

## SPECIAL EDUCATIONAL NEEDS/DISABILITIES POLICY

This policy is applicable to all pupils at Mayfield Preparatory School, including those in the Early Years Foundation Stage.

### Introduction

Provision for children with special educational needs/disabilities is a matter for the school as a whole. Mayfield Preparatory School has due regard to the Equality Act 2010. Teaching such children is therefore a whole school responsibility. High quality teaching which is differentiated and personalised should be available for all pupils. The heart of the work of every school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainment, or attainment in specific subjects, fall significantly outside the expected range, may have special educational needs and/or disability.

**SEND Definition:** “A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”

*Special educational needs and disability code of practice: 0 to 25 years 2014 (SEND Code 2015)*



Staffing:	*Head Teacher	M. Draper (DDSL)
	*Deputy Head	K. Inkster (DDSL)
	*Assistant Head	E. Hawthorne (DSL)
	*Head of Early Years Foundation Stage	B. Higgins (DDSL)
	Head of Inclusion (SENDCo)	C. Flanagan
	Governing Body	J. Aubrook

\*Designated Safeguarding Lead (DSL)

### Aims

- To apply a whole school policy to meet each pupil's individual needs following the guidelines of the Children and Families Act 2014 and the *SEN and Disability Code of Practice, 0-25 years 2015 (SEND Code 2015)*.
- To raise the aspirations of and expectations for all pupils with SEND, our school provides a focus on outcomes for children and young people and not just hours of provision/support.

### Objectives

- To identify, at the earliest opportunity, any pupil who may have special educational needs and/or a disability.
- To work within the guidance provided in the SEND Code 2015.
- To make reasonable adjustments for any children with special educational needs and/or a disability, within the confines of the school building.
- To provide pastoral care and support for the pupils with special educational needs/disabilities so that they may develop in all areas and build a strong sense of self-esteem.
- To maintain a confidential SEND file for each pupil containing all relevant reports which shall be available to staff who are directly involved with the pupil.



- To liaise with the parents, pupils, next class teacher and pupil's future Secondary School where his/her current needs will be communicated and will be met e.g. Transition Plan.

### Identification of Special Educational needs and/or a Disability

Considering the four broad categories of need in the SEND Code of Practice, 2015 which are:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

These four broad categories are used to give an overview of the range of needs when planning and working out what action the school needs to take. At the same time considering the needs of the whole child. Also taking into account the impact on progress and attainment of what is not SEND such as:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality Legislation – these alone do not constitute SEND).
- Attendance and Punctuality.
- Health and Welfare.
- EAL.
- Being in receipt of Pupil Premium Grant.
- Being a Looked After Child.
- Being a child of Serviceman/woman.
- Being aware of any behaviour needs.



## The Graduated Approach and SEND Support

After a settling in period each pupil will be assessed to identify skills and levels. Continual observations and regular assessments will be made to monitor progress.

- If assessments show slow or lack of progress, differentiated work will be set appropriately and extra support given to enable the pupil to catch up.
- Should a pupil fail to make progress after reasonable adjustments to curriculum and evidence based intervention, then a SEND assessment will be carried out to gather information and seek 'Early Help.' The SEND assessment will be tailored to the individual needs of the child, taking into account information gathered by class teacher, SENDCo and any other involved adult, and the pupil themselves. Relevant or available outside agencies can be involved, after discussions involving parents have taken place, at any point particularly when a pupil has made little or no progress despite well-founded support.
- Produce an *Assess Plan Do Review* cycle at this point and the pupil's name is entered on the SEND Register. Parents, pupil, teachers and SENDCo are fully involved at this point.
- The evidence is gathered and pupil progress monitored. This information is used to inform all persons concerned in readiness for next steps to be taken at subsequent reviews. Once the pupil shows sustained improvement and further support deemed unnecessary the pupil can be taken off the SEND Register at any point.
- *Assess Plan Do Review* cycles are reviewed every term.
- Staff review progress, collect information and evidence.



- Where a child has not responded to reasonable and purposeful measures, taken by the school and external specialists and the APDR cycle, the child will be referred to the local authority for statutory assessment. If the local authority agrees that a statutory assessment is necessary, then the school and SENDCo will support them in co-ordinating the evidence to produce an Education, Health and Care Plan (EHC plan).
- If a pupil with EHC plan is a member of the school, it will be implemented and followed by the school. This will be reviewed annually, co-ordinated by the Head teacher under instruction from the LEA.
- If the pupil with EHC plan is in LIII, the secondary transfer process must be completed by the 15<sup>th</sup> February in the year of transfer.
- The pupils with SEND requirements are fully included within the school as a whole. All staff are aware which pupils receive support but the atmosphere is one of understanding and encouragement. Staff are committed to removing barriers enabling all access to the curriculum.
- The Assessment, Recording, Reporting and Marking policy allows extra time in exams wherever a pupil's reading or writing speed is below his/her age level or where proof reading is essential. The guidelines for SEND and Exams are followed.

### Managing Pupils Needs on the SEND Register

Each pupil's progress is carefully monitored. The class teacher holds responsibility for evidencing progress according to the outcomes described in the *Assess Plan Do Review* cycle and keeping it up to date, to be reviewed termly.

- Annual school assessments.
- Bi-annual reading comprehension, reading accuracy and spelling tests.
- Staff briefing and pupil progress monitoring forms (CFCs).
- Classroom based assessments of the pupil's effort and motivation.
- Evidence (e.g. Toe by Toe, Power of 2, work sheets etc).



If we felt our school was not able to fully meet the needs of a pupil through our provision arrangements, the evidence provided by SENDCo would include at least two *Assess Plan Do Review* cycles and any reports, documents provided by outside agencies.

The Head teacher supported by the SENDCo would arrange a meeting with parents and any other persons who needed to be involved, to discuss engaging additional support/specialist services (Education, Health and Care Plan) and any costs this may incur. All documentation needed would be collated and sent to the appropriate service fully involving the pupils and parents. The documents would be requested from agencies such as the School Nursing service, SALT and the Early Years Support Team.

#### Monitoring and Evaluation of SEND

Regular review dates are set for all pupils on the SEND Register. APDR cycles are reviewed and adjusted at the end of each term, in readiness for the new term by the SENDCo, class teacher, parent and pupil.

All relevant staff are consulted and, where external therapists are involved, meetings are set up. Parents will be contacted and kept informed of all progress and changes in provision each term. Occasionally this is done more often where deemed appropriate, in addition to the termly parents' evenings. Following each review and evaluation of the pupil's progress, decisions are made as to whether there is a need for:

- a) Revision
- b) Over-learning
- c) New and revised APDR cycle targets
- d) Less support
- e) More support
- f) Change of support programme
- g) Remove pupil from SEND register



### Criteria for Exiting the SEND Register

A pupil may be removed from the SEND register, if he/she consistently meets his/her targets on the APDR cycles, and when reviewed, teaching staff, parents and SENDCo are in agreement that the pupil has caught up and no longer requires extra support.

In the event of a pupil being removed from the SEND Register, termly reviews of his/her progress will be carried out by the class teacher, through discussions with subject teachers, parents and the pupil.

Full staff discussions about a pupil's academic and social development are possible, should a problem arise, at staff meetings via CFC (pupil progress monitoring).

### Supporting Pupils and Families

All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level. Parents are involved at all stages of identification, assessment, provision and review. During the initial stages, when a pupil is identified as having SEND requirements, the parents are invited to attend informal meetings with the form teacher to discuss the pupil's progress and to provide background information.

### Access to Exams/Assessments

As a school we measure children's progress in learning against National expectations and age related expectations. For further details please see the schools Assessment, Recording, Reporting and Marking Policy.



Once an assessment has been carried out, a meeting is held with the parents, SENDCo and the class teacher, and/or the Head Teacher, to discuss the findings of the assessment and to go through the written report. The recommendations for support or further assessments will be discussed and a APDR cycle agreed upon.

There are twice yearly parents' consultation evenings at which the parents may meet with all subject teachers, the class teacher, SENDCo and Head Teacher. An open door policy is maintained by the school and parents may talk over the telephone or arrange a meeting with any member of staff at any time.

The school maintains a list of Educational Psychologists, and we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: School Nurse, Early Years SEND Support Team at the local authority, Occupational Therapists and Social Services.

### Transition

All pupils are prepared for transition for moving from class to class, new schools and the senior school transitions by using:-

- a) Transition Plans (consulting with pupil, class teachers and parents)
- b) Moving Up Days
- c) Destinations Evenings
- d) Senior Schools Fair
- e) Parents Consultations

In the event of a pupil having SEND, advice is given to parents, following full staff discussion, as to the amount of continuing support the pupil may need. Where required, reports are prepared by all relevant members of staff to be sent to the Secondary School. The SENDCo will liaise with secondary school or new school if necessary.





## Accessibility

For full details, see most recent Accessibility Plan.

## Bullying

For full details, see Anti –bullying Policy.

## Storing and Managing information

Confidential files kept on pupils with SEND are securely stored by the SENDCo, Head Teacher and relevant teacher.

## Complaints

We hope that you and your child do not have any complaints about our SEND provision. A copy of the School's complaints procedure is available on the school website or can be sent to you on request.

## Training and Resources

There is a SEND budget allocated by the Governors of the school. The SENDCo identifies staff's training needs and organises appropriate training needs. All staff at the school attend regular conferences and training days for their own specialism. There are also regular training days held at school on topics of general concern. Special Educational Needs and Disabilities are included in this general programme.

Mayfield also provides extra support and appropriate learning resources for more able pupils and pupils with English as an Additional Language – for further details, see the More Able Learners Policy and the EAL Policy.

Reviewed on: February 2023

Review date: February 2026

Head Teacher: Matthew Draper

Chair of Governors: Simon Thacker

