



# Special Educational Needs and Disability Policy

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<b>Written by:</b>	SLT
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## **1. Introduction and areas of Special Educational Need**

Mayfield School is a school for learners aged between 2-19 with a range of educational difficulties including Autism Spectrum Disorder, moderate to severe learning difficulties, Profound and Multiple Learning Difficulties and Complex Learning Difficulties and Disabilities. Some learners have additional physical, sensory or behavioural needs which necessitate the provision of additional support and specialist facilities. All learners have an Education Health Care Plan in accordance with current legislation, the SEND Code of Practice and LA guidelines.

The SEND Code of Practice recognises that all children are unique and that fixed categories of SEN cannot reflect the diversity of need. The Code outlines four broad areas of needs and highlights that young people often present with changing profiles that cut across all these areas. The four areas of need are as follows:

### **Communication and Interaction**

This includes speech, language and communication needs. Children with Autistic Spectrum Disorder (ASD) are likely to have difficulties with social interaction and may have difficulties with speech, language or communication.

### **Cognition and Learning**

This includes pace of learning, where children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs including SLD, MLD, PMLD, Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

### **Social, Emotional and mental health difficulties**

This includes becoming withdrawn or isolated, displaying challenging, disruptive or disturbing behaviour and may reflect underlying mental health difficulties such as anxiety, depression or physical symptoms that are medically unexplained. It also includes disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

### **Sensory and/or physical needs**

This includes vision impairment (VI), multi-sensory impairment (MSI) and/or physical disability (PD).

## **2. Admissions**

Mayfield School works closely with Birmingham Local Authority in its admission of pupils and an Education, Health and Care plan is a condition of entry to the school. All School admissions for Birmingham LA are requested via SENAR Birmingham (0121 303 1888) [SENAR@birmingham.gov.uk](mailto:SENAR@birmingham.gov.uk).

### 3. Equality Act

The Equality Act (2010) sets out the legal obligations that schools and early years providers have towards disabled children. In line with this act, equal opportunities practice within the school aims to avoid discrimination against any pupil or parent on the grounds of gender, race, religion, ability or disability, and to promote positive attitudes.

### 3. Definitions

**Discrimination** – discrimination occurs if a disabled person- by reason of their disability- is treated less favourably than a person for whom that reason does not or would not apply, and that treatment is not justified.

**Disabled**- a person who has a physical or mental impairment, which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

**Special Educational Needs**- a person who has a learning difficulty which calls for special educational provision to be made for them.

### 4. Aims and Objectives of SEND Policy

The aims and objectives of our special needs provision are:

- To ensure that all pupils with SEN are accurately assessed and that their needs are reflected in the objectives and outcomes of their EHC Plan.
- To create a learning environment that meets the Special Educational Needs of each pupil.
- To ensure all pupils have equal access to a broad, balanced and differentiated curriculum.
- To promote education in a safe and secure environment where children can learn effectively, improve their confidence, build up their self-esteem and develop their independence as individuals within the community.
- To enable pupils to take an increasing responsibility for their own learning.
- To actively seek ways of helping and involving parents and guardians in the care, development and education of their child.
- To ensure parents, carers and guardians are kept fully informed and are engaged in effective communication about their child's Special Educational Needs.
- To support the professional development aspirations of all staff and governors in relation to SEN training.

**Aims and Objectives will be achieved by**

- Providing staff with regular professional development opportunities to expand their SEN pedagogy.
- Providing all staff with up to date and relevant information on the needs of pupils
- Providing staff with regular opportunities to discuss pupil needs
- Acting promptly on decisions made
- Delivering high quality teaching and learning and use appropriate assessment tools to demonstrate progress

## **5.Roles and responsibilities**

At Mayfield School educational provision for pupils with special educational needs is the responsibility of all members of staff.

The Senior Leadership Team (SLT) under the leadership of the Headteacher is responsible for the day-to-day operation of the SEN provision. The key responsibilities as outlined in the Code of Practice are:

- Liaising with and advising colleagues.
- Managing the teams and departments.
- Coordinating the provision for pupils with SEN.
- Maintaining records on pupils with SEN within the context of a structure where information on pupils can be collected, provided and processed systematically.
- Communicating with parents, guardians and carers of pupils with SEN.
- Liaising with external support agencies.

Mayfield School aims to secure the appropriate provision for any identified pupil with special educational needs and ensure all teachers and support staff are fully aware of their responsibilities towards pupils with SEN.

## **6.Inclusion**

At Mayfield School we recognise and respect the fact that pupils:

- Have different educational, medical, physical, social and emotional needs and aspirations.
- Require different approaches to learning.
- Learn at different rates.
- Require a range of different teaching strategies and experiences.

### **Teachers respond to pupil needs by:**

- Providing personalised support in all curriculum areas.
- Planning to meet individual needs.

- Developing each pupil's understanding through a variety of learning experiences.
- Planning for full participation in learning, and in physical and practical activities.
- Planning to manage behaviour, enabling pupils to participate effectively and safely in learning.
- Monitoring and reviewing progress on a regular basis with support from Key Stage Leads and SLT.
- Ensuring that all pupils regardless of ability and need have full access to all aspects of the school curriculum. They will have the same opportunities to be involved in the broad range of enhanced learning opportunities presented by the school in terms of inclusion, school visits, residential activities and curriculum enrichment projects.

The school actively tracks pupil progress to ensure all pupils achieve their full potential.

## **7. Review of Pupils' Special Educational Needs**

Progress made by all pupils is regularly monitored and reviewed. Pupils identified as giving cause for concern due to their rate of progress will have evidence gathered to ensure strategies and planning are appropriate to pupil needs and abilities, and when appropriate alternative measures put in place.

Pupils will have their Education, Health and Care Plans (EHCPs) reviewed annually, which will involve parents, pupils, school staff and relevant external agencies and stakeholders. The purpose of the EHCP Annual Review is to ascertain whether or not the information and provision documented in the plan are accurate, are being fully met and, in addition, to record progress, together with proposals for future actions to be taken.

## **8. Allocation of resources**

Allocations of resources are made on the basis of the students 'assessment of need and will be reviewed annually as part of the annual review process. Mayfield School may receive high needs funding for some pupils and this is used to support in securing specialist equipment and facilities to meet the needs of learners. Additionally, individual pupils may receive Exceptional Special Needs funding, and this again is used to secure personalised equipment and/or specialist support.

The Senior Leadership Team under the leadership of the Headteacher are responsible for the timetabling and management of resources including staffing and facilities to meet the needs of all pupils.

The Headteacher informs the Interim Executive Board on a regular basis as to how funding has been allocated to meet pupil needs. Requests for additional resources are discussed and approved at IEB meetings.

The effectiveness of the school resources for pupils with a range of SEN will be monitored as part of the continual process of school self-evaluation.

## **9. Access to the curriculum**

All pupils have an entitlement to a broad, relevant and balanced curriculum, which is differentiated to enable pupils to:

- Experience, be engaged in, and gain skills and understanding of the purpose of learning activities.
- Experience rates of progress that bring feelings of success and achievement appropriate to their levels of attainment and understanding.

Teachers use a range of strategies to meet pupils' SEN which are reflected in curriculum planning documents and teaching and learning practice. Lessons have clear learning objectives and outcomes and teachers appropriately differentiate work and use formative assessment to inform the next stage of learning. Information regarding pupil progress is communicated regularly to all stakeholders via Key Stage team meetings, curriculum and intervention meetings, annual review meetings, etc.

Wherever possible pupils are not withdrawn from the classroom which reflects the school's inclusive philosophy and acknowledges that all pupils have an entitlement to share the same learning experiences as their peers. There are times however when, to maximise learning, we support pupils to work in small groups or in a one to one situation outside the classroom for example to meet sensory, communication and/or behavioural needs or to implement tailored interventions.

## **10. Complaints procedure**

Parents are welcome to discuss any issues relating to their child's placement at Mayfield School at any time throughout the year, by prior appointment.

Information about the schools complaints procedure is available from the Headteacher and can be accessed on the school website.

Under the SEN and Disability Act 2001 parents can appeal against decisions made or request a review of placement. The school can provide information from the LA about this upon request.

Mayfield School has a three-stage process for dealing with complaints. Further details of each stage together with roles and responsibilities of staff involved can be found within the complaints policy on the school's website. The three stages are:

- Stage 1-complaint heard by a member of staff (informal)
- Stage 2- complaint heard by the Principal (complaint which is put in writing)
- Stage 3- complaint heard by the Interim Executive Board (complaint appeal panel)

Mayfield School aims to resolve a complaint at the earliest possible opportunity via informal resolution by way of a discussion with the appropriate member of staff.

## **11. Staffing and partnership**

The Interim Executive Board and Head Teacher are responsible for ensuring that the school is staffed sufficiently and effectively.

The school undertakes, as appropriate, audits of staff training needs both in the context of its performance management cycle but also as part of promoting and meeting identified school priorities. Where SEN issues are identified these needs are accommodated by providing appropriate training opportunities by means of bespoke training opportunities and INSET days. Furthermore, where possible, staff are supported to attend training courses to ensure that they are kept fully informed of relevant SEN issues.

As part of our induction programme, support is given to NQTs and all new members of staff in terms of familiarising themselves with key aspects of our SEN provision and practice including, child protection processes, total communication strategies as well as EHCP process information. The school through its meetings and communication structure ensures that all staff are kept fully informed of relevant SEN issues, developments and procedures within the school.

## **12. Partnership with Parents**

Mayfield School recognizes the importance of parental involvement in meeting the needs of our learners and enabling them to reach their full potential. Parents are encouraged to take an active interest in their child's education and upon admission to the school a multi professional transition meeting is arranged and regular contact established to promote a strong partnership. Parents are kept fully informed about their child's education, provision and interventions and their wishes taken into account. They are encouraged to visit the school regularly to discuss their child's progress as well as to support the work of the school generally, attend workshops and join events led by school professionals or outside agencies.

Communication is further promoted through the use of a home-school diary to help share essential information which may be supplemented by phone calls where necessary.

We have a designated pastoral team whose role is to support and signpost parents to relevant services, further facilitate communication between home and school and ensure that any arising issues may be promptly and effectively addressed.

We also have a nursing team on site and parents attend school medicals as per identified needs. All staff have annual training in the management of asthma, epilepsy and anaphylaxis and are familiar with the health needs and health care plans of students they are supporting and working with.



### **13. Links with other schools and Transition**

The school liaises with other schools and new pupils' families to ensure that effective arrangements are in place to support pupils at the time of transfer. This usually takes place for students once they have a firm offer of a place at the school. This is in line with LA practice.

Arrangements are made for new pupils to visit the school and to meet staff. Staff from the school, where appropriate, will also conduct home visits and see pupils in their home/school environments. We arrange transition days and afternoons to enable pupils to meet their new teacher and visit their new classroom environment. We also participate in the Birmingham LA Year 7 transition day that occurs city wide. On transfer to Mayfield School we carry out our own assessments and a school baseline is established. Progress across the curriculum is recorded and monitored in terms of attainment using a range of formal and informal opportunities. The use of the Mayfield School Progress Levels on the SOLAR system gives opportunity for staff to demonstrate and evidence progress in all subject areas.

### **14. Links with other agencies**

The school utilises a range of multi professional support so that each pupil can have access to their curriculum entitlement. The school works closely with all of the LA's support agencies, when identifying, assessing and making provision for special needs pupils. The school has an educational psychologist who provides individual support and advice to staff on specific pupils, along with staff training in direct learning strategies.

Health Authorities provide a range of staff who can work alongside school staff. Specialist Speech and Language Therapy input support the delivery of communication programmes for pupils. All staff may be involved in home school visits and family liaison.

Social Services may actively be engaged in supporting pupils throughout the year as part of providing support, respite care to pupils and families, and emergency intervention as per identified needs.

### **15. Success Criteria**

The School Development Plan is the underpinning document driving all developments in relation to SEN and Disability at Mayfield School and thus is evaluated and updated throughout the year.

Pupils' learning and teachers' delivery are evaluated through:

- Lesson Observations by SLT and Key Stage Leads
- Monitoring of Lesson Plans by DHTs and Strand Leads
- Monitoring of Curriculum Development including reports by the DHTs to the school's IEB
- Presentation of developments in identified areas by aspect leaders

- Implementation, monitoring and evaluation of TALC outcomes
- Active involvement of Interim Executive Board in the monitoring of school practices including school/classroom visits as appropriate.

Teacher Assessment Judgements are subject to moderation as per the TALC calendar and the same applies to accredited courses which may be subject to internal or external verification.

In all cases, the information gathered is acted upon where necessary, to contribute to continuous and effective school improvement, with the ultimate aim of enhancing the education of all pupils to the greatest possible level.

## **16.Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010; advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards
- Mayfield School Admission Policy
- Mayfield School Transition Guidance

### **Further Advice:**

Outlined below are some of the useful sites and contact details to provide further information, advice and guidance:

Autism Education Trust [www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)

Communication Trust [www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)

National Network or Parent Carer Forums [www.nnpfc.org.uk](http://www.nnpfc.org.uk)

Family Information Service [www.daycaretrust.org.uk/nafis](http://www.daycaretrust.org.uk/nafis)

National Parent Partnership Network <https://tinyurl.com/IASS-guidance>

Disabled Students Allowance (DSA) <http://tinyurl.com/SFE-DSA>

<https://www.mycareinbirmingham.org.uk/>

<https://www.birmingham.gov.uk/localoffer>

