

**Mayfield Grammar School, Gravesend.  
Special Educational Needs Information  
Report**

November 2018

This report provides detailed information on how students who have Special Educational Needs or Disabilities are supported including the interventions Mayfield Grammar School, Gravesend, can offer to our pupils, what interventions we use and how to contact the relevant members of staff.

We aim for all students with SEND to reach their full potential, to be fully included in the school community and make successful transitions to adulthood.

We share the ideals stated in 6.1 of the updated Special Educational Needs and Disability Code of Practice (2015) that:

All children and young people are entitled to an education that enables them to make progress so that they

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

**Kent County Council's SEND Local Offer can be accessed via**

<http://www.kent.gov.uk/education-and-children/special-educational-needs>

## 1. Definitions

### SEN – Special Educational Need

The Special Educational Needs and Disability Code of Practice states

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

*SEND Code of Practice 2015, (DFE p 15/16)*

### Definition of disability

- ...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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEND Code of Practice (2015, page 16)*

### SEN support

The SEND Code of practice states that 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 in mainstream education.

### Education, Health and Care Plan

This replaces a Statement of Special Educational Needs, the process should be completed by 2017

## **2. Areas of need**

**There are 4 broad areas of Special Educational Need**

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

In addition the school uses information about medical needs and disabilities in order to identify when additional support may be required.

Further information can be found on pages 97-98 of the SEND Code of Practice 0 to 25 [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

## **3. Identification, monitoring and teaching of pupils with SEND**

### **3.1 Identification of SEND**

The school uses a variety of approaches to identify pupils as having a special educational need or disability

- Students may have been identified by their Primary School. In such cases, pupils will be placed on the SEND register when they join the school and their needs will be reviewed in line with the process used for all SEND pupils.
- CATS results that show a discrepancy between the different skill areas tested may indicate a SEND.
- A referral or concern raised by a tutor, subject teacher pupil or a parent to the Learning Leader or SENCO as a result of specific concerns.
- A pupil makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified areas of weakness
- A pupil shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas
- A pupil presents persistent emotional difficulties, which are not ameliorated by the techniques usually employed in the school
- A pupil has sensory or physical problems, and continues to make little or no progress despite the use of appropriate teaching strategies and provision of specialist equipment
- A pupil has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum
- A report from a medical professional/outside agency identifying a particular area of need.
- Assessments such as LUCID Assessment for Secondary schools

### **3.2 Monitoring**

The progress of all pupils is assessed at six key points during the academic year. Where progress is not sufficient, even if special educational need has not been identified, it may be necessary to put in place additional support to enable the pupil to catch up.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range

assessment tools to determine the cause of the learning difficulty. If we then identify that the pupil has a special educational need and he/she will be entered on the school SEND register.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEND is changed parents will be notified.

We will ensure that all teaching and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

Parents can contact the school office, marking letters or emails for the attention of Mrs Lee, SENCO or contact their pupils Learning Leader if they believe that their daughter or son has a special educational need.

### **3.3 Teaching**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

*SEND Code of Practice (2015)*

At Mayfield Grammar School, Gravesend, the quality of teaching for all pupils is carefully reviewed in line with the school policies and procedures. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

In our most recent Ofsted inspection, the quality of teaching was assessed as "Outstanding".

## **4. The SEND review cycle**

Once a pupil is identified as have a SEND they will be listed on the SEND (Special Educational Needs and Disabilities) register. The school uses a graduated approach with the recommended cycle of

### **Assess**

The pupil's educational needs are identified and the views of the pupil parents and teachers are used to identify appropriate interventions and strategies.

### **Plan**

The interventions and support needed to achieve the outcomes are finalised along with how the impact will be measured and a timeframe for the support. The pupil and parents are involved in the decision making of the plan.

### **Do**

The subject teachers implement the identified strategies and the pupil accesses the relevant interventions.

### **Review**

Each review of the SEND support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

For pupils with or without a statement of special educational needs/Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of

the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

## **5. Interventions, assessment and support**

### **5.1 SEND at Mayfield Grammar School, Gravesend**

We can make provision for frequently occurring special educational need or disability without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, ADHD, autism and Asperger's syndrome, specific learning difficulties, hearing impairment, emotional difficulties and diabetes. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but the school can access training and advice so that these needs can be met.

We aim that clubs, trips and activities offered, are available to pupils with special educational needs. Where it is necessary, the school will use the resources available to it to provide additional materials, equipment and support to enable the safe participation of the pupil in the activity

Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority in line with Kent County Councils Admissions policy. The admission arrangements for pupils do not discriminate against or disadvantage disabled children or those with special educational needs.

The school currently has no pupil with a statement of special educational need / Education, Health and Care plan.

### **6.2 Support and interventions**

**Support, Interventions and assessments available at Mayfield Grammar School, Gravesend include:**

#### **ADD and ADHD Support**

Staff will use the support strategies identified by medical and educational professionals. These may include specific arrangements for examinations and adaptations to the curriculum

#### **Autism Spectrum Disorder and Asperger's Support**

If the pupils was diagnosed with ASD before starting Mayfield Grammar School, we will adopt the strategies identified by the pupil's previous school. The school uses a range of provision and strategies identified by the Specialist Teacher Service and other educational services. These may include specific arrangements for examinations and adaptations to the curriculum. If the school or parents believe that a pupil is showing indications of being on the Autistic Spectrum, the SENCO should be informed, she will then liaise with the pupil's parents to facilitate a referral to the relevant medical professionals.

#### **Diabetes support**

Students are supported in keeping to their regime. Additional insulin and snacks can be securely and appropriately stored at the main office and pupils carry their own supplies with them at all times. Members of staff are trained on how to deal with a diabetic emergency and on school trips additional checks are put in place. Lunch passes are issued to all students with diabetes.

#### **Dyslexia identification and support**

The school uses the LUCID screening software programmes to help to identify dyslexic tendencies. We use LASS Secondary for ages 11-15 and LADS Plus for ages 16 and over. Parents can email the school office and request screening or staff can contact the SENCO directly.

The results will give an indication of areas of weakness and teaching and learning strategies that should be used and will form part of the pupils SEND support plan if required. In addition the pupil may be referred for Literacy support.

### **Hearing Impairment support**

Staff use the strategies identified by the Specialist Teacher Service as appropriate for pupils with hearing loss. These include ensuring the pupil is in the correct place in the classroom and that aural recordings are of a high quality.

### **Irlen's syndrome support**

A member of staff is qualified to complete Irlen's screening tests. The school will then implement the necessary strategies such as using coloured overlays or coloured paper and books.

### **Social, emotional and mental health support.**

We understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills. The school's pastoral system allows student to access support from their Form Tutor, Learning Leader, the Head of Lower School and Upper School, the Head of Sixth Form and the Pastoral Support Manager. The school works closely with the pupil, parents and medical professionals to ensure that strategies are implemented.

If necessary, the school may make a referral to Early Help or CAMHS (Child and Adolescent Mental Health Services) for additional support for the pupil. The school nurse is also runs drop-in sessions where she can offer advice and support.

### **Examination Arrangements**

The Examinations Officer makes the necessary arrangements for those with additional educational needs. These are dependent on the type of need and include separate/small rooms for candidates, additional time (where allowed by the examination board), rest breaks, being seated in a specific location in the examination room, a scribe, copying onto specific coloured paper and the use of computers. Referral is via the Learning Leader or SENCO.

### **Allocation of classrooms**

For those pupils with physical impairments where they are unable to climb stairs, the school allocates classroom that are on the ground floor or in the science block where a lift is available. The school minibus is also used to transport students between the two sites.

### **Literacy support**

The school employs a Literacy Support Teacher who works with pupils either as part of a small group or individually. The support will can involve help in lessons or withdrawal from class to provide individually tailored support. Students are referred by subject teachers, Learning Leaders or the SENCO.

### **Numeracy Support**

The Mathematics Faculty coordinates support for pupils with numeracy where they are not making the expected progress. Interventions can be led by the class teacher or from another Mathematics specialist giving support either in class or as part of a small group withdrawn from lessons. Students are referred by subject teachers, Head of Mathematics, Learning Leaders or the SENCO.

### **Science Support**

The Science Faculty has an Advanced Skills Teaching Assistant who can support students on an individual basis. Students can be supported in lessons or withdrawn so that they can have one-to-one support. Referral is via the SENCO, Learning Leader or Head of Science.

## **Additional Support**

The Learning Resources Manager and Learning Supervisors are able to help and support pupils with specific subject issues or poor organisational skills. Pupils are taken out of lessons for this support. Referral is via the Learning Leader or SENCO.

## **Local Inclusion Forum Team Meetings (LIFT)**

The SENCO can use the LIFT process to raise specific pupils and gain advice and support from agencies such as the Specialist Teacher Service and Education Psychologists.

## **Adapting/Reduced Curriculum**

We can adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies identified by medical professionals.

When a pupil fails to make expected progress despite using differentiated teaching approaches and interventions, it may be necessary to reduce a pupil's curriculum. This is decision will only be made after consultation with the pupil and the parents, along with the Learning Leader, SENCO and Head of Lower/Upper School or Head of Sixth Form. The pupil will then receive additional support in their core subject.

## **Using computers**

Some students find that using a word processor is a useful tool, however students will not have access to a spell or grammar check during examinations. Allocation is made by the SENCO.

## **6. Information, Advice and Support Kent (IASK)**

Kent provides free advice, support and options around educational issues for parents who have children with special educational needs or disabilities. They can be contacted on:

**Helpline:** 03000 41 3000. Monday to Friday, 9am - 5pm.

**Email:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

**Address:** Shepway Centre, Oxford Road, Maidstone, ME15 8AW

**Telephone:** 03000 412 412

**Facebook:** [IASK on Facebook](#)

**Fax:** 01622 671198

<http://www.kent.gov.uk/education-and-children/special-educational-needs/who-to-contact/Information-Advice-and-Support-Kent>

## **7. Funding and allocation of resources**

As part of our budget the school receives a 'notional SEND funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case.

In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school

The SEND department receives an annual budget.

This covers:

- Access to buy back services from outside agencies
- Materials for individual and small group support
- Access to specialist staff

- Access to learning support
- Assessments materials (i.e. WRAT 4 assessments and diagnostic software licences)
- Access to appropriate technology.

The SENCO is responsible for the use of these resources and the deployment of the designated support staff.

Resources for special needs come from the SEND school budget unless money is made available by the Local Authority.

## **8. Facilities**

The school has two ramps to allow ground floor access for wheelchairs for the main building, one has an automatic door. There are disabled toilets.

There is step-free access to the buildings on the main site and there is a lift in the Science building to allow access to the first floor and a computer room on the ground floor of the main building.

Students can be driven between the two school sites if they are unable to complete the journey so that student can access all areas of the curriculum.

At present, students requiring full wheelchairs access would not be able to access all teaching rooms unless modifications were completed, even if extremely able.

## **9. Admissions**

Pupils with special educational needs will be admitted to Mayfield Grammar School in line with the school's admission policy. The school is aware of the statutory requirements of the SEN and Disabilities Act and will meet the Act's requirements.

Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority in line with Kent County Councils Admissions policy.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

## **10. Key responsibilities and staff**

All teaching staff and learning support staff are aware of the SEND support required for the pupils they teach. Training is provided, as appropriate, for the SENCO and other subject teachers, particularly on approaches to dealing with particular Special Educational Needs.

### **10.1 Roles and Responsibilities**

#### **Governing Body**

The Governing Body has, with the Headteacher, a statutory duty to ensure that the necessary provision is made for any student with special educational needs, and to report annually to parents on the school's implementation of the policy for such students. Governor with responsibility for SEND is Mrs Dawn Foulger

## **Headteacher**

The Headteacher, has the responsibility for the day to day management of the school which includes provision for children with special educational needs.

## **Special Needs Co-ordinator (SENCO)**

The SENCO closely works with the Assistant Head responsible for Pastoral Care, Head of Lower and Upper School, Head of Sixth Form, Learning Leaders and relevant teaching staff to identify, assess and ensure appropriate provision for students with special educational needs.

Specific duties include:

- Overseeing the day to day operation of the school's SEND. Policy including the records of students with special educational needs;
- Liaison with external agencies as required;
- Along with the pastoral team, working in partnership with parents to ensure that their knowledge, views and experience are taken into account;
- Co-ordination of any special provision which is deemed necessary and appropriate;
- Co-ordination of appropriate staff INSET.

The SENCO liaises with the Headteacher and the Governing Body to ensure that the statutory duties of the Governing Body are met. SEND is discussed specifically at the Governors' Curriculum Group. The SENCO produces an annual report on SEND students and SEND finance for the Pastoral Team, The Senior Team and Governors.

## **10.2 Key members of staff**

### **Headteacher**

Mrs E Wilson

### **Assistant Headteacher with responsibility for Pastoral Care**

Mrs J Campbell-Dunlop

### **SENCO**

Mrs T Lee

She has been accredited by the National Award for SEND Co-ordination and is also a qualified teacher. She can be contacted via the School Office by telephone (01474 331 195) or by emailing [enquiries@mgsq.kent.sch.uk](mailto:enquiries@mgsq.kent.sch.uk), marking all correspondence for the attention of Mrs Lee, SENCO.

### **Head of Lower and Upper Schools**

Mrs J Campbell-Dunlop

### **Head of Sixth Form**

Mrs L Absolon

### **Learning Leaders**

Mr I Gordon

Miss S Kemp

Mrs F Curley

Miss C Finlay

Mrs T Lee

Mrs J Murfet

Mr B Slight

## **Literacy Support Teacher**

Mrs J Plaha

## **Examinations Officer**

Ms J Everden

(OCR Level 7 certificate in Assessing and Teaching Learners with SpLDs)

## **Faculty Leaders/Subject Leaders**

These are responsible for the delivery of an appropriate curriculum in their subjects. They ensure that the programmes of study meet the needs of all students.

They liaise with relevant Tutors and Learning Leaders over students for whom special provision is needed.

## **11. Policies supporting SEND**

Policies and documents that support the SEND Policy are:

Admissions

Anti-bullying

Assessment

Child Protection

Complaints

Curriculum

Equality

Homework

Inclusion Statement

More Able Policy

PSHE

Target Setting

Teaching and Learning

## **12. Policy Development**

This policy was developed with participation from pupils, parents of pupils with SEND and the Governing body. It will be reviewed annually.

## **13. Complaints procedure**

Should a parent or carer have a concern about the special provision made for their child, the normal arrangements for the treatment of complaints at Mayfield Grammar School, Gravesend, are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with their child's Learning Leader or SENCO in the first instance. If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head teacher. If the Headteacher is unable to resolve the difficulty the parent's concerns should be put in writing to the SEND Governor.

If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education and Health Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.