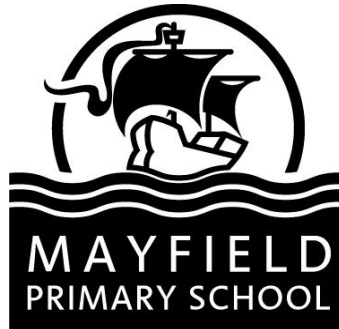


Mayfield Primary School



SEN Policy and Information Report

Governor committee to review policy:	Pupil Wellbeing & Learning
Staff member with responsibility for review:	Ms Ciara Murray (Inclusion Leader)
Date of last review:	May 2024
Date of next review:	May 2025

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Definitions	2
4. Roles and responsibilities	3
5. SEN information report.....	4
6. Monitoring arrangements	10
7. Links with other policies and documents	10

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

We aim to ensure that all pupils have equal access to the curriculum and make the greatest possible progress and to accept the concept of unequal starting points. (see Equality policy)

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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 by mainstream schools.

4. Roles and responsibilities

4.1 The Inclusion Leader

The Inclusion Leader is Ms C Murray mail to inclusion@mayfield.cambs.sch.uk

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteachers and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
- Work with the headteacher and Inclusion Leader to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the Inclusion Leader and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any Learning Support Mentors (LSMs) or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the Inclusion Leader to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

4.5 Hearing Support Centre

Mayfield hosts a dedicated specialist provision for up to 8 pupils with severe hearing impairments and/ or other associated complex needs. Pupils are included in mainstream classes as far as possible. They are supported by specially trained TA's who may use British Sign Language or who have training in supporting pupils with Hearing Impairment. Sound loops are available in classrooms. Pupils return to the centre at specific times for particular in-puts. The centre is overseen by a Teacher of the Deaf. Places are agreed through the Local Authority.

Teacher in charge of Hearing Support Centre: Mrs Rachel Fazakerley

Head of Service: Sibel Djemal [mailto: Sibel.Djemal@cambridgeshire.gov.uk](mailto:Sibel.Djemal@cambridgeshire.gov.uk)

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties,
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

Class teachers assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from 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

This may include progress in areas other than attainment, for example, social needs. The school makes use of a range of descriptors and checklists available from county and health to evaluate areas of need in specific areas such as speech & language, social communication difficulties and sensory concerns. Teachers also use a range of assessments in addition to teacher assessment such as the Sandwell Numeracy Tests, Neale Analysis of Reading Ability (NARA) & York Assessment of Reading for Comprehension (YARC). The school may also use a range of other diagnostic tests such as a Dyslexia portfolio to assess specific literacy difficulties, a Fagus profile for social and emotional needs and other descriptors, checklists or diagnostic tests from time to time for particular pupils.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the

pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

Where we identify a pupil as having possible SEN the class teacher will have an early discussion with the pupil and their parents to assist when identifying whether they need special educational provision. The class teacher will also complete a record of SEN concern form to discuss the needs with the Inclusion Leader and to take advice during this time. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and a copy shared with parents if requested.

We will notify parents when it is decided that a pupil will receive SEN support.

Where a parent first raises concerns about possible SEN needs of their child these should be directed initially to the class teacher and they will follow the process above. Where a parent makes direct contact with the Inclusion Leader, they may be redirected back to the class teacher. See Appendix 1. In exceptionally significant circumstances the Inclusion Leader may refer to other agencies without completion of the SEN concern form.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the Inclusion Leader to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment which may take the form of a learning plan (**LSP**), support plan (SP) or individual risk assessment plan (IRMP) will be reviewed regularly, usually 3 times a year.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, or other setting the pupil is moving to and ensure that pupils SEN records are passed onto the next setting. We will liaise with secondary schools to support pupils with transition visits and induction sessions. For some high needs pupils such as those with Educational Health Care plans (EHCP) we may support additional transition visits and accompany particular children where possible. We will also hold discussion groups with children about 'Moving On' to their next stage.

From pre-school and nursery where SEN children are known about, we will endeavor to visit those children in their setting and speak to their key worker as well as seek SEN records from that setting. We will also expect those children to join in on induction visits to the school in the summer term along with their peers from their settings who intend to join the school for the following September.

Where children join in other year groups or partway through the academic year, we will seek to establish whether they have any SEN records from the previous setting where concerns are raised by the class teacher, and no records have arrived previously.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality First Teaching (QFT) is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We provide a range of interventions which change over time dependent on the needs of children and specialisms of staff. Interventions may include those that develop attention skills, social communication skills, listening and turn taking, communication skills, fine and gross motor skills, wellbeing sessions, phonics skills and others.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Ensuring the building is accessible to pupils and their needs and making necessary adaptations for those pupils with visual and physical impairments where we are able to do so (see Accessibility Policy)

5.8 Additional support for learning

Class Teacher:

- Has highest possible expectations for your child and all children in their class
- Builds on what your child knows, can do and can understand
- Uses a variety of teaching approaches to meet need
- Uses specific strategies if appropriate
- Carefully monitors progress
- Identifies gaps in learning and addresses those gaps with some extra support

Specific Group Work

- Includes interventions
- May be led by class teacher or LSM or member of Inclusion Team

Input from Outside Agencies

Parents may be asked for permission for their child to be seen by an appropriate agency. This could include Educational Psychologists, Specialist Teaching Teams, Hearing or Visual Impairment Service, Health Specialists, Speech and Language Therapists, Educational Support for

Looked After Children (ESLAC), or other professionals. Advice would then be shared with relevant adults in school and to parents on how best to support the child's learning.

Specific Individual Support

This type of support is available for those children whose learning needs are severe, complex and lifelong.

This is usually secured through an Education, Health and Care Plan (EHCP). Your child will over time, have been identified as needing a particularly high level of individual or small group teaching, and their needs cannot be met through Quality First Teaching and Intervention groups alone. Your child is likely to have specialist input from any of the outside agencies listed above.

The process of requesting an EHCP involves:

- School or parents making a request to the Local Education Authority to carry out a Statutory Assessment to establish the needs of your child.
- The LA 'Panel of Professionals' look at all the information supplied by relevant agencies, (parents, teachers, health etc.) and make a decision on whether to go forward with an assessment. If they do not think your child needs this, they will ask the school to continue with current levels of support. If they do not have sufficient evidence usually gathered over a period of time detailing the needs and requirements they may refuse to assess. If they agree that your child may need an EHCP, they will agree to assess and then make arrangements to meet with all the relevant professionals and parents to draft a plan together.
- The 'Panel of Professionals' again considers the draft plan level of support required and will make recommendations. They may still decide that the school should continue with current levels of support. They may also at this point issue the EHCP which outlines what the package of support will look like. This will contain information detailing the amount of funding the school will receive from the LA, which the school will then decide how to use to implement to put in place necessary strategies and support. The plan will carry short term and long term goals for your child.
- An additional adult (LSM) may be used at times to support your child with whole class learning, individual programmes, or run small groups including your child. Other resources may also be secured through this process. This is a collaborative decision-making process involving parents, education and/or health care professionals.

5.9 Expertise and training of staff

The Inclusion Leader's role is to support the class teacher in planning and meeting the needs of children with additional needs.

- The school provides training and support to enable all staff to improve the teaching and learning of children including those with SEND. This includes whole school training covering a range of SEN issues such as Autism, Attachment Disorder, and Dyslexia Friendly Approaches.
- Individual teachers and support staff undertake training in a range of SEND areas
- The Inclusion Leader has worked previously as a SENCo, Teacher in Specialist Provision (Specifically Autism) & Class Teacher in mainstream. The Inclusion Leader manages SEND provision fulltime.

We have a large team of teaching assistants in the school, some of whom also carry out SEN interventions as well as class support. In the SEN team we have a higher level teaching assistant (HLTA), Ms A Nicholls who is the Learning Support Manager, and manages the teaching assistants as well as carries out SEN interventions. We also have another HLTA, Mrs H Mountford, who supports the Inclusion Leader with Early Years SEN 1 day a week and carries out some interventions. Both staff members are trained in a number of areas of SEN and support and

train other teaching assistants within the school.

5.10 Securing equipment and facilities

How is extra support allocated to children in school to help progression with learning?

The school budget received from Cambridgeshire Local Authority includes money for supporting children with SEND. The school however, continues to spend above this allocation from the school's budget.

- The Head Teacher decides on the deployment of resources for SEND in consultation with school governors on the basis of known needs within the school.
- The school identifies the needs of pupils with SEND on a 'Provision Map' which records all support given to children within the school and is reviewed regularly. This ensures that provision changes according to need and resources are deployed as effectively as possible

We use a further resource allocated budget to purchase a range of small-scale additional equipment for children with SEN relevant to their needs such as specific pens to aid a better grip and build on fine motor skills, coloured overlays, equipment to aid gross motor skills, books and resources for specific programmes run in the school such as shared attention time etc. Where there is a particular need for equipment such as an IT package this is normally applied for where a child already has an EHCP and we request this as a part of the funding package. Where changes need to be made to the school building or site to accommodate either visual or physical impairments this is normally negotiated with county when pupils seek admission to the school to ensure the school can accommodate the needs.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the Inclusion Leader
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including a range of before and after-school clubs which are mostly privately run. Quiet areas are available for children at break and lunch times who prefer a quiet space. A range of lunch time and extra-curricular clubs are provided, some targeted at pupils with specific needs

All pupils are encouraged to go on our residential trip held in Year 6.

All pupils are encouraged to take part in sports day/school plays/special workshops/class assemblies

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The school is fully compliant with the Disability Discrimination Act (DDA) requirements. The school is all on one level with easy access to classrooms and cloakrooms. There are two disabled toilets, a shower area and changing facilities.

Trips and activities are planned to ensure access for all pupils.

Staff make reasonable adjustments to ensure all Additional Needs are met.

The school's accessibility plan is available via request to the school office.

5.13 Support for improving emotional and social development

We understand that some children have additional emotional and social needs that need to be nurtured and supported. These needs can present in a number of ways including behavioural difficulties, anxiousness and /or struggling to communicate effectively.

- Core values teaching runs across all aspects of school life.
- All classes follow a PSHE curriculum to support social and emotional development
- Adult mentors may be arranged to provide additional pastoral support.
- Lunch time clubs may be arranged around the needs of a group of children
- Specific interventions may be run to support children with identified needs.
- Pupils with SEN are encouraged to be part of the school council, eco council, and peer mediators

We have a zero-tolerance approach to bullying. We follow the county STEPS positive therapeutic approach for behavior management. See Positive Behaviour Policy on the school website.

5.14 Working with other agencies

If a child still needs additional support from an outside agency, with your permission and support the Inclusion Leader will access this through a range of agencies. This is usually after we have initiated and followed an Assess, Plan, Do, Review (**LSPs**) process over a period of time and there has been little or no improvement. This may involve a range of local authority or Health Professionals or other organisations. Parents/Carers may be asked to undertake a parenting course as part of that process to meet the thresholds and requirements for some agencies. An Early Help Assessment (EHA) process may also be undertaken at this time to help identify needs. Some agencies require this before referrals can be made to them.

5.15 Complaints about SEN provision

Due to increasing numbers of children with SEND seeking places at Mayfield we ask parents to be mindful of the increased challenges faced by class teachers and the Inclusion Team. Whilst we wish to be supportive, we also have commitments to all children already in our school. On occasion some concerns or issues raised by parents will be re-directed back to the class teacher as this may fall within their remit to deal with and will not necessarily require the input of the Inclusion Leader. There may also be occasions when following communication with a family where we feel we have supported as much as is reasonable we may need to restrict the time we can continue to give in order to allow staff to continue with their other responsibilities.

Pupils, staff and parents are expected to listen respectfully and carefully to each other. If an issue arises, parents should make an appointment with their child's class teacher in the first instance and seek to resolve any concerns. If a parent believes the issue has not been resolved and the child is on the SEN register then the Inclusion Leader should be contacted, or if it is of a more serious or sensitive nature, an appointment should be made to see the Head Teacher. If the issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors. A copy of the school's complaints procedure is available on request from the school.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Please see the school website for details under the Routes to Wellbeing section for different agencies that can support. See also Local Offer under section 5.18. Parents/Carers can also seek independent advice from SENDIASS – SEND Information and Advice Support Service. More information about this service can be found at:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass/>

5.17 Contact details for raising concerns

Mrs Stepney, Headteacher via the school office email: office@mayfield.cambs.sch.uk

Mr Atkinson, Deputy Headteacher via the school office email: office@mayfield.cambs.sch.uk

Ms Murray, Inclusion Leader mail to: inclusion@mayfield.cambs.sch.uk

5.18 The local authority local offer

All Cambridgeshire Local Authority maintained schools have a similar approach to supporting children who have Special Educational Needs and Disabilities. The Local Authority works in partnership with schools to enable them to be as inclusive as possible. Schools have a graduated approach to SEND ensuring early identification of additional needs and an on-going continuum of support as appropriate.

Our local authority's local offer is published here:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-education-and-training-5-18>

6. Monitoring arrangements

This policy and information report will be reviewed by the Inclusion Leader, Ms Murray **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Policy for Intimate Care
- Suspensions
- Equality
- Supporting pupils with medical conditions