



MAYFIELD GRAMMAR SCHOOL
GRAVESEND

**SPECIAL EDUCATIONAL NEEDS
AND DISABILITIES POLICY**

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

INTRODUCTION

This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision of children with Special Educational Needs and Disabilities (SEND) at Mayfield Grammar School, Gravesend.

The Children and Families Act (2014), the Equality Act 2010, Special Educational Needs and Disability Code of Practice - 0 to 25 years (2014 – revised 2015) and Schools Admissions Code, DfE (1 Feb 2012) have been taken into consideration in the formulation of this policy.

1. PHILOSOPHY

The Special Educational Needs and Disabilities Code of Practice (2015) identifies a child as having a special educational need “if they have a learning difficulty or disability which calls for special educational provision to be made for him or her”

Special educational needs not only refer to students in possession of a Statement of Special Educational Needs/Education Health and Care Plan, but to any student requiring provision that is “additional to or different from that made generally for other children or young people of the same age in mainstream education” (SEND Code of Practice 2015).

The students with Special Educational Needs include those who:

- Have a Statement of Special Educational Needs/Education Health and Care Plan
- Have difficulties which can only be overcome by additional work or help outside that normally provided by the school.
- Have physical or emotional problems that require special provision.

1.1 Aims and Objectives

With a view to inclusive schooling, the SEND policy at MGSG will enable all students with SEND to reach their full potential, be fully included in the school community and make successful transitions to adulthood. MGSG aim to meet the needs of each student with sensitivity and to:

- Identify at the earliest opportunity students who need additional provision to support their physical, sensory, social, emotional, communication or cognitive development.
- Ensure that these students are given appropriate support to allow access to a broad and balanced curriculum in a positive framework.
- Be aware of the continuum of additional educational needs and to reflect this in the provision and support put in place, as laid down in the Special Educational Needs and Disability Code of Practice (2015).
- Ensure that these students are fully included in school activities in order to promote the highest levels of achievement.
- Ensure parents and students are involved in making decisions concerning SEND provision, understand the purpose of any assessment, agree on appropriate learning strategies or intervention and know the desired outcomes of any intervention.
- Ensure smooth, effective admission and transition arrangements.
- Adopt a co-operative multi-agency approach, where required, in the best interests of the student.

- Fully integrate them with other students, having due regard to the school policy for equal opportunities.

2. DEFINITIONS

2.1 SEN – Special Educational Need

The Special Educational Needs and Disability Code of Practice states

- 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

SEND Code of Practice 2015, (DFE, p15/16)

2.2 Disability

- ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’

SEND Code of Practice (2014, p 16)

2.3 SEND support

Special educational provision is educational or training provision that is **additional to or different from** that made generally for other children or young people of the same age in mainstream education.

2.4 Education, Health and Care Plan

This replaces a Statement of Special Educational Needs and identifies the specific resources, support and teaching strategies to be used for those students with complex needs.

3. IMPLEMENTATION

3.1 Identification and Assessment

3.1.1 Area of need

The Special Educational Needs and Disability Code of Practice (2015) identifies 4 broad areas of Special Educational Need

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

3.1.2 Co-ordination

The SENCO works with subject and pastoral staff to co-ordinate provision, monitor progress and review the impact of any provisions or support given. A student's individual SEND Support plan will be developed with the help of the student, their parents and relevant teaching staff. This will be reviewed three times during an academic year.

3.1.3 Identification

A student may be identified as having a special educational need as a result of many contributing factors including:

- Primary transfer records
- Transition interviews.
- Results of CATS or other standardised tests
- Results of diagnostic tests.
- Formal and in-school assessments
- Progress against the individual targets.
- Information or concerns from parents
- Expressions of concern by the student
- Evidence from teachers' observation and assessments.
- Information from an external agency

In addition the school will use information about medical needs and disabilities in order to identify when additional support may be required.

All students are assessed at six key points in the academic year and this information is analysed to track progress and achievement.

3.1.4 SEND Register

Students identified as requiring SEND support will be placed on the school's SEND register and the SENCO will meet with the student and their parents to plan provision. The Register includes the student's name and form, the area(s) of need identified, the date included on the register and dates of reviews.

3.2 Provision

3.2.1 Review Cycle

The school will use a graduated approach in order to respond to a student's learning needs and to overcome potential barriers to learning. The views of the student, parents, teaching staff and medical professionals, if appropriate, will be sought and used to complete the individual SEND support plan and to identify additional provision and support. This cycle will be completed three times during an academic year or until the student is removed from the SEND register.

For students with or without a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

3.2.2 SEND support plan

The SEND support plan will record the intervention and provision that is additional to or different from the normal differentiated approaches used. It will also identify how the student's progress will be monitored and the next review date will be identified. As far as possible, the needs of students with SEND will be met through the mainstream curriculum in the normal classroom setting and the delivery will be the responsibility of the subject teacher. Examples of the provision include

- Special arrangements for examinations (where students meet the criteria published by the Examination boards)
- Reducing the curriculum and putting additional academic support in place for specific subjects.
- Additional literacy, numeracy and science support (individual or small group work led by a qualified member of staff)
- Support for those with social, emotional and emotional health issues via their Learning Leader, the School Nurse or the Pastoral Support Manager.
- Academic and social support via the Peer Mentors.

3.2.3 SEND in Mayfield

There is no specialist provision or any special units at Mayfield Grammar School, Gravesend. The school has experience of providing support and provision for some frequently occurring special educational need or disability without a statement of special educational needs / Education, Health and Care Plan, including dyslexia, dyspraxia, ADHD, autism, Asperger's syndrome, hearing impairment and emotional difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, however, the school can access training and advice from specialist organisations so that the student's needs are met.

Clubs, trips and activities offered to students at Mayfield Grammar School, Gravesend, are available to students with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional materials, equipment and support to enable the safe participation of the student in the activity.

The school has two ramps to allow ground floor access for wheelchairs for the main building, one has an automatic door. There is step-free access to the other buildings and there is a lift in the Science building allowing access to the first floor. There is a computer room on the ground floor of the main building. Students can be driven between the two school sites if they are unable to complete the journey so that student can access all areas of the curriculum. There are disabled toilets and washing facilities.

At present, students requiring full wheelchairs access would not be able to access all teaching areas unless modifications were completed.

3.2.4 SEND funding

As part of the schools budget it receives a 'notional SEND funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for students requiring SEND support. The level of support required for each student to make good progress will be different in each case. The SEND department receives an annual budget and this covers:

- Access to buy back services from outside agencies
- Materials for individual and small group support

- Access to specialist staff
- Access to learning support
- Assessments materials (i.e. WRAT 4 assessments and diagnostic software licences)

The SENCO is responsible for the use of these resources and the deployment of the designated support staff. Specific funds are allocated to students with Statements of SEN/Education, Health and Care Plans from outside of Kent.

3.2.5 Training

Training is provided, as appropriate, for the SENCO and other subject teachers, particularly on approaches to dealing with particular Special Educational Needs.

3.3 Working in Partnership with other Agencies

3.3.1 Agencies

The school has arrangements for securing access to external support services for students with SEND. There is regular liaison and exchange of information between these services and SENCO. The SENCO will co-ordinate the access to support services for students with SEND, e.g. Cognition and Learning Support Services, Educational Psychologists and Behaviour Services via the Local Inclusion Forum process. These services will be accessed as necessary.

3.3.2 Parents

We aim to promote a culture of co-operation with parents. This will be through:

- Informing parents of serious concerns that are raised
- Providing access to the SENCO
- Involving parents in the writing and development of the SEND policy.

3.3.3 Schools

MGSG will liaise with other schools to ensure that all transfers of students with SEND are supported, during their transfer. If considered necessary or desirable, we will consult with the LEA or governing bodies of other schools. We will collaborate with other support services, the student and the parents where appropriate to make joint planning arrangements, if required.

4. ADMISSION ARRANGEMENTS FOR STUDENTS WITH SEND

Students with special educational needs will be admitted to Mayfield Grammar School, Gravesend, in line with the school's admission policy. The school is aware of the statutory requirements of the SEN and Disabilities Act and will meet the Act's requirements.

Decisions on the admission of students with a statement of special educational need / Education, Health and Care plan are made by the Local Authority in line with Kent County Councils Admissions policy. The admission arrangements for students without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

5. ROLES & RESPONSIBILITIES

All members of the school community work towards the school aims by using school procedures for identifying, assessing and making provision for students with SEN.

5.1 Governing Body

The Governing Body has, with the Headteacher, a statutory duty to ensure that the necessary provision is made for any student with special educational needs, and to report annually to parents on the school's implementation of the policy for such students.

The Governor with responsibility for special educational needs and disabilities is Mrs D Foulger

5.2 Headteacher

The Headteacher has the responsibility for the day to day management of the school which includes provision for children with special educational needs and disabilities.

The Headteacher is Mrs E Wilson

5.3 SENCO

The SENCO works closely with the Heads of School, Learning Leaders and relevant teaching staff to identify, assess and ensure that appropriate provision for students with special educational needs and disabilities.

The SENCO is responsible for:

- The daily implementation of the school's SEND policy
- Liaising with and advising teaching staff and Learning support staff on SEND matters
- Co-ordinating the provision for students with SEND
- Overseeing the records of all children with SEND
- Contributing to the in-service training of staff
- Liaison with parents and external agencies including the LEAs support and Education Psychology Service
- Co-ordinating relevant staff training.

The SENCO liaises with the Headteacher and Governing Body to ensure that the statutory duties of the Governing Body are met. SEND is discussed specifically at the Governors' Student Affairs committee and an annual report on students with special educational needs to be produced by the SENCO for the Governors.

The SENCO is Mrs T Lee and she has been accredited by the National Award for SEN Co-ordination and is also a qualified teacher. She can be contacted via the School Office by telephone (01474 331 195) or by emailing enquiries@mgsg.kent.sch.uk marking all correspondence for the attention of Mrs Lee, SENCO.

5.4 Heads of School and Learning Leaders

These work closely with the SENCO in identifying students with special educational needs, making provision for them and monitoring progress.

5.5 Faculty Leaders and Subject Leaders

They are responsible for the delivery of an appropriate curriculum in their subjects. They ensure that differentiation takes place and that the programmes of study meet the needs of all students.

They liaise with relevant Tutors and Learning Leaders over students for whom special provision is needed.

5.6 Teaching Staff

All staff are informed of the school's procedures for identifying, assessing and making provision for students with special educational needs and participate in the identification and delivery of appropriate provision as identified on the SEND support plan. They are responsible for the monitoring and progress of the students they teach.

5.7 Other Key members of staff

Literacy Support Teacher

Mrs J Plaha

Science Support

Dr A Kent

Examinations Officer

Ms J Everden

(OCR Level 7 certificate in Assessing and Teaching Learners with SpLDs)

6. POLICY DEVELOPMENT

Policies and documents that support the SEND Policy are:

Admissions

Anti-bullying

Assessment

Child Protection

Complaints

Curriculum

Equality

Homework

Inclusion Statement

More Able Policy

PSHE

Target Setting

Teaching and Learning

This policy was developed with participation from students, parents of students with SEND and the Governing body. It will be reviewed annually.

7. COMPLAINTS PROCEDURES

Should a parent or carer have a concern about the special provision made for their child, the normal arrangements for the treatment of complaints at Mayfield Grammar School, Gravesend, are used.

If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEND (Education and Health Care Plan) where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.