

Special Educational Needs and/or Disability (SEND) Information Report

Believe. Achieve. Succeed.

Ambition. Inclusion. Respect.

Our School Vision

Our vision is to create a family ethos that raises aspirations and makes a real difference to the life chances of our young people

Our mission

All stakeholders, together, will create an environment of respect and inclusion where all young people are valued, supported, inspired and future ready.

Approved by: Full Governing Board	Date: 25/11/24
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Introduction to parents

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://www.mayfield.portsmouth.sch.uk/about-us/policies-and-premiums>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

Thank you,

The SEND team

What are Special Educational Needs and/or Disabilities?

Special Educational Needs and/or Disabilities (SEND) can affect a child or young person's ability to learn. Therefore, SEND provision is in addition to the high quality teaching that other children and young people may receive, and it can come from both within the school but also sometimes from external services or specialist providers.

The SEND Code of Practice identifies Four Broad Areas of SEND. Children may have needs in one area or they may have a range of needs:

The Four Broad Areas of Need:

Cognition and Learning

- *How children learn and think*

Communication and Interaction

- *How children communicate with others, their relationship and social skills*

Social, Emotional and Mental Health - SEMH

- *A wide range of social and emotional difficulties which manifest themselves in many ways*

Sensory and/or Physical Needs

- *Issues include hearing and visual impairments (or sometimes both), physical problems include physical disabilities, and motor skills difficulties*
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Who are the Special Educational Needs and/or Disabilities Co-ordinators at Mayfield School?

Our SENDCOs are Mrs Palamidis in primary, and Mrs Howard in seniors.

Mrs Palamidis has worked in education for 21 years; as a class teacher, Phase Leader, Assistant SENDCO, SENDCO and then as an Inclusion Leader and acting Deputy Headteacher. She is dedicated to always putting the needs of the child first and feels passionately about inclusion of ALL children. She started her Inclusion Leader role overseeing SEND in a mainstream school with an attached Inclusion Centre for children with Social, Emotional and Mental health difficulties. While doing this she also completed National Award for Special Educational Needs co-ordination (NASENCo) accreditation course at The University of Chichester in 2015. She has undergone a variety of training over the years, including relational and restorative approaches, PACE (playfulness, acceptance, curiosity, and empathy), Autism Awareness, Attachment Awareness, Senior Mental Health Lead training.

Mrs Howard is a qualified teacher who has worked in education for over 20 years and is an Assistant Headteacher in seniors, with responsibility for inclusion. She has worked within SEND across the city for over 13 years. Mrs Howard had previously also been a subject leader for Philosophy, Ethics and Religious Studies, but says that she absolutely found her passion for SEND when she joined an alternative provision school, specialising in reintegration and tuition. She achieved the National Award in Special Educational Needs Co-Ordination in 2023 and has written several educational books – including around SEND in mainstream schools – and articles, including for the Times Educational Supplement. Mrs Howard is passionate about restorative and relational approaches, believing that strong relationships are at the heart of everything, and that they play a core part in eliciting positive, strategic change for children and young people with SEND.

Who will support my child, and what training have they had?

Mrs Brawn, the Assistant SENDCO for Primary, has worked in education for 13 years, 10 of these as a SEND teacher. She has worked in specialist schools for children with moderate learning difficulties and resourced provisions set within mainstream. Her specialist interest is in Autism and she has undergone a variety of training such as sensory approaches in the mainstream classroom, PECS, Autism Awareness, Lego therapy.

Mrs Brawn has worked closely with the teaching team in Primary, specifically the Tas and has given them some training, such as sensory approaches, social stories, visuals within the classroom, and ELSA awareness.

We also have a SEND teacher in primary, Mrs Forse.

Mrs Forse has worked in mainstream education for 12 years as a teacher, year lead and 3 years as a SENDCO at a local infant school. She passed her National Award for Special Educational Needs co-ordination (NASENCo) accreditation course at The University of Chichester in 2020. Mrs Forse has completed a variety of training courses such as SEND in mainstream, relational and restorative approaches as well as PACE (playfulness, acceptance, curiosity, and empathy). She is currently studying for her Level 5 Certificate in Dyslexia: Literacy, Support and Intervention.

Lead Inclusion Support Assistants (LISAs) in the senior section of the school.

We have a team of 2 LISAs who manage a timetabled intervention room each, and our sensory provision. Each LISA oversees two of the aforementioned Four Broad Areas of Need; Mrs Trise oversees Cognition and Learning, Communication and Interaction, and Mrs Doyle oversees SEMH, sensory and physical. In the last academic year, they have undertaken training such as therapeutic interventions supporting children who are dysregulated, supporting families who have children who struggle to sleep, completing Neurodiversity Profiles, taking consultation meetings with the Mental Health Support Team, and they also work closely with their counterparts across Salterns Trust.

Class/Subject Teachers

All our teachers receive in-house SEND training and are supported by the SENDCOs to meet the needs of pupils who have SEND. There are also opportunities for training delivered by external agencies e.g MABSS have delivered training on Trauma Awareness and use of a PACE approach. In primary, we use Zones of Regulation in class to encourage our pupils to manage their emotions. All of our teachers in primary have been trained by our school-commissioned Speech and Language Therapist in BLANK levels and the communication cycle, as well as being supported with individual bespoke training. In seniors, staff have been trained in Adaptive Teaching strategies, the Education Endowment Foundation's 2020 Guidance Report for SEND in Mainstream Schools, the Four Broad Areas of Need, using a PACE approach for lesson planning, effective use of LSAs, and the importance of relational pedagogies when supporting young people with SEND.

Learning Support Assistants (LSAs) Primary

We have a primary nurture group which is led by Mrs Forse and a nurture group leader. The nurture group is a bespoke provision supporting identified pupils to develop skills to successfully access the routines of the school day.

We have a team of 19 LSAs, a pupil support worker, and an ELSA, who delivers emotional literacy support, Miss Lester.

Our teaching assistants are trained to deliver a variety of interventions such as precision teaching, Lego Therapy, Starving the anger/anxiety gremlin, speech and language programmes and various small group interventions including catch-up and keep-up Little Wandle phonics groups.

In the last academic year, LSAs have been trained in restorative practices and Zones of Regulation.

Learning Support Assistants (LSAs) Senior

We have a team of 11 LSAs. LSAs will be used to support in classes when students may have an EHCP and they also deliver small group interventions which they are trained in, such as the Lexonik literacy programme.

In the last academic year, LSAs have been trained in the delivery of a specialist intervention for children and young people who may be neurodivergent, called 'Understanding Myself', and they have also received

training in the Four Broads Areas of SEND, PACE (Playfulness, Acceptance, Curiosity and Empathy) and attachment difficulties, regulation and restorative practice, to name but a few.

In seniors there are also two ELSAs who deliver emotional literacy support, Mrs Gardner and Mrs Rowland.

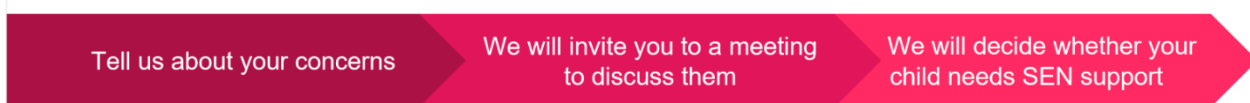
External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families and signpost families to agencies or support where appropriate. These include:

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 SENDCO. 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 is through a referral process with a waiting list of up to 16 weeks. This support can include the following: -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 SENDCO and parents/carers. The EP service are able to work with school staff and parents, sometimes directly assessing / observing students in order to support learning and identify areas of need and best support.
Specialist Teacher Advisor for Hearing Impairment (STAHI)	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 professionals who can support children where there are high tier concerns about their mental health. They can also work with families. This is an NHS service.
Mental Health Support Teams	Supporting children and young people with mild to moderate mental health problems. Your school can advise if there is a MHST available or guide you to other support options. This is an NHS service.
Ethnic Minority Achievement Service (EMAS)	EMAS has a team of Bilingual Learning Assistants (BLAs) who work across 20+ of the languages most in need in the city. They offer

	training and support for schools on working with pupils who have EAL and who also have SEND.
Portsmouth Outreach	The outreach support is available to all mainstream schools, delivered by a range of professionals from a partnership of services including MABS, Solent Academies Trust, Children’s Therapy Service, and experienced Outreach SENDCOs from mainstream schools in the city.
Neurodiversity Team	<p>Portsmouth’s Neurodiversity Team (0-19) consists of family support workers, child and adolescent clinicians, an educational psychologist, speech and language therapy, occupational therapy and service lead. The team has been developed to support the city’s neurodiversity pathway which aims to improve early identification of neurodiversity and offer increased support for families and professionals, meaning children and young people may not need to go through the lengthy assessment process to get their needs met.</p> <p>Families are welcome to contact the ND Team directly (no diagnosis or referral required) with any concerns - Portsmouth Neurodiversity Team</p>

What should I do if I think my child has SEND?



<p>If you think your child might have SEND, the first person you should tell is:</p> <p>Primary – Your child’s class teacher.</p> <p>They will pass the message on to the primary SENDCO, who will be in touch to discuss your concerns.</p> <p>Seniors – Contact your child’s tutor, Head of House, or a member of Learning Support such as one of the LISAs, the Assistant SENDCO, or the SENDCO.</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make a note of what’s been discussed and add this to your child’s record. You will also be given a copy of this.</p>	<p>If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school’s SEND register.</p>
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How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and are observant of any pupils who aren't making the expected level of progress in their schoolwork or socially. If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition/support in class to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will make a referral to Learning Support (seniors) or speak with the SENDCO (primary) and will contact you to discuss the possibility that your child has SEND.

A member of the Learning Support team will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The Learning Support team will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a Speech and Language Therapist, an educational psychologist, or a paediatrician.

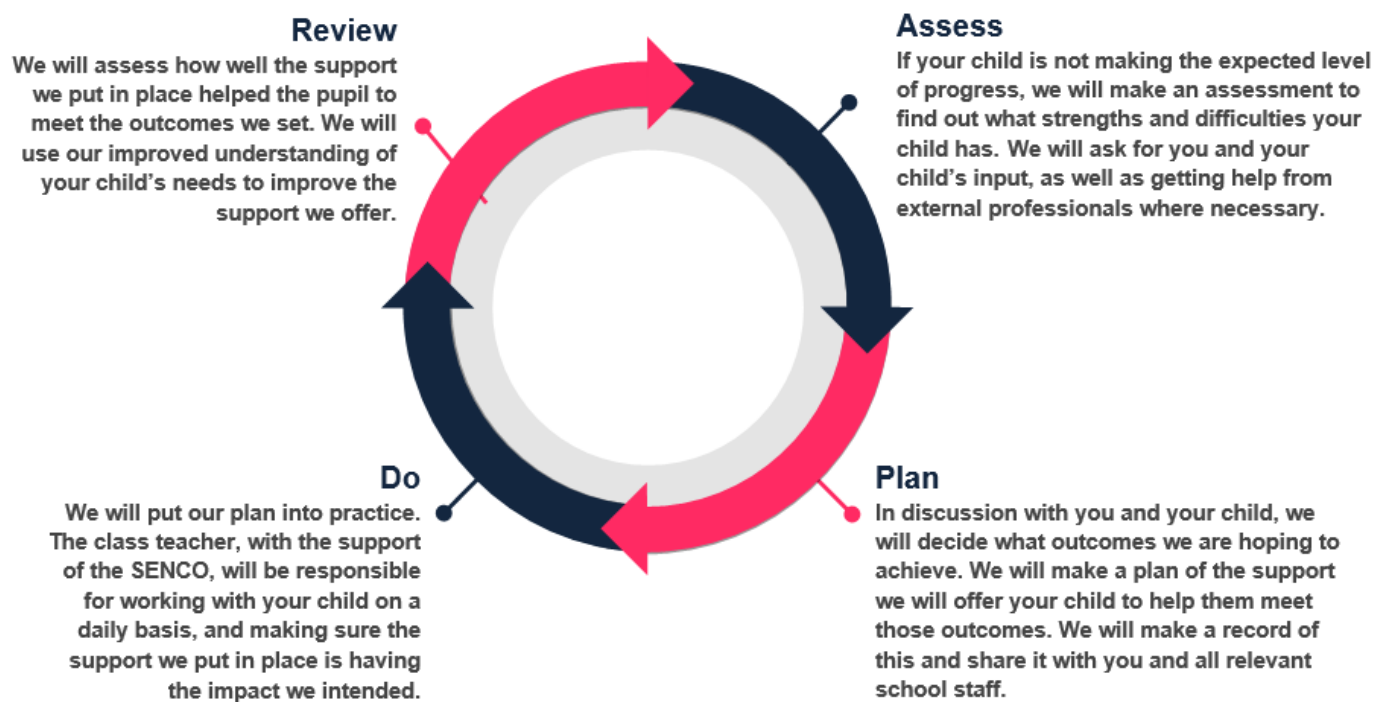
Based on all this information, the SENDCO will decide whether your child needs SEND support. You will be told the outcome of the decision.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCO will work with you to create a SEND support plan for them.

How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

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

Mayfield School provide termly reports on your child's progress.

There will be opportunities throughout the year to meet with your child's teacher/s to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO or a member of the Learning Support team may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations and we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher or tutor.

How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

How will the school adapt its teaching for my child?

Your child's teacher/s are responsible and accountable for the progress and development of all the pupils in their class.

High-quality, adaptive teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

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)
<i>Could range from but not exclusive to:</i>		
<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 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, 	<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) -Handwriting intervention. -Targeted literacy intervention. -1:1 tuition where needed -Targeted behaviour support in a range of Additional Provision. -Additional reading time. -Behaviour/motivational chart and plan. -After school homework club. -Referral to small group intervention. 	<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 - Use of therapy packs to support assessment for external agencies - EHCP assessment <p>Senior</p> <ul style="list-style-type: none"> -Individual Education Plan -Targeted support in a range of Alternative Provision. - Use of therapy packs to support assessment for external agencies

involvement in decision making and problem solving. -Visual timetable - Writing a Connection Plan		- EHCP assessment
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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)
<i>Could range from but not exclusive to:</i>		
-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 - Writing a pen portrait - Support from external agencies such as visual and hearing impairment teams and ethnic minority service.	Primary -Nurture / Social / Behaviour groups Playtime support / Circle of friends -Speech and language group -Wellcomm screening Senior -Pastoral support (as required) -Additional ICT use of audio / visuals -Parent discussion with SENDCo -Referral to small group intervention.	-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 FSP/EHA -Application for an Education Health Care Plan if needed. - SENDCo assessments and monitoring to ensure appropriate intervention and access to learning including EHCP. -Educational Psychologist -1:1 support if required.

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)
<i>Could range from but not exclusive to:</i>		
<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 - Writing a Connection Plan 	<p><u>Primary</u></p> <ul style="list-style-type: none"> -Revision / consolidation of basic skills: Phonics / Number -1:1 reading TA to support during teaching input. -small group support in class. -pre-teach vocabulary -Dyslexia screening <p><u>Senior</u></p> <ul style="list-style-type: none"> -Alternative arrangements made for examinations -Reading intervention for those students with low reading ages (such as Lexonik or Reading Plus) -Referral to small group intervention. 	<ul style="list-style-type: none"> -IEP's -Access to a specialist teacher advisor -Access to an Educational Psychologist -Completion of FSP/EHA -Application for an Education Health Care Plan if needed. - SENDCO assessments and monitoring to ensure appropriate intervention and access to learning. -1:1 support if required. -Adapted resources and equipment. -Individual timetable and curriculum.

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)
<i>Could range from but not exclusive to:</i>		
<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. - Sensory room. - Writing a Connection Plan - Support from external agencies such as visual and hearing impairment teams and ethnic minority service. 	<p>Primary</p> <ul style="list-style-type: none"> -Handgym (fine) BEAM (Gross) -Write from the Start Programme (letter formation) -On site School nurse screening <p>Senior</p> <ul style="list-style-type: none"> -Whole school approach -A fully inclusive and adapted class / curriculum approach according to individual needs - Sensory room -Audit of environment to consider adaptations (as required) -Modification of organisation, routine and environment -Alternative arrangements made for examinations -On site school nurse screening -Referral to small group intervention. 	<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. -SENDCO assessments and monitoring to ensure appropriate intervention and access to learning -1:1 support if required -IEP's as needed -Identified key worker -A place for time-out or exercise if necessary -Extra support and access to appropriate ICT interventions needed -Adapted equipment

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)
<i>Could range from but not exclusive to:</i>		
<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>-Use of restorative approaches to support behaviour management</p> <p>-Access to alternative curriculum arrangements.</p> <p>- Writing a Connection Plan</p>	<p>Primary</p> <ul style="list-style-type: none"> -Sticker Charts -Time Out Space -Nurture/Social/Behaviour groups -Circle of Friends -Buddy -On site School nurse screening - ELSA support -Zones of regulation targeted support -Now/next boards -short-term rewards -Brain breaks -Sensory breaks -visual timetables/support <p>Senior</p> <ul style="list-style-type: none"> -Behaviour logs -Time out cards -Alternative arrangements made for examinations -On site school nurse screening - ELSA support -Referral to small group intervention. -Access to alternative curriculum arrangements. 	<ul style="list-style-type: none"> -Referral to Child and Adolescent Mental Health Services (CAMHS) for high tier mental health needs -Support from Multi Agency Behaviour Support (MABS) -Completion of a EHA -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. -Access to alternative curriculum arrangements. - Referral to Mental Health Support Team (MHST) -The Cove (primary) -The Odyssey (seniors)

These interventions are part of our contribution to Portsmouth's local offer - [Home < Portsmouth Local Offer](#)

How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires/This is Me forms
- Monitoring by the SENDCO/Assistant SENDCO/SEND teacher/LISAs
- Recording interventions on provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Termly SEND Review Evenings (Seniors)
- What, Why Next target sheets for young people with an EHCP (seniors)

How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

How will the school make sure my child is included in activities alongside pupils who don't have SEND?

We will ensure our best endeavours to make reasonable adjustments so that pupils with SEND can enjoy our extra-curricular clubs and out-of-school hour visits, although we may not always be able to provide 1:1 support.

All pupils are encouraged to go on our school trips.

All pupils are encouraged to take part in sports day, school performances etc.

No pupil is ever excluded from taking part in these activities because of their SEN and/or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

How does the school make sure the admissions process is fair for pupils with SEND or a disability?

Children or families who have a significant medical, physical, psychological or social need. Evidence must be attached with the school application. Applications under this criterion must be supported by written evidence from an appropriate professional person involved stating clearly why the preferred school is the most appropriate for the child and reasons why other schools in the city are inappropriate.

How does the school support pupils with disabilities?

A link to the schools Accessibility Policy can be found here:

<https://www.mayfield.portsmouth.sch.uk/about-us/policies-and-premiums>

How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of extra-curricular activities to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND by providing safe places at break and lunch times that are run by the school Emotional Literacy Support Assistants (ELSAs)/pastoral teams.
- We run a nurture room in primary called 'The Cove', where we run group interventions and nurture for pupils who need extra support with social or emotional development
- For students who need extra support with emotional development, we have two ELSAs in the senior school and one full time ELSA in the primary school.
- In Seniors, Mrs Doyle (LISA) runs SEMH interventions by referral.
- Signposting to external services such as Kooth in seniors (online mental health support).
- For more significant mental health needs we can refer to the Mental Health Support Team (MHST) and where there are significant high tier concerns, we will refer to Child and Adolescent Mental Health Services (CAMHS)

What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- We set up extra transition session for those who require additional time to familiarise themselves with their surroundings and new people

Between schools / School to post 16

If your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases (for primary)

For transition to senior schools that are not Mayfield, the SENDCO of the school to which the child is transitioning will come into Mayfield for a meeting with our primary SENDCO. They will discuss the needs of all the children who are receiving SEND support.

Pupils will be prepared for the transition by:

- Visiting the school to which they are transitioning – depending on the school, there may be extra transition time.
- Meeting key staff.

Between phases (for secondary)

The SENDCO of the primary school meets with our senior SENDCO to discuss the needs of the incoming pupils near the end of the summer term and our senior ELSAs and LISAs begin working with our year 6 students to prepare them for transition, running interventions for them.

We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

Onto adulthood (for secondary)

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

What support is in place for looked-after and previously looked-after children with SEND?

Our SENDCOs work closely with our Family Support Workers and our Designated Teachers for Looked-after children and they work with teachers to make sure that they understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children we care for (CWCF) or previously looked-after will be supported much in the same way as any other child who has SEND. However, children we care for will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

What should I do if I have a complaint about my child's SEN support?

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy. This can be found on the school website, or here: <https://www.mayfield.portsmouth.sch.uk/about-us/policies-and-premiums>

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the Portsmouth local offer:

<https://portsmouthlocaloffer.org/>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

https://portsmouthsendiass.info/en/Main_Page

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Achievement and Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Children with Health Conditions who cannot attend school
- Intimate Care policy

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs and/or disabilities co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEND support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages