



## Special Educational Needs & Disability (SEND)

### Information Report 2018-2019

Our guiding principle is one of Inclusion in which we aim to provide Quality First Teaching for all our students. This includes appropriate differentiation for individual students, 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 students experience success. This does not mean treating all students equally; it means treating all students as individuals and ensuring they have the required provision to achieve the best possible progress.

#### The types of SEND support provided for 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) and 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 These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.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 students with special educational needs**

We strive to ensure that students 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 students who have SEND. This allows us to ensure that we can meet every students' needs as they arrive and to personalise timetables as appropriate. All students take the Star Reading tests on arrival at the school. Those students who achieve below 100 in their KS2 SATS are then placed in either the Maths focus groups or Lexia based on identified needs.

The identification of SEND is built into our overall approach to monitoring the progress and development of all students. This allows us to identify students 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 (SENCO)**

The school's accredited (NASENCO) Special Educational Needs Co-ordinator is Mrs Saddam Harris. She is in school Monday –Thursday. Her key responsibilities are:

- to work in collaboration with the Senior Leadership Team and other members of staff to implement the school's strategic aims for supporting students with special needs and/or a disability
- 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 students with SEND
- to work in partnership with parents/carers of students 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 students with SEND
- to liaise with the relevant Designated Teacher where a Looked After Child student has SEND
- to advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- to liaise with professionals from outside agencies, e.g. 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 students make smooth transitions between school placements
- 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 students 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 students with SEND are maintained and kept up to date
- to support and advise teachers about differentiated teaching methods appropriate for individual students with special educational needs
- to coordinate the effective deployment 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 students 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.

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**Our Aim: 'Outstanding Progress for All'**

**Approved:** 03.12.2019

**Next Review:** Autumn Term 2020

### **Student participation**

Students 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 support 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 Student Passport will help our SEND students to express their views.

### **How the school assesses and reviews the progress of students with SEN**

We have robust tracking systems for monitoring the progress of all our students, including those with SEN. Student progress conferences are held termly, attended by the Year Group Leader, the SENCO and the Deputy Headteacher in charge of Inclusion. At this meeting action is planned to address any lack of progress identified. Annual reviews are held for those students with an Education, Health and Care Plan (EHCP).

### **How the school supports students with SEND to change classes and/or move on to a new school when they reach the appropriate stage(s)**

Transition - 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 SEND 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 students to make the choices which are most suitable for their needs in collaboration with the Schools Careers Leader. This involves guiding option choices and giving independent advice and guidance as to the most appropriate setting for our students. This also 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, 2 and 3 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 students 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 Teaching, Learning and Conduct.

Where progress continues to be less than expected, staff 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 student, parents and class teacher, as well as conducting observations of the student in lessons. Discussions will be held with the student and their parents/carers in order to develop a good understanding of the student's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

When a student is identified as having SEND, we take action to remove barriers to learning and put effective special educational needs provision in place – SEND Support. Quality First Teaching remains our first response in relation to the identification of SEND, 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 SEND Code of Practice. In successive cycles the SEND Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a student 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. Students identified as requiring SEND provision will also have a Student Passport, which is a student centred approach to strategies to use and points for teachers to be aware of.

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

### **How the school adapts the curriculum and learning environment for students with SEND**

It is the responsibility of teachers to make the appropriate adaptations to the curriculum and learning environment to enable students with SEND to access learning opportunities and experience success alongside their peers. Our teachers are expected to have a clear understanding of the needs of the SEND students in their class and know a range of strategies that can be utilised to support students. 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 students with SEN**

The SENCO ensures that the school provides a range of intervention programmes to address the needs of groups of students and individual students 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 one of our Lead IA’s to ensure that we address the needs of our students with language and communication needs effectively and as stated on their EHCP’s.

Some students are supported in class for part of the school day by an IA, either individually or in a small group. These students 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 students 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 SEND students in relation to the outcomes in their Education, Health and Care Plan are reviewed annually. A child's outcomes are broken down into smaller steps and recorded on their Student Support Passports, which are person centred and created alongside the young person themselves. These shorter term targets are reviewed periodically.

### **How the school evaluates the effectiveness of its provision for students with SEND**

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 SEND will be judged against the aims of this SEND policy. The SEND policy will be reviewed annually and the Governing Body's Annual Report will report on the implementation of the policy. The SENCO, Mrs Harris, works closely alongside the Deputy Headteacher with responsibility for Inclusion, Miss Campbell, to develop the use of fast and effective assessment tools to establish accurate baselines and to streamline students into appropriate interventions.

### **Support for students with social, emotional and mental health difficulties**

Some students' special educational needs relate to social, emotional or mental health difficulties. Whilst some students display their difficulties through challenging or disruptive behaviour, other students may become withdrawn or isolated. These difficulties may reflect underlying mental health difficulties such as anxiety or depression. Some students may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. We address the needs of these students 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. The Local Authority also allocates time with an Educational Psychologist. The SENCO works closely with the service to plan effective assessment, advice and strategies in order to meet the ever-increasing needs of young people with Social, Emotional & Mental Health issues.

### **How are young people with SEND enabled to engage in activities available with those young people who do not have SEND?**

We pride ourselves on adopting a fully inclusive approach. All extra-curricular activities, school excursions and learning experiences are planned to the highest of standards. Opportunities are offered to all regardless of ability, socio-economic background and additional needs. Through effective communication, all students are able to participate with the Inclusion Faculty supporting those with additional needs. Some examples where those with SEND have been enabled to engage in activities with students in the school who do not have SEND include:

- Music tuition - 1:1 and small groups
- Camping trips - Danbury
- School trips - sports events, museums, theatres
- After school clubs - chess, badminton, cricket, homework club
- Prefects
- School Council - listening to the views of the young people

### **Links with other agencies and voluntary organisations**

External support services play an important part in helping the school identify, assess and make provision for students with special educational 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:

- Speech and language therapy service
- Occupational therapy service
- Physiotherapy service
- New Rush Hall (Behavioural, emotional and/or emotional needs)
- 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
- Barnardo's
- BoxUp Crime
- Special Education and Training Support Service (S.E.a.T.S.S)

### **Complaints procedures**

In the first instance, any dissatisfaction should be raised with the Special Educational Needs Co-Ordinator (SENCO) or the Headteacher.

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.

The Governing Body has approved a Complaints Procedure ([Clerk to the Governors\Policies\Complaints Procedure \(06.07.15\).pdf](#)) for matters which have not been resolved informally. A printed version of the Complaints Procedure is available from the Main Reception desk, on request.