning tasks, adaptations to the curriculum and learning

environment, the provision of additional practical or visual resources, and time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity. High Quality teaching is addressed through the whole school strategy of BEST.

Where progress continues to be less than expected, the teacher will work with the SENCO to assess whether the child has SEN. Identification will usually be highlighted through the use of a Cause for Concern form which will detail the concern and the strategies attempted previously to try to address a suitable way forward. The SENCO will gather information from the pupil, parents and class teacher, as well as conducting observations of the pupil in lessons. Discussions will be held with the pupil and their parents/carers in order to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

When a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational needs provision in place – SEN Support. Quality First Teaching remains our first response in relation to the identification of SEN, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs.

We adopt the graduated approach and four part cycle of 'assess-plan-do-review' as recommended in the SEN Code of Practice. In successive cycles the SEN Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a pupil continues to make less than expected progress despite the school's best efforts, and with the agreement of the child's parents/carers, we will involve appropriate specialists and outreach services. Pupils identified as requiring SEN provision will also have a Pupil Passport, which is a pupil centred approach to strategies to use and things for teachers to be aware of.

Some pupils will make accelerated progress and cease to require SEN Support after a period of targeted intervention and these pupils will then be removed from the school's register of SEN pupils. However, we continue to monitor the progress of such pupils closely to ensure their progress is maintained.

How Mayfield School adapts the curriculum and learning environment for pupils with SEN

It is the responsibility of teachers to make the appropriate adaptations to the curriculum and learning environment to enable pupils with SEN access learning opportunities and experience success alongside their peers. Our teachers have a clear understanding of the needs of the SEN pupils in their class and know a range of strategies that can be utilised to support pupils. They are able to draw on the expertise of the SENCO, outreach teachers and professionals from other external agencies for advice as needed. E.g. Joseph Clarke Service for the Visually Impaired, Redbridge Service for Deaf and Hearing Impaired Children.

Additional support for learning available to pupils with SEN

The SENCO ensures that the school provides a range of intervention programmes to address the needs of groups of pupils and individual pupils within the school. Interventions available include: Accelerated Reader, Andrew Brodie Handwriting programme, Lexia, MathsBase, Love Literacy, colourful semantics, The Zone, Lego Therapy, 1:1 literacy and numeracy

sessions and various reading programmes including comprehension texts e.g. Wellington Square as well as Mentoring and Social Skills groups.

Some interventions are delivered by trained Inclusion Assistants (IAs) under the direction of the teacher and/or the SENCO. Other interventions are delivered by teachers. The speech and language therapist works closely with school staff to ensure that we address the needs of our pupils with language and communication needs effectively.

Some pupils are supported in class for part of the school day by an IA, either individually or in a small group. These pupils continue to have the same opportunities as their peers for learning in a group with the class teacher and the teacher remains responsible for their progress. IAs understand the need to develop independence in the pupils with whom they work and support is only assigned when it is needed.

Arrangements for training and staff development

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the Individual School Budget each year that it may use to meet identified needs. Particular support is given to Newly Qualified Teachers and other new members of staff.

The 'assess-plan-do-review' cycle ensures that we match provision closely to each child's needs and that we respond quickly to any evidence of inadequate progress. The progress of SEN pupils in relation to the objectives in their Statement of Special Educational Needs or the outcomes in their Education, Health and Care Plan are reviewed annually. A child's objectives or outcomes are broken down into smaller steps and recorded on the child's Individual Education Plan. A child friendly version will also be recorded on the Pupil Passport. These shorter term targets are reviewed termly. We involve the child and family fully in the planning and review process.

How Mayfield School evaluates the effectiveness of its provision for pupils with SEN

Intervention programmes are time-limited and the progress of children taking part is tracked. If there is no evidence that an intervention is effective, we will either adapt the intervention to more closely meet the child's needs or we will plan a different type of support. The success of the education offered to children with SEN will be judged against the aims of this SEN policy. The SEN policy will be reviewed annually and the Governing Body's Annual Report will report on the implementation of the policy.

Support for pupils with social, emotional and mental health difficulties

Some pupils' special educational needs relate to social, emotional or mental health difficulties. Whilst some pupils display their difficulties through challenging or disruptive behaviour, other pupils may become withdrawn or isolated. These difficulties may reflect underlying mental health difficulties such as anxiety or depression. Some pupils may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. We address the needs of these pupils by individual or group interventions, liaising with relevant outreach services and health professionals as appropriate. We have an allocation of 1.5 days per week from New Rush Hall Outreach Service.

Links with other agencies and voluntary organisations.

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs. The school receives regular visits from the nominated Education Welfare Officer for the area.

The SENCO works closely with the Educational Psychologist assigned to the school and meets with her at the beginning of each term to plan her work in the school for the term.

Other agencies and outreach services that the school works with include:

- Hatton/Little Heath Outreach
- Speech and language therapy service
- Occupational therapy service
- Physiotherapy service
- Joseph Clark Service for the Visually Impaired
- Redbridge Service for Deaf and Hearing Impaired Children
- Newbridge Outreach
- New Rush Hall (Behavioural, emotional and/or emotional needs)
- SERC (Special Education Resource Centre)
- Early Years Advisory and Support Service
- Hear and Now Counselling Service
- CAMHS (Child and Adolescent Mental Health Service)
- Redbridge Child Development Centre
- Virtual School for Children Looked After
- Social Care services

Complaints procedures

The schools' complaint procedures are set out in the school prospectus. Under the Children and Families Act 2014 parents may seek advice on resolving disagreements with the LA and/or the Independent Mediation Service. The school will make further information about this process available on request.