	Policy Name: Special Educational Needs and Disability (SEND) Policy Owner: Deputy Head Academic
	Review Date: September 2024 Next Review: September 2025 Policy revised annually or as regulations or review demands.

This policy has regard to the Special Educational Needs and Disability (SEND) Code of Practice (2015), the Children and Families Act (2014) and the Equality Act (2010). Cross reference the School Accessibility Policy in particular Annex A (three year planning).

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that:

“A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her”.

A child of compulsory school age 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The term “special education provision” for a child aged two or more or a young person, means educational or training provision that is additional to, or different from, than made generally for others of the same age in mainstream maintained environments across the whole of England.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “... 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”.

A child or young person might have special educational needs and a disability – or only one. For example, a child or young person with dyslexia, or on the autistic spectrum, may have SEN but not be disabled (although of course they may be; it depends on the impact of the condition on their ability to carry out day to day activities). A child or young person with complex medical needs may be disabled but not have SEN.

Aims

This policy is based on the following principle:

Mayfield School has high aspirations and expectations for all girls, including those with SEND, and is committed to provide them with the required level of support to maximise their potential as learners and experience and contribute to the social and cultural life of our school. At Mayfield, all teachers are teachers of girls with special educational needs and have a responsibility to meet those needs.

The Objectives of the Learning Support Department are:

- To identify and provide for all pupils who have Special Educational Needs and additional needs
- To monitor the progress of all pupils with Special Educational Needs and Disabilities (SEND)
- To ensure there is equality of opportunity and inclusive provision for all girls with SEND
- To ensure all girls feel a valued part of the school and are treated positively by all members of the Mayfield community
- To provide support and advice for all staff working with SEN pupils
- To provide specific support, in addition to or different from the differentiated classroom provision for those girls who need it
- To take into account the girls' views and needs
- To communicate regularly with parents or guardians to keep them fully informed of each girl's needs, provision and progress
- To work with regards to the guidance provided in the SEN Code of Practice 2015

Identification of girls with SEND

Mayfield School recognises the importance of identifying girls with SEND as early as possible. Girls entering Mayfield with an identified SEN will be monitored and support provided as appropriate. To facilitate this, there are identification systems in place which include:

- Interviews with parents as part of the admission process
- Meetings with relevant professionals from feeder schools
- Gathering information from existing professional reports
- Baseline assessments using MidYIS, Yellis or Alis testing
- Baseline assessments using Exact testing
- Regular meetings of Head of Learning Support, the Deputy Head Academic and the relevant Heads of School

Girls might be identified as having special educational needs after they join the School. Such needs might be identified through:

- Concerns raised by teachers pursuant to girls' performance in class
- Comments made by subject and pastoral staff during the regular reporting process,
- Formal tracking from school internal examinations and interim reports which might highlight discrepancies between expected and actual results
- Concerns raised by parents or guardians
- Self-referrals

Such concerns will generally be made to the girl's Tutor, Head of Year or Head of School in the first instance. After consultation with the Head of Learning Support, the girls' progress will be closely monitored to see if the overall picture indicates a need for Learning Support intervention. The triggers for such intervention will be the teachers' or others' concerns, underpinned by evidence that a girl, despite receiving differentiated learning opportunities makes little or no progress.

Special needs identified will fall under four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and/or Physical

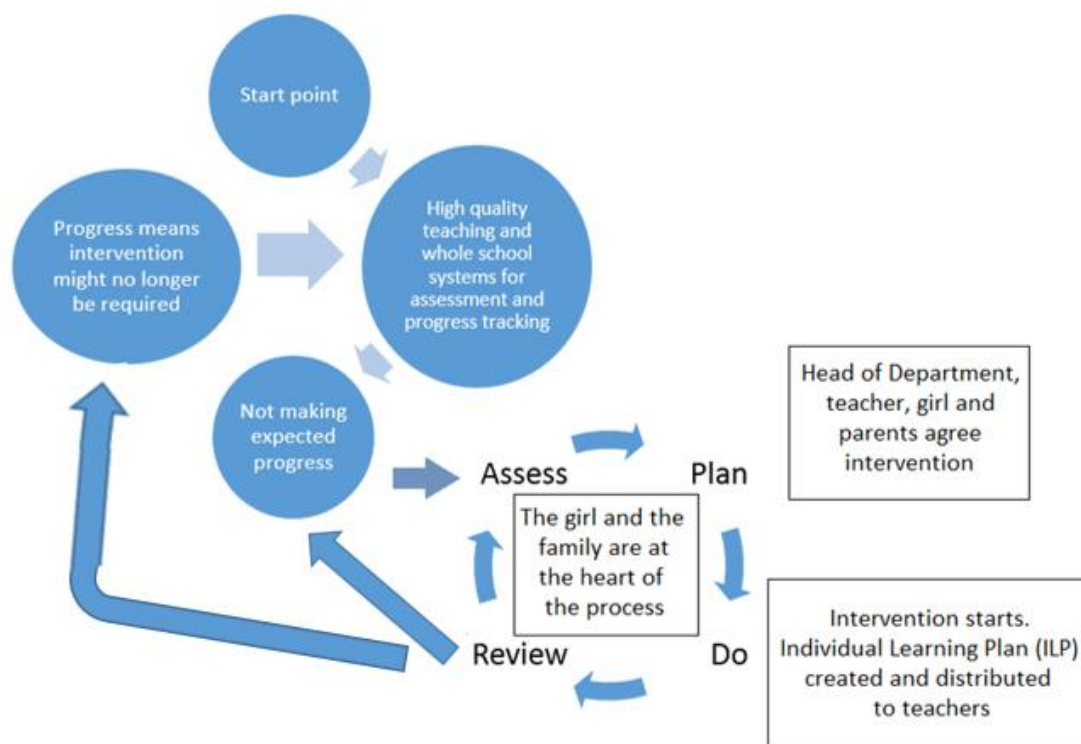
During the identification process, the needs of the whole girl are taken into account. These are broader needs than simply her SEND needs.

Special care is also taken into identifying what is not SEN but may also have an impact on her progress or attainment, in particular cases where there is a disability, attendance or punctuality concerns, health and welfare issues or where English is not the first language.

Quality First Teaching and the Graduated approach to SEN support

The Special Educational Needs and Disability Code of Practice makes it clear that all teachers are responsible and accountable for the progress of all pupils in their class and the first step in responding to those girls with SEN is inclusive high quality teaching. However, those girls who have a formal diagnosis of SEN and/or who might struggle to make progress as a result of their learning needs, despite receiving high-quality teaching, might need effective special educational provision.

Mayfield follows a graduated approach which takes the form of a four part cycle (assess, plan, do and review).



Girls are identified and registered in Mayfield Learning Support register under the following categories:

EHCP	Educational, Health and Care Plan
	This includes girls who have an Educational, Health and Care Plan in place.
LS	Learning Support
	This includes girls who have been identified as requiring additional Learning Support.

AA	Access Arrangements Only
This includes girls who have access arrangements but do not require Learning Support,	
M	Monitor
These are girls who might not have any specific learning need, but who might be at risk of under achievement and therefore need to be closely monitored.	
D	Diagnosis
This includes girls who have a formal diagnosis, normally made by an Educational or Clinical Psychologist but whose needs can be met at universal level with Quality First Teaching.	

Intervention

Once a need for Learning Support intervention has been established, the girl will be allocated to a member of the Learning Support Department who will create an Individual Learning Plan (ILP) which will be uploaded in iSAMS, distributed to relevant teachers and updated when required (Annex A).

Learning Support lessons can either be 25 or 50 minutes in length. They can be individual or paired and will be paid for by the girls' parents who will be billed on a termly basis. Where possible they will be scheduled during supervised study periods if girls have dropped an academic subject or during A1 or A2 activity slots.

The philosophy of the Learning Support department is to enable girls to become confident and independent learners. Our understanding of their cognitive profile and accompanying needs allows us to establish and share with them a set of strategies to enrich their learning and help them become independent and confident learners. Our approach is always professional, enthusiastic, encouraging and, above all, flexible: responding to the vast individual differences we encounter at the school.

Monitoring and recording progress SEND

Writing an Individual Learning Plan is the responsibility of the allocated Learning Support Teacher under the guidance of the Head of Learning Support. This includes information about:

- The nature of the need of the girl
- Strengths and difficulties
- Strategies to support the girl
- Learning Support input
- Access Arrangements

This document is written within a period of up to three weeks after the girl first starts attending Learning Support lessons and is updated as it is needed, as it is acknowledged that different girls develop and progress differently.

Process of Annual Reviews for pupils with EHC Plan

The EHC Plans for relevant pupils are reviewed annually in line with the Local Authority statutory requirements.

All funding provided for support of a girl with an EHC Plan will be used by the School to promote the best interests of that pupil, within the context of the whole school.

Roles and responsibilities

The Head of Learning Support is responsible for:

- the development of the SEND policy and provision within the school, in collaboration with the Head and Senior Management Team
- the day-to-day operation of the policy and the coordination of the provision made for individual girls with SEND, working closely with the girls, staff, parents, guardians and other agencies (where appropriate)
- providing related professional guidance to colleagues to ensure high quality teaching for girls with SEND. The Head of Learning Support will be asked, where appropriate, to contribute to in-service training of staff and the mentoring programme for new staff, NQTs and trainee teachers.
- seeking to develop effective ways of overcoming barriers to learning and sustaining effective teaching by:
 - the analysis and assessment of girls' needs
 - overseeing the records of pupils with SEND
 - monitoring teaching and learning and the standards of all girls' achievements

Learning Support Teachers are responsible for:

- planning and delivering Learning Support lessons
- writing and distributing Individual Learning Plans
- equipping allocated girls with effective strategies to help them compensate for any learning difficulties and to enable them to achieve their academic potential
- reviewing girls' progress and suggest changes of provision, where necessary

Partnership with Outside Agencies

External agencies and outside specialists are used on both a diagnostic and supportive basis where necessary. This includes specialist teachers and Educational Psychologists. Where an assessment by an external professional is considered necessary, parents will be advised. If they agree for this assessment to take place, they will be responsible for the costs.

Partnership with parents

The Learning Support department aims to maintain appropriate communication with each girl's parents or guardians. Contact can be established at any point, whenever any need arises. Additionally, each term, parents will be given feedback on their daughter's ongoing progress as part of the school reporting cycles.

Annex A. Individual Learning Plan



Individual Learning Plan

Name: DOB: Identified SEN/LS need:	iSAMS photo
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Strengths and interests:	Differences / Other useful information:
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Useful strategies:

What can the pupil do?	What can teachers do?
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I would like my teachers to know that...

Parents' views

Intervention

Focus	Frequency	Teacher

Access arrangements:

Access Arrangements	Subject(s)

Signed:

Date: