



MAYFIELD GRAMMAR SCHOOL
GRAVESEND

**SPECIAL EDUCATIONAL NEEDS AND
DISABILITIES POLICY**

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Mayfield Grammar School, Gravesend

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.

This policy is written in the line with the requirements of :-

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)

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51 – Information to be included in the SEN information report

Schedule 2 regulation 53 – information to be published by a local authority in its local offer.

Schools Admissions Code, DfE (1 Feb 2012)

SI 2012 1124 The School Information (England) (Amendment) Regulation 2012

SI 2013 758 The School Information (England) (Amendment) Regulation 2013

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 MGS will enable all students with SEND to reach their full potential, be fully included in the school community and make successful transitions to adulthood. MGS 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 and 2020 update).
- Ensure that these students are fully included in school activities in order to promote the highest levels of achievement.
- Ensure parents/carers 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/carers 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/carers
- 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 key points in the academic year and this information is analysed to track progress and achievement.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents/carers, we will use a range assessment tools to determine the cause of the learning difficulty.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents/carers, put into a SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

We aim to ensure the information in the SEN support plan is set out in a clear way, with straightforward language that is easily accessible to students with special educational needs and their parents/carers.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents/carers will be notified.

3.1.4 SEND Register Students identified as requiring SEND support will be placed on the school's SEND register. Where a student is added to the SEND register after transfer to the school, the SENCO will meet with the student and their parents/carers to plan provision. The Register includes the student's name and form and the area(s) of need identified. Where a student is looked after by the local authority and has a special educational need, the SENCO will work directly with the student, carers, the virtual school and the social worker during PEPs and review meetings.

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/carers, 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 an 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 and numeracy support (individual or small group work led by a qualified member of staff)
- Support for those with social, emotional and emotional health issues via the therapy dog, the School Counsellor, Learning Leaders/relevant Assistant Headteacher, the School Nurse or the Pastoral Support Managers.

- 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 an Education, Health and Care Plan, including dyslexia, dyspraxia, ADHD, autism, Asperger's syndrome, hearing impairment, sight impairment and social/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 (where the school has the capacity to do so).

Clubs, trips and activities offered to students at Mayfield Grammar School, Gravesend, are available to students with special educational needs either with or without an 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. There is step-free access to the other buildings and there is a lift in the Catherine Green, Bainbridge and Malorie Blackman buildings allowing access to the first floor. 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 key transition points for students with special education needs, the school will work closely with the previous educational setting and the parents/carers to ensure arrangements are in place for when the student enters Year 7 or Year 12.

For Year 7 there are specific arrangements in place that allow information sharing.

- Transition day for Primary and Secondary SENCOs.
- Primary school visits where the Year 6 teachers can discuss the needs of individual students with a member of Mayfield Grammar School. Students can ask questions and gain information about moving to Mayfield Grammar School.
- Gravesham has its own SEND form to facilitate information sharing.
- Year 6 Parents' Information Evening where the SENCO is available for one-to-one discussions regarding and specific special educational needs.
- Additional visits to the school for those students with specific special education needs such as ASD or anxiety.
- The SENCO will attend an EHCP review meeting before transition to Year 7.

For Year 12 transition, the SENCO is available during the Options Evening for one-to-one discussions. The Head of Sixth Form and SENCO will liaise directly with the previous school, parents/carers and students to facilitate good information sharing. The Examinations Officer will also ensure any previous access arrangements for GCSE examinations are known and will work with the SENCO to apply for suitable examination access arrangements for the Sixth Form. For students with an Education Health Care Plan, the SENCO will attend a review meeting with the previous school.

For mid-year transition for a student with special educational needs, the relevant Learning Leader and/or SENCO will meet with the parents/carers and student to discuss the individual needs. The school will also contact the previous educational setting to ensure the necessary school files and information transferred.

For students looked after by the local authority with Special Educational Needs, the SENCO can attend the final PEP meeting and contribute to the target setting. The SENCO will also attend the Child in Care review meeting prior to the student starting Mayfield Grammar. These meetings allow for specific educational needs to be identified and arrangements to be in place before the student moves school.

For students with Special Educational Needs with or without an Education Health Care Plan, additional Careers guidance is available from the Careers Officer. She is able to identify appropriate careers pathways and offer advice on post 16 or 18 academic routes. She also supports these students so they are able to access work experience in an appropriate setting.

The PSHE programme incorporates sessions on “living in the real world”, this covers various themes such as finances, independent living, employability and higher education. For students with Special Educational Needs, specific adaptations are made to allow all students access to the material, for example, alternative learning objectives, photocopying notes, allowing pre-reading of materials.

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 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.

The school can ask for additional support from Kent SEND team as part of the Local Offer.

The school has a Counsellor who works directly with students with Social and Emotional Needs.

The school has a Careers Advisor who works directly with students with Special Educational Needs to ensure they have information about the educational and career pathways open to them.

3.3.2 Parents/carers

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

- Informing parents/carers of serious concerns that are raised
- Providing access to the SENCO
- Involving parents/carers 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/carers 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 an 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 an 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/carers 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/carers 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 Coordination and is also a qualified teacher. She can be contacted via the School Office by telephone (01474 352896) or by emailing enquiries@msg.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

Examinations Officer

Mrs L Tandy

6. THE LOCAL OFFER

The local offer gives children and young people with special educational needs or disabilities ages 0 to 25 years, information about what support services are available in their area.

Mayfield Grammar School may signpost students to specific services such as the Single Point of Access, the school counsellor or careers advisor. In addition, the school may access services such as Kent SEND team for advice or when completing applications for an Education Health Care Plan.

Details of Kent's Local Offer can be found at www.kent.gov.uk/education-and-children/special-educational-needs/about-the-send-local-offer

7. CONTACT DETAILS OF SUPPORT SERVICES for parents/carers/carers of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 6.39)

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents/carers of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability. Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents/carers, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

HELPLINE: 03000 41 3000

E-mail: iask@kent.gov.uk

www.iask.org.uk

8. POLICY DEVELOPMENT

Policies and documents that support the SEND Policy are:

Accessibility Plan

Admissions

Anti-bullying

Assessment

Behaviour

Complaints

Curriculum

Equality and Diversity

Homework

Inclusion Statement

Looked After Children

More Able Policy

PSHE
Target Setting Statement
Teaching and Learning

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

9. 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/carers to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

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