

Local Offer for Special Educational Needs and Disability (SEND)

(To be ratified by Curriculum and Progress Governors 21.06.17)

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1) Mayfield School vision

Our school operates as an all-through school with a single vision, set of values, staff and Governing Body. Our mission is to provide our pupils with:

- Outstanding academic standards, with a particular focus on acquiring a foreign language, developing competency as a musician and performer, as well as encouraging sporting prowess - all in a timely fashion;
- Outstanding pastoral care based on nurturing each individual's self-esteem and ambition to realise their full potential;
- Outstanding opportunities to develop resilience, responsibility, respect and character to succeed both at school and prepare them for being a well-equipped member of society.

2) Areas of Need Explained

The Code of Practice (September 2014) states that there are four main areas which cover Special Educational Needs. These areas and their meaning are as follows:

Area of Special Educational Need	Relating to difficulties with:
Communication and Interaction	<p>Children may have a delay or disorder in one or more of the following areas:</p> <p>Attention / Interaction skills: May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p>Understanding / Receptive Language: May need visual support to understand or process spoken language. May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p>Speech / Expressive Language: May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar / phonological awareness still fairly poor and therefore their literacy can be affected.</p>
Cognition and Learning	<p>Children may have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> • language, memory and reasoning skills • sequencing and organisational skills • an understanding of number • problem-solving and concept development skills • fine and gross motor skills <p>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</p>
Social, Mental and Emotional Health	<p>Children may have difficulties with social and emotional development which may lead to or stem from</p> <ul style="list-style-type: none"> • social isolation • behaviour difficulties • attention difficulties (ADHD) • anxiety and depression • attachment disorders • low self esteem • issues with self-image
Sensory and / or Physical	<p>Children may have medical or genetic conditions that lead to difficulties with</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment. • Over sensitivity to noise / smells / light / touch / taste. • Toileting / self-care.

3) The Waves of Intervention available at Mayfield School:

The school provides a graduated response to each child dependent on the level of need. These are often referred to as waves of intervention. The information below is a guide to the 'typical' levels of provision. Provision may vary across time in response to individual needs.

Teaching Approaches for pupils with SEND

Whole School Approach Universal Quality First Teaching (Wave 1 Intervention)	Targeted support for individuals or small groups (according to need) - short / medium term (Wave 2 Intervention)	Specialised individual support (according to need) - medium / longer term (Wave 3 Intervention)
<ul style="list-style-type: none"> -Access to a varied and stimulating curriculum -Use of different and individualised teaching approaches according to needs. -Opportunities to go on school trips. -Where possible, use of varied and practical learning. -Remove all potential barriers for all pupils while also providing support for pupils during learning activities. -Where possible, a range of technology to support and aid quality teaching. -Consideration of differing cultures and beliefs -Setting groups with other children -Small guided groups -Opportunity for guided and independent work -Opportunities to develop positive self-esteem, independent learning, enabling pupils to exercise choice, involvement in decision making and problem solving. -Visual timetable 	<p>Primary</p> <ul style="list-style-type: none"> -Speech and language (groups/1:1) -Hand gym (fine motor) / BEAM (gross motor) -Write from the start -Basic skills revision consolidation -Nurture / social / behaviour groups -Precision teaching -Targeted phonics/number group <p>Senior</p> <ul style="list-style-type: none"> -1:1 reading (targeted) -After school handwriting club. -1:1 tuition where needed -Targeted behaviour support in a range of Alternative Provision. -Additional reading time. -Behaviour/motivational chart and plan. -After school homework club. 	<p>Primary</p> <ul style="list-style-type: none"> -1:1 Teaching Assistant / Learning Support Assistant -MAKATON signing -Individual Education Plan/Individual Behaviour Plan -Individualised timetable/ curriculum supported by LSA/TA -Adapted resources and equipment - EHCP assessment <p>Senior</p> <ul style="list-style-type: none"> -Individual Education Plan/Individual Behaviour Plan -Targeted support in a range of Alternative Provision. - EHCP assessment

(The SENCO has responsibility for all waves and can be contacted directly)

For Students with Communication and Interaction Needs

Whole School Approach Universal Quality First Teaching (Wave 1 Intervention)	Targeted support for individuals or small groups (according to need) - short / medium term (Wave 2 Intervention)	Specialised individual support (according to need) - medium / longer term (Wave 3 Intervention)
<ul style="list-style-type: none"> -A range of technology to support learning -Full inclusion in all school assessments and tasks. -Clear verbal instructions / explanations which can be simplified along with visual or concrete support. -Visual timetables 	<p>Primary</p> <ul style="list-style-type: none"> -Nurture / Social / Behaviour groups Playtime support / Circle of friends -Speech and language group <p>Senior</p> <ul style="list-style-type: none"> -Pastoral support (as required) -Additional ICT use of audio / visuals -Parent discussion with SENCo 	<ul style="list-style-type: none"> -Referral to the Speech and Language Therapist (SALT) / MABSS / CAMHS -Speech and Language support Assistant who can deliver individualised programmes according to the SALT directions. -Completion of SAF -Application for an Education Health Care Plan if needed. - SENCo assessments and monitoring to ensure appropriate intervention and access to learning including EHCP. -Educational Psychologist -1:1 support if required.

(The SENCO has responsibility for all waves and can be contacted directly)

For Students with Cognition and Learning Needs

Whole School Approach Universal Quality First Teaching (Wave 1 Intervention)	Targeted support for individuals or small groups (according to need) - short / medium term (Wave 2 Intervention)	Specialised individual support (according to need) - medium / longer term (Wave 3 Intervention)
<ul style="list-style-type: none"> -Use of different individualised teaching approaches according to needs -Good use of visual and practical learning -Opportunities to go on school trips -Remove all potential barriers for all pupils whilst also providing support for pupils during learning activities. -Appropriate quality resources -Positive learning environment -A curriculum delivered appropriate to level of ability and understanding -Access to a full and broad curriculum -Consideration of home, cultural, language and heritage -Promotion of a positive attitude towards learning and behaviour -Motivation to help build a positive self-esteem, increase concentration -Lessons differentiated in order to include both sensory and physical disabilities 	<p>Primary</p> <ul style="list-style-type: none"> -Revision / consolidation of basic skills: Phonics / Number -1:1 reading TA to support during teaching input. <p>Senior</p> <ul style="list-style-type: none"> -Alternative arrangements made for examinations -Reading intervention for those students with low reading ages 	<ul style="list-style-type: none"> -IEP's -Access to a specialist teacher advisor -Access to an Educational Psychologist -Completion of SAF -Application for an Education Health Care Plan if needed. - SENCo assessments and monitoring to ensure appropriate intervention and access to learning. -1:1 support if required. -Adapted resources and equipment. -Individual timetable and curriculum.

(The SENCO has responsibility for all waves and can be contacted directly)

For Students with Sensory and Physical Needs

Whole School Approach Universal Quality First Teaching (Wave 1 Intervention)	Targeted support for individuals or small groups (according to need) - short / medium term (Wave 2 Intervention)	Specialised individual support (according to need) - medium / longer term (Wave 3 Intervention)
<ul style="list-style-type: none"> -Whole school approach -A fully inclusive and differentiated class / curriculum approach according to individual needs -Audit of environment to consider adaptations (as required) -Reasonable adjustments / Modification of organisation, routine and environment -Access to a base for therapy if required. 	<p>Primary</p> <ul style="list-style-type: none"> -Handgym (fine) BEAM (Gross) -Write from the Start Programme (letter formation) <p>Senior</p> <ul style="list-style-type: none"> -Whole school approach -A fully inclusive and differentiated class / curriculum approach according to individual needs -Audit of environment to consider adaptations (as required) Modification of organisation, routine and environment -Access to a base for therapy if required -Alternative arrangements made for examinations 	<ul style="list-style-type: none"> -Access and liaison with the Occupational Therapist (OT) -Access and liaison with Physio therapist -Application for an Education Health Care Plan if needed. -SENCo assessments and monitoring to ensure appropriate intervention and access to learning -1:1 support if required -IEP's as needed -Identified key worker -SENCo to lead provision -A place for time-out or exercise if necessary -Extra support and access to appropriate ICT interventions needed -Adapted equipment

(The SENCO has responsibility for all waves and can be contacted directly)

For Students with Social, Mental and Emotional Needs

Whole School Approach Universal Quality First Teaching (Wave 1 Intervention)	Targeted support for individuals or small groups (according to need) - short / medium term (Wave 2 Intervention)	Specialised individual support (according to need) - medium / longer term (Wave 3 Intervention)
<p>-All students can confidently grow in a safe, caring, supportive and purposeful environment that enables the development of relationships based on mutual understanding.</p> <p>-Opportunities for students to talk about any fears, confusion or guilt.</p> <p>-Opportunities for students to meet adults they can trust and participate in activities where they can meet other students.</p> <p>-Continuity of care and minimal disruption of routines during a crisis</p>	<p>Primary</p> <ul style="list-style-type: none"> -Sticker Charts -Time Out Space -Nurture/Social/Behaviour groups -Circle of Friends -Buddy <p>Senior</p> <ul style="list-style-type: none"> -Behaviour logs -Time out cards -Access to alternative provision -Access to a school counsellor if necessary -Alternative arrangements made for examinations 	<ul style="list-style-type: none"> -Referral to Child and Adolescent Mental Health Services (CAMHS) -Support from Multi Agency Behaviour Support (MABS) -Completion of a Single Assessment Framework (SAF) -Application for an Education Health and Care Plan if necessary -1:1 support where necessary -Full inclusion in all school assessments and monitoring to ensure appropriate intervention and access to learning.

(The SENCO has responsibility for all waves and can be contacted directly)

4) Potential questions you may have about SEND at Mayfield

- **How does Mayfield School know if children need extra help?**

Children may be identified as having SEN through a variety of different methods, these may include some of the following:

- Liaison with previous school setting (Pre-school / child minder)
- Child performing below age expected levels
- Concerns raised by a parent
- Concerns raised by a class teacher, for example behaviour or self-esteem is affecting performance
- Liaison with external agencies
- Health diagnoses
- Continuous observations in Early Years highlight gaps in certain areas.

Senior School students are assessed every 6 weeks at Mayfield. After the data has been entered by each class teacher there will be a data scrutiny to make sure students are meeting the expected progress. Where students fail to meet the expectations further checks will be carried out to see why students are under performing. **Primary** school students are assessed in a similar way.

- **What should I do if I think my child may have special educational needs?**

Reception

Make an appointment to see your child's class teacher or Head of Early Years.

Infant

Make an appointment to see your child's class teacher or Head of School or the SENCo. .

Senior

Make an appointment to see your child's Tutor, Head of House or the SENCo.

In all phases the SENCo will have an overview and can be contacted directly if needed. We like to build positive relationships with our parents and hope that you are able to do the same with us.

- **How will Mayfield School staff support my child?**

The SENCo will closely monitor the provision and progress of any children that require additional support. Class teachers will be made aware of any children with SEN and they are responsible for differentiating the work to match the needs of the individuals. There may also be a Learning Support Assistant (LSA / TA) working with your child / group in all / certain lessons.

- **How will the curriculum be matched to my child's needs?**

All teachers have a responsibility to pitch their lessons at an appropriate level so that your child is able to access the curriculum. This could mean that in one lesson there may be three or more different levels of class work set or the work in individually differentiated. **Primary** – always differentiated at least 3 ways to meet group/individual needs.

- **How do we know if the support strategies used have an impact?**

In school we often use Individual Education Plans (IEP's) or Individual Behaviour Plans (IBP'S) to set targets or review progress. Using the information from the 6 weekly data collection we can monitor to see if your child has made progress. Parents will be invited in to discuss and update the IEP's or IBP's.

- **How will I know how my child is doing and how will you help me to support my child's learning?**

Every academic year your child will have a parents evening where you will be able to book a short appointment with each of your child's class teachers. Infants – Oct (settling in); Feb (progress) parents evenings. Half termly opportunities to see work in school. For further support the SENCo is available to discuss support in more detail. For more general queries you can also arrange to speak with your child's Head of House or Class Teacher for the Infant School.

- **How will my child be able to contribute their views?**

We value and celebrate each child being able to express their views on all aspects of school like. As part of the tutor group and tutor programme there are many opportunities for students to take on different roles and share their opinions. **Every two years** there is an opportunity for all students to complete a questionnaire about the school. There are also other opportunities through PSHE / SEAL / Circle times / Group or 1:1 sessions.

If your child has an IEP/IBP they will be able to give their views at the review meetings.

Primary – continuous feedback, circle time, special time, social groups.

- **What support will there be for my child's overall well-being?**

Mayfield is an inclusive school. All staff are aware the importance of children having high self-esteem in order to achieve positive well-being. We have a vertical tutor group system where students from all years are together to encourage a 'family' environment. Each tutor group is then part of a four house system to encourage students to have a sense of belonging and working towards achieving success for their house. There is also a full time medical room supervised by a first aider to support any of your child's medical needs. For more targeted support there is access to an Emotional Literacy Support Assistant (ELSA) in the infant and senior section. We have a full time Home Family Link worker and there is access to a school counsellor if needed. We will also work with any outside agencies to support your child.

- **What specialist services and expertise are available at or accessed by Mayfield School?**

Our SENCo is fully qualified and accredited. We also work closely with external agencies including: School Nurse; CAMHS (Child and Adolescent Mental Health Service); Paediatricians; Occupational Therapists; Speech and Language Therapy Service; Educational Psychologists; Sensory Impairment Team and Social Care. Should your child need a specialist service we will work with you to obtain permission.

- **What training have staff had or are going to have?**

Our SENCo is fully qualified and accredited. Our Assistant SENCo is trained in Educational Testing. In the Secondary School we currently have six Learning Support Assistants with various training in Reading programmes; Dyslexia Testing; Units of Sound; Autism Awareness; Epipen administration; Down Syndrome Awareness and English as an Additional Language Assessment training. Should your child need support from an LSA then we will match the needs accordingly. In the Infant School there are two Teaching Assistants (TA).

All staff are regularly updated on SEND conditions. There is also a full time first aider who has regular training.

Infants – trained TA in each class and additional apprentice TAs. All first aid trained and trained for additional needs of pupils.

- **What are Governors responsibilities?**

There is an SEND Link Governor. This Governor regularly meets with the SENCo and will challenge the SENCo to make sure that the school is providing the best opportunities for children with SEND.

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

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out before all school trips to ensure everyone's health and safety will not be compromised.

- **How accessible is the school environment?**

There is disabled access to the school building and there is a disabled toilet on the ground floor. There are currently no alternative arrangements for disabled access to the first floor. We are happy to work with the Occupational Therapist to make arrangements where we can.

- **How will Mayfield school prepare and support my child to the school and then transfer through the different transitions?**

For children joining the **primary** school there will be a home visit by a teacher. Teachers will also visit Pre-Schools to gather information and see your children in a familiar setting. Transition documents are also shared. There will also be a Mayfield Picnic and classroom visit in July to meet the staff and other children. Additional visits can be arranged if needed.

For children joining Mayfield in Year 7 we offer a two week transition in the final term of Year 6. For children with SEND we encourage more visits to assist with the acclimatisation of the new surroundings. We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then an Education Health Care Plan review may be used as a transition meeting during which we will invite staff from all schools to attend.

- **How are resources allocated and matched to children’s special educational needs?**

We ensure that all children who have an SEN are met to the best of the schools ability with the funds available. We will often allocate Learning Support Assistants who are funded by the SEN budget to deliver programmes designed to meet children’s needs. The budget is allocated on a needs basis. If your child is entitled to statutory support then we will allocate the hours support where we feel it is best needed.

- **How is the decision made about what type and how much support my child will receive?**

The SENCo / the Learning Support team and teachers will discuss the child’s needs and what support would be appropriate. Different children require different levels of support in order to narrow the gap to achieve age expected levels. This will also be done in cooperation with the parents / carers.

- **What support is there for improving behaviour, attendance and avoiding exclusion?**

At Mayfield we have a positive approach to all types of behaviour with a clear reward and behaviour system that is followed by all staff and pupils. Within all classrooms there is a clear stepped approach towards behaviour. If your child has behavioural difficulties then they will be put on a behaviour plan. This is completed with parents / carers to identify the specific issues, put relevant support in place and set targets.

Senior only - We also have a full time alternative provision base. This is for children that may find the mainstream difficult to manage. Within this provision children work in smaller groups and have work that is suited to their needs and level. There are also the opportunities for children to participate in external courses / provision, such as College courses, work experience or specialised programmes. The aim of alternative provision is to support the children and eventually help them return to mainstream education.

Good attendance is important in order to succeed. Attendance is monitored on a daily basis by the attendance team. **Primary** – half termly small prize for 100% attendance. Good attendance is actively encouraged throughout the school, as is improvement in attendance. Attendance is rewarded on a weekly and half termly basis. Secondary students with 100% attendance every week have their names entered into a draw to win a substantial prize at the end of the academic year. Families who struggle with attendance and lateness will be invited into school where an attendance contract will be completed. We will endeavour to put as much support in as possible to support.

- **Who can I contact for further information?**

For Secondary please contact the SENCo, for Infants contact the Head of Infants and for Early Years contact Head of Early Years. This is through the school switchboard.

- **What should you do if you feel that the local offer is not being delivered or is not meeting your child’s needs?**

Your first point of contact would be the SENCo to discuss your concerns. You may also wish to contact the Portsmouth Parent Partnership or the SEN Team at Portsmouth City Council.

- **Who should I contact if I am considering whether my child should join Mayfield School?**
Initially you can contact the school admin office. Or you can contact the school SENCo to arrange a meeting.
- **How is the local offer reviewed?**
The local offer will be continuously reviewed to reflect the changing teaching of the children who join and are developing in our school. We are open to parental input and would welcome contributions.

5) Current Outside Agency Involvement

Multi Agency Behaviour Support Team (MABS)	Can provide an outreach support service to help support schools developing children's social and emotional skills.
School Nurse	The school nurse is assigned to the school and can be contacted via the SENCo. You may also be referred to the school nurse via your GP and a possible Care plan may need to be put in place.
Social Care	School has access to and works very closely with Social Care in supporting both our children and families as needed.
Specialist Teacher Advisor for Visual Impairment (STAVI)	Can provide support and advice to school and families. They will work closely with schools and give training where required in order to ensure pupils with a visual impairment have appropriate resources and support needed to enable full access to learning.
Speech and Language Therapy (SALT)	School has access to a SALT advisor when needed. This support can include the following: <ul style="list-style-type: none"> -Discussion and advice on activities you can use at home. -Assessing pupils individual communication needs and supplying school / home with an individual SALT plan identifying targets to be worked towards. -Providing advice, games and activities for school or home to work on with children.
Specialist Teacher Advisor (STA)	Assessing and working with pupils in order to help schools make the most of the educational opportunities for every individual child. They also work in partnership with parents/carers, teachers and colleagues in other agencies.
Educational Psychologist (EP)	School have subscribed to the Portsmouth EP service and access will be dependent upon individual pupils needs through discussion with the SENCo and parents/carers. The EP service are able to work with school staff. Parents and directly assessing / observing students in order to support learning and identify area of need and best to support.
Specialist Teacher Advisor for Hearing Impairment (STAHl)	Can provide support advice and sometimes direct teaching. They will work closely with schools and give training where required in order to ensure students with a hearing impairment have the appropriate resources and support needed to enable full access to learning.
Child and Adolescent Mental Health (CAMHS)	A wide range of health professional who can support children where there are concerns about their emotional well-being and mental health. They can also work with families.

6) Glossary of Key Terms

IEP	Individual Education Plan
SENCO	Special Educational Needs Co-Ordinator
TA	Teaching Assistant
ELSA	Emotional Literacy Support Assistants
IBP	Individual Behaviour Plan
LSA	Learning Support Assistant
SAF	Single Assessment Framework
EHCP	Education Health Care Plan