



Mayfield Primary School

14. SEND Policy*

** Including supporting pupils with medical conditions.*



Our Vision. Our intention. Always start with why!

Valuing



Every Achievement

Social - Academic - Moral - Personal

We know that intention can be easy words that look and sound effective. Our true intention is one that is enabled and implemented by the actions we take to show that we mean what we say. Mayfield is committed to building a school that is viewed from the children's eyes. We ask ourselves: How will they approach this? What do they already know? What skills will they bring? Which groups require input? How do we need to teach this? What will engage them? How long do they need? What do they need us to teach them now?

So....

we know our children must be the busiest people in any room. Children must have 'active purpose' and we must erase 'learned helplessness'. Our children's starting points are a vital consideration. We must keep teaching groups as small and precise as possible. Their independence and resilience is imperative. Their strong attendance and punctuality is paramount. We want **everyone** to embrace mistakes and never be afraid to learn from them. We will draft, repeat, refine and polish to achieve lasting progress. Learning is not a rapid, one stop shop. We will talk, listen, perform and present to foster confidence. We must rapidly build vocabulary. Marking **must** have a clear purpose, a response and be as 'live' as possible. We are constantly developing a curriculum that meets our children's needs and it must utilise and embrace our unique location. Classroom layout and design is essential. A unique environment must be generated. We must provide a flexible and responsive timetable and lesson structure. Our teachers must adopt and explore many teaching styles. Social times are a chance for new ideas and to be viewed as a new opportunity and we must be insistent and consistent to foster positive behaviours. We are not afraid to change. We will dare to do and learn. We will challenge established thinking.

We will use common sense. We accept the fallibility of being human. We are not perfect.

We are proud to accept and respect everyone.

Enabling

Every Achievement

Genuine. Honest. Passionate. Take our hand. Change the landscape.

*** Mayfield Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. We recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. ***



SEND POLICY

SEND Co-ordinator: Mrs Rachel Hinchliffe (Inclusion Manager and member of the Senior Leadership Team)
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SEND Governor: Mrs Gemma Clark

Reviewed: October 2024

This policy complies with the statutory requirement laid out in the SEND code of Practice 0-25 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE
- SEND Code of Practice 0 – 25
- Statutory Guidance on supporting pupils at school with medical conditions
- The National Curriculum in England Key Stage 1 and 2 framework document
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards

This policy was created by the school's SENDCo in liaison with the Headteacher, SEND Governor, SLT and all staff and parents of pupils with SEND.

AIM

To raise the aspirations of, and expectations for, all pupils with SEND.

OBJECTIVES

To identify and provide for pupils who have special educational needs and additional needs

To work within the guidance provided in the SEND Code of Practice,

To provide support and advice for all staff working with pupils who have special educational needs or disabilities

To provide support and advice for parents and carers of children with special educational needs or disabilities

To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs

IDENTIFYING SEND

The SEND Code of Practice describes four broad categories of needs (see appendix A). These four broad areas give an overview of the range of needs that should be planned for. The purpose of identifying which needs a pupils has, is to work out what action the school needs to take, rather than fitting a pupil into a category or giving them a label. At Mayfield Primary School we consider the needs of the whole child, which includes more than just the special educational needs or disabilities of the child.

Children and Families Act 2014

20 When a child or young person has special educational needs

(1) 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.

(2) 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.

(3) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).

It is important to note that the following factors may impact on progress and attainment but are not specifically categories of SEN pupils:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN).
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman



A GRADUATED APPROACH TO SEND SUPPORT

Stage 1: Quality First Teaching

At Mayfield Primary School we ensure that each child has access to high quality, whole class first teaching. Each class teacher is a teacher of children with SEND and is responsible for ensuring that they personalise the learning for all of the children in their class. This is the first step in responding to pupils who have, or may have, SEND.

The SEND Code of Practice states that:

1.24 High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under section 21 of the Children and Families Act 2014. School and colleges **must** use their best endeavours to ensure that such provision is made for those who need it.

The senior leadership team works closely with the class teachers in monitoring the progress that their pupils are making. Termly pupil progress meetings are held to identify and support pupils at risk of underachievement and determine which small group interventions may be required.

Stage 2: Additional SEN Support

If a child is identified as not making adequate progress once they have had the relevant interventions/adjustments and good quality personalised teaching then individual targets will be written for the child by the class teacher with support and advice from the SENDCo. This document will take the form of a Pupil Passport. The purpose of this is to outline the special educational provision that will be made including the frequency and duration of the support. The Passport is written with consideration to all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. The pupil and their family will also be asked to contribute to the Pupil Passport. At this point the pupil would be placed on the SEND register.

Stage 3: Education Health and Care Plan

Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their plan.

Our school will comply with all local arrangements and procedures when applying for an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local LCC policy and guidance - particularly with regard to the timescales set out within the process.

MANAGING PUPILS ON THE SEND REGISTER

All pupils on our SEND register have a Targeted Learning Plan (TLP).

Our TLPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.

Targets will be arrived at through:

- Discussion between teacher and SENDCo
- Discussion, wherever possible, with parents/carers and pupil
- Targets will be based on informed assessment and may include the input of outside agencies.
- Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
- Our TLPs will be accessible to all those involved in their implementation – pupils should have an understanding and ownership of their targets. They will have a maximum of three short / medium term SMART targets set for or by the pupil.
- Progress towards targets will be monitored and evaluated regularly. New targets will be set as soon as previous ones are met to maintain continuous progress.
- TLPs will specify how often additional work towards the target(s) will be covered and where evidence of progress will be found.
- Teachers will meet with parents termly to discuss progress. The SENDCo may be present at these meetings.

CRITERIA FOR EXITING THE SEND REGISTER

If a pupil has made progress that enables him/her to access a differentiated curriculum and doesn't require any specialised support that is additional to or different from, other children in his/her class then they will be removed from the register.



SUPPORTING PUPILS AND FAMILIES

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve all SEND pupils by encouraging them to:

- state their views about their education and learning
- identify their own strengths and learning needs
- share in individual target setting across the curriculum so that they know what their targets are and why they have them
- self-review their progress and set new targets
- monitor their success at achieving the targets on their TLP.

The school aims to work in close partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- providing a learning mentor who is available for any family who requires additional support for themselves or their children
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing or resourcing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- publishing our Mayfield Local Offer on the school website.

The Lancashire Local Offer brings together information that is helpful to children and young people with special educational needs and disabilities and their families. Please see the link below:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

*The school's SEND Information Report also details the school's **policies** on the identification of and provision for pupils with SEND.*

EXTERNAL SUPPORT

Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).

We seek to respond quickly to emerging need and work closely with other agencies including, and not limited to:

- Lancashire SEND (previously IDSS) Service
- Educational Psychology Service
- Lancashire Parent Partnership Service
- Barnardo's
- Our school SEND Officer, Adviser and SEND Governor,
- Health – School nurse, Occupational Therapy, Child and Adolescent Mental Health Service (CAMHS), Speech and Language Therapy, Physiotherapy, Clinical Psychology
- Social Services
- Oak Tree children's centre
- Ethnic Minority and Gypsy, Roma and Traveller Achievement Service
- Lancashire's Early Intervention and Support Offer.

In accordance with the SEND Code of Practice we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs or disabilities in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

ADMISSION ARRANGEMENTS

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. The admission policy for the school can be found at <https://www.lancashire.gov.uk/council/strategies-policies-plans/children-education-and-families/school-admissions/determined-2022-23-admission-arrangements/determined-primary-school-admission-arrangements-2022-23/>

TRANSITION



We will ensure smooth transition into our school from the Early Years setting (if applicable), moving from KS1 to KS2 and from Mayfield Primary School into secondary education.

We will ensure early and timely planning for transfer to a pupil's choice of secondary school and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

A transition timeline will be produced, with specific responsibilities identified.

Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits. Pupils will be included in all "class transition days" to the provider but may also be offered additional transition work or visits.

Pupils and parents will be encouraged to consider all options when choosing a secondary education provider and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Parents will be given a reliable named contact at the secondary education provider with whom the SENDCo will liaise.

SUPPORTING PUPILS WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children with medical conditions may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 2014 is followed.

Parents can access the DfE statutory guidance for schools: Supporting Pupils at School With Medical Conditions here:

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

MONITORING AND EVALUATION OF SEND

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the senior leaders (Headteacher, Deputy Headteachers and SENDCo) and subject leaders.
- ongoing assessment of progress made by intervention groups.
- regular work sampling.
- scrutiny of planning.
- formal termly teacher interviews as well as 'ad-hoc' conversations with the SENDCo.
- informal feedback from all staff.
- pupil interviews when setting new targets or reviewing existing targets.
- pupil progress tracking using assessment data
- monitoring Targeted Learning Plans and evaluating their impact on pupils' progress.
- regular meetings about pupils' progress between the SENCO and the head teacher
- headteacher's report to parents and governors.
- school self-evaluation and performance process.
- The SDP.
- parent views from SEND review meetings and questionnaires being considered and acted upon appropriately.
- pupils' views being considered and acted upon appropriately and comments from parent review meetings.

These arrangements promote an active process of continual review and improvement of provision for all pupils.

TRAINING AND RESOURCES

Allocation of SEN Resources

- The SEN budget is determined each year according to Pupil Level Annual School Census (PLASC) data. This aims to distribute available funds as equitably as possible between schools according to relative levels of need based on socio-economic and Additional Educational Needs (AEN) factors. An amount of expenditure is specifically allocated to SEN via the school budget share via the LA formula. In addition to this, children with high need will be placed in appropriate bands.
- Extra resources may be allocated from the school budget. This is at a cost to the school and is determined by the Governing Body
- Occasionally resources may be recommended by an external professional or a parent may believe their child would benefit from using something specific and wish to provide this themselves. This should be brought to the attention of the SENDCo so that appropriate usage can be written into a TLP or Care Plan.

Funding contributes to:

- SEN administration costs to allow the SENDCo to have non-contact time
- Covers teaching & curriculum expenses
- Teaching and support resources and materials



- Diagnostic testing and assessment materials
- TA designated support
- Specific funds are allocated to pupils with SEND where appropriate.
- The SENDCo, in consultation with the Head Teacher, is responsible for the use of these resources and the deployment of the designated support staff.

In order to maintain and develop the quality and teaching and provision to respond to the strengths and needs of all the pupils, all staff are encouraged to undertake training and development.

All teachers and staff complete a comprehensive induction after taking up a post. This includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual pupils.

The school's SENDCo regularly attends the Lancashire SENDCo cluster meetings in order to keep up to date with local and national updates in SEND.

The SENDCo is a member of NASEN, the leading organisation in the United Kingdom which aims to promote the education, training, advancement and development of all those with special and additional support needs.

The SENDCo attends local cluster meetings with ten other SENDCos from primary and secondary schools in the surrounding Lytham and St Annes area.

The SENDCo was awarded the National Award for SEN Co-Ordination from Edgehill University in July 2019.

ROLES AND RESPONSIBILITIES

Headteacher

The head teacher is responsible for managing the school's responsibility for meeting the medical needs of pupils

The head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn

The head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs and Disabilities Coordinator (SENDCo)

The head teacher will be informed of the progress of all SEND pupils and any issues with regard to the school's provision in this regard through:

- analysis of the whole-school pupil progress tracking system
- maintenance and analysis of a whole-school provision map for vulnerable learners
- pupil progress meetings with individual teachers
- regular meetings with the SENDCo
- discussions and consultations with pupils and parents

SENDCo

In line with the recommendations in the SEN Code of Practice 2014, the SENDCo will oversee the day- to-day operation of this policy in the following ways:

- identifying and sourcing the CPD that will equip their colleagues with the knowledge and skills to adapt their teaching to respond to the strengths and needs of pupils with SEND
- maintenance and analysis of whole-school provision map for SEND pupils
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs and Disabilities
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with an Education Health and Care Plan. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with SEND
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting at least termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map.
- liaising and consulting sensitively with parents and families of pupils on the SEND register, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.
- attending Lancashire County Council SENDCo network meetings and training as appropriate.
- attending cluster meetings with local SENDCos to share best practice.
- liaising with the school's SEND Governor, keeping him/her informed of current issues regarding provision for those with special educational needs (nationally, locally and within school).
- liaising closely with a range of outside agencies to support vulnerable learners.



SEND Governor

The governing body has identified a governor, Mrs Gemma Clark, to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting statutory requirements. The SEND governor meets with the SENDCo on a regular basis to discuss any SEND related issues and review the progress of children identified as having SEND.

STORING AND MANAGING INFORMATION

The school's confidentiality policy and data protection policy can be found on the school's website.

SEN assessment data and information is stored as hard copies and in electronic format. On transition, individual SEN files and information are passed on to the pupil's next school. Overall SEN progression data may be stored by the school and used for analytical purposes to track effectiveness of interventions and approaches.

REVIEWING THE POLICY

The SEN policy will be reviewed annually in line with NASEN guidance.

ACCESSIBILITY

To ensure access for children or parents with disabilities the school has strived in recent years to improve facilities. Almost all parts of the school are accessible and there is a disabled toilet available. All children have equal access to school clubs and educational visits and all staff and governors are committed to improving access for the disabled.

DEALING WITH COMPLAINTS

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENDCo, then, if unresolved, by the deputy headteacher then headteacher. The governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).

BULLYING

Bullying is deliberately hurtful behaviour that is repeated over a period of time and where it is difficult for victims to defend themselves. At times this may be aimed at individuals with Special Educational Needs or disabilities.

Mayfield Primary School take bullying very seriously and the Anti-bullying Policy, which takes account of the Human Rights Act, can be found on the school website and sets out the aims of the policy and the steps that are taken to ensure and mitigate the risk of bullying of vulnerable learners at Mayfield. It outlines responding to incidents of bullying and the procedure to follow for pupils, parents and staff.

Innovative ways of educating the whole school and parents, to demonstrate how Mayfield Primary School is an inclusive school are encouraged in PHSE, classroom circle time, assemblies, parent/carer meetings and school events e.g. Anti-bullying week events. Specific approaches are taken by the school to address specific needs of pupils e.g. pupils with ASD or social communication difficulties may use social stories, SEAL, PSHE curriculum, time to talk and social media programmes and information to understand anti-bullying issues and give all pupils a voice.



APPENDIX A

The Four Broad Categories of Special Educational Need

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.