



**SPECIAL EDUCATIONAL NEEDS AND  
DISABILITY POLICY**

**2023**

<b>Policy</b>	<b>Amendment</b>	<b>Staff Member</b>	<b>Committee/Date</b>	<b>FGB Approved:</b>	<b>Review due:</b>
Special Educational Needs and Disability	Amendments as tracked changes	Richard Griffiths, AHT: Inclusion	Curriculum 11 March 2019	1 April 2019	Spring Term 2021
Special Educational Needs and Disability	Amendments as tracked changes	Richard Griffiths, AHT: Inclusion	Curriculum 8 March 2021	22 March 2021	Spring Term 2023
Special Educational Needs and Disability	Amendments as tracked changes	Richard Griffiths, AHT: Inclusion	Curriculum 6 March 2023	20 March 2023	Spring 2025

## **1. Introduction**

The Special Educational Needs and Disability (SEND) Policy sets out the school's provisions, criteria and practices for students who have special educational needs, some of whom will also have a disability.

Mayflower High School is committed to providing full access to the curriculum for all students wherever possible. Within a school of our size, we have students with a range of needs, which need to be met in order for them to achieve their full potential. These needs include literacy, numeracy, and complex learning needs as well as medical, mobility and sensory conditions.

This policy is in keeping with the school's aims, its teaching and learning policies, and its commitment to inclusion in which the teaching, learning, achievements, attitudes and well-being of all students matter – including those identified as having special educational needs and disability. The culture, practice, management and deployment of the school's resources are designed to ensure that all students' needs are met.

### **1.1 Monitoring and evaluating the success of the policy**

The policy will be monitored and evaluated by:

- Senior Leadership Team (SLT) and SENCO
- Governors, advisors and inspectors

The policy and/or procedures will, where necessary, be revised in light of these evaluations.

### **1.2 Aims of the Policy**

- To ensure that all students with SEND are quickly identified as such and have access to a broad, balanced and relevant curriculum this is differentiated to meet their individual needs, in accordance with the SEND Code of Practice (2014)
- To help students with SEND make progress in line with national expectations, by narrowing the gap between their attainments and those of their peers
- To build an effective partnership with parents and carers
- To ensure all students feel highly valued and realise their potential

### **1.3 Definitions of Special Educational Needs and Disability (SEND)**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them 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.

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

#### **1.4 The four areas of Special Educational Need and Disability**

Special educational needs/Disability and provision can be considered as falling under four broad areas:

1. Communication and interaction (C&I)
2. Cognition and learning (C&L)
3. Social, emotional and mental health (SEMH)
4. Physical and/or sensory (P&S)

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs. Making provision and reviewing how effective it is in securing progress will be part of the effective assessment of need, informing the next steps in the graduated approach.

Any necessary additional or different provision identified by review will be provided in a timely way. Young people, children and their parents are an essential part of this process.

The quality and appropriateness of the overall provision will be kept under regular review and its impact on the number of children or young people identified with SEND will be monitored.

### **2. Family Centred Approach**

The school will ensure that parents, children and young people are involved in discussions and decisions about every aspect of their SEND, planning outcomes and making provision to meet those outcomes. The school will:

- gain the views, wishes and feelings of the child or young person, and their parents
- draw attention to the importance of the child or young person, and their parents, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions
- Support the child or young person, and their parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

These principles are designed to support:

- The involvement of children, parents and young people in decision making
- The identification of children and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents over their support;
- Successful preparation for adulthood, including independent living and employment

#### **2.1 Involvement of Students**

Children with special educational needs have a right to be involved in making decisions and exercising choices. The degree of participation should reflect a child's evolving maturity but

all children should be given the opportunity to make choices and understand that their views matter.

Students should:

- Play an active part in assessment and developing agreed targets
- Understand the aims of an intervention and their contribution to it
- Be consulted about any individual support provided
- Have their views sought
- Become involved in their targets set by their subject's teachers.

### **3. How are students' special educational needs or disability identified?**

Students who are thought to have SEND are identified and assessed as early and thoroughly as is possible and necessary.

Students' special educational needs are identified as a result of:

- Consultation with their Y6 class teacher and / or the SENCO of their Primary school (for students joining in Y7)
- Examination of school records
- Observations by staff during the Induction process
- Admission interviews with parents / carers and students
- Cognitive assessment (CATs) on entry to Year 7
- Detailed assessments and follow-up interviews where appropriate during their first term at Mayflower High School
- Following diagnostic test results: Wide Range Achievement Test (WRAT 5) spelling/single word reading, Detailed Assessment, Speed and Handwriting (DASH), Access Reading Test, Cognitive Test & Phonological Processing 2 (CTOPP2) Monitoring of progress, consultation with Tutors, and subject teachers
- Discussion with pastoral staff including Head of Year, or Year Manager.
- Observation and feedback from support staff and external agencies

The SEND register is maintained on readallusers and SIMS and is updated regularly. Additional support on identifying students' needs and how to support a student are addressed at the termly meeting with the Inclusion Partner (IP) and Educational Psychologist (EP). Consultation regarding individual students can be requested with the Inclusion Partner with the consent from Parents/Carers.

### **4. What is the Special Educational Needs Provision?**

All students, including those with SEND, will have access to a broad and balanced curriculum. The Governing Body of the school is ultimately responsible for ensuring that all students receive the curriculum to which they are entitled. Special educational provision is additional to or different from that which would normally be provided for students of the same age in the school. It might include support from a specialist teacher or a teaching assistant, access to a specialist teaching programme or specialised equipment and materials. Those students that receive support that is additional to and different from that received by other students will be identified as having Additional SEND Support (K).

It will remain the responsibility of the class teacher to meet the needs of all students with SEND through quality first teaching (QfT), through adaptive teaching, that meets the needs of the student

By law, the school must use its best endeavours to ensure that the special educational provision that is called for by a student's special educational needs is met.

Teaching Assistants (TAs) are employed to support students in accessing the curriculum. This may take the form of in-class support, small group work or one to one delivery of planned units of work. TAs are allocated on a Faculty basis to support student learning within each subject area.

#### **4.1 Statutory assessment, Statements and Education, Health and Care Plans (EHCPs)**

When a student's special educational needs cannot be met from the resources normally available, the school will seek the consent of the parent(s) / guardian(s) to request that the Local Authority conduct a Statutory Assessment.

The Local Authority must then decide whether or not to conduct such an assessment and, if they do, whether or not to issue an Education, Health and Care Plan (EHCP) for the student.

Parents / guardians may themselves request that the Local Authority conduct such a Statutory Assessment by writing directly to the Authority.

In either case, communication between home and school is very important so that the right decisions will be made and the necessary information can be gathered.

#### **4.2 SEND Specialism**

Mayflower has an Enhanced Provision for students with a Education, Health and Care Plan (EHCP) for Specific Learning Difficulties, severe and persistent literacy difficulties. Admission to the Centre is determined by the SEND Operations Lead for the South of Essex. A place in the Dyslexia Centre should be requested at transitional reviews prior to entry to Mayflower.

#### **4.3 Reasonable Adjustments**

Schools have a duty under the Equality Act 2010 to make 'reasonable adjustments' for disabled persons. The duty is 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled person caused by a provision, criterion or practice applied by the school, or caused by the absence of an appropriate auxiliary aid or service.

Steps which we consider it reasonable to take, to avoid placing a student with a learning difficulty or a disability at a disadvantage, include the provision of:

- printed notes for some lessons where students need to take away a large amount of information
- adaptive teaching where pace, language, structure or method of delivery are adapted to students' needs
- coloured reading overlays and electronic spellcheckers for dyslexic students;
- adapted PE equipment
- Adapted keyboards, computer software for students with significant difficulty in writing or recalling what they have learned
- support staff who collect a student for learning support activities, if the student is likely to forget to attend because of his or her learning difficulty or disability
- Training for staff
- differentiated criteria for inclusion in a school activity or policy
- Many other reasonable adjustments

The duty to make reasonable adjustments requires the school to take positive steps to ensure that disabled students can fully participate in the education provided here, and that they can enjoy the other benefits, facilities and services which the school provides. It is an 'anticipatory duty': that is to say, the school must think in advance about what disabled students might require and what adjustments might need to be made for them. However, it is clear that:

The school will be better able to anticipate a student's needs where parents have provided all of the relevant information to help staff do this – supportive action by the school through 'reasonable adjustments' such as these can prevent what might otherwise amount to a learning difficulty or disability for the student in later life

#### **4.4 Student Passports for students with Special Educational Needs**

Students with special educational needs and disability will have a student passport which will outline the support they require. This will be compiled with the student and parents/carers. All staff will be required to make sure that they are aware of the student passport for the students that they work with. The student passports will be reviewed with the child and parent/carer and will be made available to all staff through Readallusers/staff/SEND/student passports. This information will also be made available via SiMs. Student passports will be completed for those students with an EHCP and those that receive Additional SEND support (K).

A number of students will also have a 'One Plan' which will detail the strategies and resources being provided to support the students, as well as the arrangements for monitoring and reviewing the impact of the 'One Plan'

#### **4.5 Prioritisation of SEND Support**

The following criteria are used to prioritise support for pupils with SEND:

- Meeting provision for statement pupils or EHCP in areas detailed by the Statement of Special Educational Need
- Addressing the needs of students at the stage of Additional SEND Support (K) thereafter

Mayflower High School operates the Graded Intervention Approach to supporting students with SEND.

Those students identified as having SEND but who do not have an EHCP or receive Additional SEND Support (K) will be monitored and recorded on SiMs as (M). Staff will be made aware of the needs of these students via SIMS and Readallusers/Staff/SEND.

#### **4.6 Informing staff about students' special educational needs**

Where a student has additional needs, those needs must be clearly communicated to all staff. Students' additional needs are summarised on the student passport and can be accessed on SIMS which teachers use to register each class and additional information is circulated by the SEN Co-ordinator and lead support staff.

#### **4.7 Facilities to support students with SEND**

The SEND Faculty (Progress Centre) is accommodated in the centre of the school site with six classrooms, five of which have interactive whiteboards and a computer suite housing 12 computers.

## **5. Evaluation of SEND Practice**

The SENCO reports annually to Governors with regard to the implementation of the SEND policy within school.

Departmental priorities are formalised at faculty meetings and reviewed.

The faculties Strategic Action Planning is generated from the priorities of the School Improvement Plan.

## **6. Admission Arrangements**

Students will be admitted in line with the school's admission policy.

No student will be refused admission on the grounds of his or her Special Educational Needs or Disability (SEND) provided that the practical facilities of the school allow such an admission, and the identified needs can be met.

In addition to the admission arrangements outlined in the general school policy the following procedure will operate for children with SEND.

When children entering the school have already been identified as having SEND, the Special Educational Needs Coordinator (SENCO) will collate and summarise all the information, which is sent from other sources.

## **7. Local Offer**

Parents/Carers are able to seek information and guidance about support available in Essex for children and young people 0 to 25 with Special Needs and Disabilities (SEND) via the Local Offer.

## **<https://send.essex.gov.uk/8>. Reaching agreement and the right to appeal**

Where the school makes a decision in accordance with this policy in relation to a student and the parent or guardian disagrees with the decision, they should first write to the SENCO, setting out their view.

If they are not satisfied with the SENCO's final decision, they should write to the Head teacher, explaining the grounds for disagreement and asking for a review in accordance with this policy. In law,

- (1) The parent(s) of children and young people in England who are of compulsory school age and in school can:
  - a) Request a statutory assessment of their child's special educational needs by writing to their Local Authority
  - b) Make a disability discrimination claim to the First Tier Tribunal
- (2) Students who are over compulsory school age and in school (for example, in Sixth Form) can make disability discrimination claims to the First-tier Tribunal themselves

In each case, however, it is in everyone's best interest to try to reach agreement first, either through meeting with staff in school or through formal mediation.



## **9. Information on School Website**

Information about the SEND provision is available on the school website and includes the SEND Information Report