

	<p>Policy Name: Special Educational Needs and Disability (SEND) Policy  Owner: Deputy Head Academic</p> <p>Review Date: September 2025                      Next Review: September 2026</p> <p>Policy revised annually or as regulations or review demands.</p>
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## Context

This policy has regard to the following legislation and guidance:

- The Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014)
- Part 3 of the Children and Families Act 2014 (CAFA 2014)
- The Equality Act (2010).

This policy should be read in conjunction with our School Accessibility Policy, particularly Annex A (three-year planning).

## Definitions:

### Special Educational Needs

The definition is contained in Section 20 CAFA 2014. 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.

### Learning difficulty or disability

The term learning difficulty or disability is defined in Section 20 CAFA 2014:

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) 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.

### Special Educational Provision

This is defined in Section 21(1) of CAFA 2014:

“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**, that made generally for others of the same age in mainstream schools or post-16 institutions in England.

### Disability

A child or young person has a disability for the purpose of Part 3 CAFA 2014 if he or she has a disability as defined in the EqA 2010:

A person (P) has a disability if:

- (a) P has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on P’s 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.

## **The four areas of need**

There are four broad areas, which provide an overview of the range of needs to be supported.

1. Communication and Interaction. Students with autism often have needs that fall in this category.
2. Cognition and Learning. A wide range of needs are grouped in this area, including specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
3. Social, Mental and Emotional Health. This includes mental health difficulties such as anxiety, depression or an eating disorder.
4. Sensory and/or Physical. This includes vision and hearing impairments as well as physical impairments.

## **Introduction**

Mayfield School has high aspirations and expectations for all girls, including those with special educational needs and disabilities. Our SEND policy reinforces the need for inclusive teaching that responds to individual needs. The governors and staff are committed to ensuring that all students with SEND reach their full potential and are fully included within the school community. All teachers at Mayfield are teachers of girls with SEND and have a responsibility to meet those needs. This policy aims to support all staff in providing positive, whole-school approaches to the learning, progress and achievement of students with SEND.

The philosophy of the Learning Support department is to enable girls to become confident and independent learners. Our understanding of each girl's cognitive profile and accompanying needs allows us to establish and share 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.

## **Aims**

Mayfield school aims to:

- Identify and provide for girls who have special educational needs.
- Ensure that all girls have access to an appropriate, broad-based and balanced curriculum, and sufficient support is provided for them to achieve this.
- Monitor the progress of all pupils with Special Educational Needs and Disabilities (SEND).
- Ensure there is equality of opportunity and inclusive provision for all girls with SEND.
- Ensure all girls feel valued and that their views are sought and taken into account.
- Work in partnership with parents/guardians and ensure that parents are kept up to date on the girls' education.
- Work collaboratively with external agencies and specialists.
- Ensure compliance with the School's Equality Act 2010 duties, not treating disabled pupils less favourably than their peers

## **Roles and responsibilities**

The SENCO (Head of Learning Support) is responsible for:

- the development of the SEND policy and provision within the school, in collaboration with the Headmistress and Senior Leadership 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 may, where appropriate, contribute to in-service training of staff and the mentoring programme for new staff, ECTs 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
- liaising with parents and making them aware of any learning support needs
- liaising with external agencies
- Implementing appropriate exam access arrangements to comply with examining board regulations

Learning Support Teachers are responsible for:

- planning and delivering Learning Support lessons
- writing and distributing Individual Learning and Wellbeing Plans (ILWP)
- 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

## **Identification of girls with SEND**

### **Graduated response**

Mayfield School recognises the importance of identifying girls with SEND as early as possible. Girls entering Mayfield with an identified SEND 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, Alis and Exact testing.

The progress made by all girls is regularly monitored and reviewed. Where concerns are raised about a girl's progress, or if she falls behind their peers despite attending subject clinics and intervention groups, additional learning support intervention may be required. This information is always discussed with parents.

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.

Slow progress and low attainment do not automatically indicate that a girl has SEND. However, the school will take all reasonable steps to support her appropriately and determine the necessary course of action. An Individual Learning and Wellbeing Plan (ILWP) might be written and shared with teachers and parents. In some cases, the school might recommend involving external agencies or professionals to help assess the girl's needs.

## **Partnership with parents**

We believe in developing a strong partnership with parents and that this will enable students to achieve their potential. Parents will always be given the opportunity to provide information and express their views about the girls' needs and the support provided. Decisions about the level of support are always made in partnership with parents. We also expect parents to communicate with the school in a proactive and transparent way and to share any relevant reports with us.

## **Quality First Teaching**

### **Wave 1**

This is teaching provided by the main classroom teacher and which is critical in supporting students with SEND.

Wave 1 support includes teachers using diagnostic and hinge questions and other formative assessments to identify girls who need ad hoc additional support that can be provided as part of the normal classroom environment. Learning Support teachers are available to help class teachers determine what strategies are most likely to help their students. These will be recorded in the students Individual Learning and Wellbeing Plans (ILWPs).

### **Wave 2: Interventions**

Some students might need to be supported on a one to one or small group basis. The Learning Support Department offers the following Wave 2 provision:

- Catch-Up Maths / English
- Reinforcement Maths / English
- Study Maths / English programme
- Spellings intervention
- Inferential reading
- Essay writing
- Supported Study
- Student Success Coaching

Assessment data, observations and feedback from parents, staff and pupils are used to evaluate the effectiveness of interventions and inform future support strategies.

### **Wave 3: Specialist assessments / Partnership with Outside Agencies**

Some students might have more complex needs and might need to be referred for an external assessment by an educational or clinical psychologist or psychiatrist. All students who receive a diagnostic report have an Individual Learning and Wellbeing Plan (ILWP), even if they do not require specific interventions.

## **Individual Learning and Wellbeing Plans (ILWP)**

Individual Learning and Wellbeing Plans are living documents. They are a person-centred approach to planning with the student and their family and are used as part of the graduated-approach. They clarify:

- The learning needs of the student
- Their strengths and differences
- What works for them in terms of support / strategies
- Access arrangements information

They also include the voice of the student and parents.

Individual Learning and Wellbeing Plans are a central document for class handovers, they evolve over time and are reviewed regularly with students and parents.

Writing an Individual Learning and Wellbeing 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.

### **Learning Support Register**

The Learning Support register has the following categories:

**D (Diagnosis).** This includes girls who have a formal diagnosis but whose needs can be met at universal level with Quality First Teaching.

**AA (Access arrangements only).** This includes girls who have no support other than Access Arrangements.

**LS (Learning Support).** This includes girls who have been identified as requiring Learning Support interventions.

**EHCP.** This includes girls who have an Educational, Health and Care Plan in place.

### **Monitoring and recording progress SEND**

Regular monitoring of the quality of provision for all girls, including those with SEND and/or disabilities, follows the school's assessment and monitoring calendar.

### **Process of Annual Reviews for pupils with EHC Plan**

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