

SEND Information for parents

How does the school know if children need additional help and what should I do if I think that my child may have special educational needs?

Before a pupil starts Year 7, there is a transition process that includes meetings with the Primary school teachers, parents attending an information evening and an induction day for the pupils. During this process, information about any additional educational need is shared with the school and the SENCO or the Learning Leader for Year 7 will contact the pupil's parents. Interventions and support are then put in place.

If a pupil starts Mayfield Grammar School, Gravesend, at any other point then we seek information from the previous school and the admissions process also allows parents to identify any SEND. There is also a transition programme in place for students joining Year 12.

Students not previously identified as SEND can be identified in a number of ways. The progress of all pupils is monitored at six key points in the year. If a pupil is not making expected progress this may indicate that additional interventions are required and possibly that there is a special educational need.

Parents, pupils and teachers can also contact the SENCO (Mrs T Lee) if they feels that a pupil may have an SEND.

Contact for parents is via the school office on

01474 352896 or

enquiries@mgsq.kent.sch.uk marking emails FAO Mrs Lee.

How will you staff support my child's academic progress and their overall well-being?

As stated in the SEND Code of Practice "High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND". 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".

Specific teaching and learning strategies required will be shared with teaching staff and the impact of any interventions will be evaluated by the SENCO/Learning Leader.

For pupils with below expected progress in literacy or numeracy, one-to-one/small group work can be introduced with a qualified member of staff. There is also similar support for Science. In addition there are subject mentors and lunchtime clubs.

As a school, 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 pupils to access support from their Form Tutor, Learning Leader, the Head of Lower School and Upper School, the Head of Sixth Form and Pastoral Support Manager. The school also has trained Peer Mentors.

How will the curriculum match my child's needs?

Through "quality teaching" staff will differentiate their teaching and the resources they use in order to meet the academic, social and emotional needs of the pupils they teach.

At Mayfield Grammar School, we set students according to ability for the Core subjects, pupils are set in Mathematics from Year 7-11. For other Core subjects this occurs in Year 9.

Students with physical needs are time-tabled in rooms on the ground floor, or in the Science block where there is a lift to the first floor. This allows students to access to a wide curriculum.

How will I know how my child is doing?

All students are provided with a student planner that allows communication between school and home.

There are six assessments points during the year and your child's results will be published on the Go4Schools website allowing you to see their progress towards their target in each of their subjects as well as their attendance. In addition, your child's Learning Leader or subject teacher will contact you if they have concerns about your child's progress.

There will a Parents' Evening where you can make an appointment with your child's subject teachers to discuss their progress. The date of the Parents' Evening will be included in the school calendar.

Subject teacher and Learning Leaders can be contacted via the school office.

What other services can are available?

If a pupil requires additional support, Mayfield Grammar School can seek guidance from the Specialist Teaching and Learning Service, the Educational Psychology Team, Early Help and CAMHS (Child and Adolescent Mental Health Service). The SENCO can also use the Local Inclusion Forum Team (LIFT) to access support for a pupil.

What training have staff had?

The SENCO has been accredited by the National Award for SEND Co-ordination and is also a qualified teacher. She has completed training on ADHD, ASD, Dyslexia and Emotional Intelligence.

Examinations Officer has an OCR Level 7 certificate in Assessing and Teaching Learners with SpLDs.

Staff receive training on safeguarding, medical condition and teaching and learning strategies.

How will I be involved in decisions about planning my child's education?

The partnership between school and home is an important and valued one and we welcome the support and involvement of parents in their child's learning. We aim to develop close and mutually supportive relationships with parents from the point of transition and to involve parents in identifying appropriate strategies to support their child.

Parents can contact teaching staff and their child's Learning Leader via telephone or email at any point in the academic year to discuss their child's progress. The SENCO will also analyse the impact of any strategies at the review points of the year.

How will my child be included in activities outside the classroom including school trips?

Our aim is that, wherever, possible, pupils with SEND are fully included in all activities and trips. All activities outside of the classroom are individually risk assessed and reasonable adjustments made wherever possible to ensure that a pupil with SEND is not excluded. However, there may be rare occasions where this is not possible. Trips are regularly used to enhance social skills or subject knowledge and are seen as a valuable element of the curriculum.

How accessible is the school environment?

The school has two ramps to allow ground floor access for wheelchairs for the main building, one has an automatic door. There is step-free access to the other buildings and there is a lift in the Science building allowing access to the first floor. There is a computer room on the ground floor of the main building.

Mayfield Grammar School is a split-site school and students can be driven between the two school sites if they are unable to complete the journey. This allows access to the technology subjects.

Specialist software is available for those pupils who are unable to write/type to allow them to transcribe spoken word into a written task.

Who can I contact for further information?

Routinely, the first point of contact is the Form Tutor or subject teacher. If further clarification or involvement is needed, the Head of Faculty, the Learning Leader, the Head of Lower/Upper School, the Head of Sixth Form or SENCo can always be available on request. We aim to be as accessible as possible.

How will the school support my child to transfer to a new school or to the next stage of education?

We aim to ensure that transitions are positive and will liaise with the SEND team of their new school/educational establishment/work place. We involve all other appropriate agencies at other points of transition to ensure that the processes run smoothly and with good outcomes.

How are the school's resources allocated and matched to children's special educational needs?

We regularly review and update individual provisions used. These are evaluated for impact and, if there is a costing attached, this is reviewed to ensure value for money and the efficient deployment of resources.

How is the decision made about how much support my child will receive?

Any decision made concerning how much support is allocated depends on the level of need and impact of interventions. If the pupil is the subject of an Education and Health Care Plan/Statement, we always ensure that statutory requirements are met. We also seek and follow guidance from other professionals working with the child/ family and take on board the wishes and feelings of the young person and parents/carers. The pupil and his/her parents and carers are consulted and informed when planning interventions and are informed about the impact and outcomes of support and of next steps.

Kent County Council's SEND Local Offer can be accessed via <http://www.kent.gov.uk/education-and-children/special-educational-needs>

Information, Advice and Support Kent (IASK)

Kent also 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

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>