



MAYVILLE  
HIGH SCHOOL  
*Founded in 1897*

## **POLICY FOR THE TEACHING OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEN)**

This policy is applicable to all pupils including those in EYFS.

This policy is reviewed annually. Latest review December 2023.

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### **1) Overview**

Mayville High School is an Independent Day school for boys and girls aged 2 –16 of average to above average ability. We provide a full and balanced curriculum of learning to GCSE (level 3) and offer exceptional opportunities for children with additional needs such as Dyslexia, Dyspraxia, ASD, Dyscalculia, Speech & Language conditions and ADHD by providing differentiated Quality First Teaching and additional specialist support through Wyvern House inclusive of the Dyslexia Learning Unit (DLU).

In Wyvern House, pupils who have a diagnosis for any of the above conditions and those who do not have a formal diagnosis, but who require additional support, are withdrawn from lessons and taught on a 1:1 basis

by a literacy, numeracy or study skills specialist teacher. The lessons are an additional cost to parents.

Pupils who visit Wyvern House or have Wyvern as their main tutor/teaching space receive support from the Specialist staff including Specialist Dyslexia and Dyscalculia Teachers, a Speech and Language Therapist, an Occupational Therapist, SEN Teachers and Assistants.

The school is regularly inspected by CreSTeD, Council for the Registration of Schools Teaching Dyslexic Pupils and our registration was renewed for a further 3 years in February 2024. It is also regularly inspected by The Independent Schools' Inspectorate.

## 2) Our Philosophy

At Mayville, we recognise that children learn in diverse ways and at different rates and that these differences may or may not be attributed to an additional learning need. Our aim is to work closely as teachers to ensure that pupils' individual needs are met both in the classroom and in Wyvern House's provision and that they acquire both the learning skills and confidence to enable their access to a balanced curriculum, ensuring they maximise their potential and develop skills for life-long learning.

Mayville's SEN provision is part of the whole school, not a separate entity. SEN is administered through Wyvern House, our Specialist Learning Support & Wellbeing Centre. In Wyvern House, we aim to create a nurturing, understanding, curious, therapeutic approach to SEN which permeates throughout Mayville High School.

All teaching staff are responsible for ensuring that the needs of all pupils are met in the first instance through high quality teaching which will take into consideration the learning styles and needs of each pupil and appropriate levels and strategies of differentiated support within the classroom. If the pupil is showing difficulties or underachievement then the graduated approach of support is implemented commencing with the pupil being referred to the Special Educational Needs Coordinator (SENCO).

*'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.'* (SEN code of practice 2015)

**All teachers are teachers of pupils with special educational needs (SEN Code of Practice Jan 2015).**

At Mayville we are mindful of our duties to meet the needs of the young people in our care under guidance from the Disability Act 2010 and the SEN Code of Practice for Special Education Needs Jan 2015.

## 3) Background to SEND provision at Mayville High School

In September 1992 a Dyslexia Unit was set up to support pupils with Dyslexia/SpLD. It is unique in the Portsmouth/ South Hampshire area and therefore the school attracted pupils from a wide catchment area. The provision played a vital part in ensuring the success of our pupils. It ensured that the pupils' needs are properly identified and addressed not only in the department itself but also across the whole school.

In September 2023 Wyvern House was established, a Specialist Learning Support & Wellbeing Centre. The aim of Wyvern House is to provide a place of security and support for pupils who need social, emotional and mental health intervention and a place where pupils who need specialist learning support can feel at home. It is a quiet, therapeutic environment that nurtures pupils with neurodiverse needs and seeks to give them a chance to obtain an education. Wyvern House is a second home to a therapy dog who aids the well-being of pupils with anxiety and other mental health needs.

Wyvern House holds a multidisciplinary team of specialists covering areas of neurodiversity and mental health. It provides a safe place for pupils to receive treatment from an Occupational Therapist, a Speech

and Language Therapist and a Counsellor. It also houses a growing team of Specialist Dyslexia and Dyscalculia Teachers.

The dyslexia provision is regularly inspected by CReSTeD and was awarded Learning Support Centre status. This was renewed for a further 3 years in February 2024.

#### **4) Aims to support SEND**

##### **Defining SEND**

The Code of Practice for Special Educational Needs and Disability 0 – 25, 2015 states that the fundamental principles of special educational needs provision are as follows:

a) All children are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- 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

b) All children with special educational needs (SEN) or disabilities should have their needs met.

The school must:

- have regard to the views, wishes and feelings of children and their parents
- make sure that children, their parents and young people participate as fully as possible in decisions that affect them
- provide support to children and their parents so that children do well educationally and can prepare properly for adulthood

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught.

Many children will have special educational needs of some kind during their education. There are four main categories of SEN:

- Communication and interaction
- Cognition and learning (including SpLDs such as Dyslexia, Dyspraxia and ADHD)
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

##### **Defining Disability**

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment;
- looking into adverse effects and assessing which are substantial;
- considering if substantial adverse effects are long term;
- judging the impact of long term adverse effects on normal day to day activities

You are considered disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Persons in education who are disabled are protected from discrimination in two ways:

- They are entitled not to be treated less favourably than a nondisabled student for a reason relating to their disability unless the school can show that this is "justified".
- They are entitled to have reasonable adjustments made with respect to admission arrangements and in the provision of education and associated services, to prevent them being placed at a substantial disadvantage, unless the refusal to make those adjustments is "justified."

### **Specific learning difficulties (SPLD)**

Specific learning difficulties (SPLD) is an overarching term for a number of associated learning differences. They affect the way information is learnt and processed, and can affect literacy, memory, coordination, and the manipulation of letters and numbers. These differences can appear across all ranges of ability and with varying degrees of severity or significance. They are often hidden (i.e. many pupils with SpLD will look and behave just like their peers and may even demonstrate no immediate learning differences) and a pupil may have more than one co-occurring difference. SpLD are lifelong conditions that can have a significant impact on a person's life.

Specific Learning Difficulties include Dyslexia, Dyspraxia, Attention Deficit Hyperactivity Disorder (ADHD), Dyscalculia, and Specific Language Impairment (SLI).

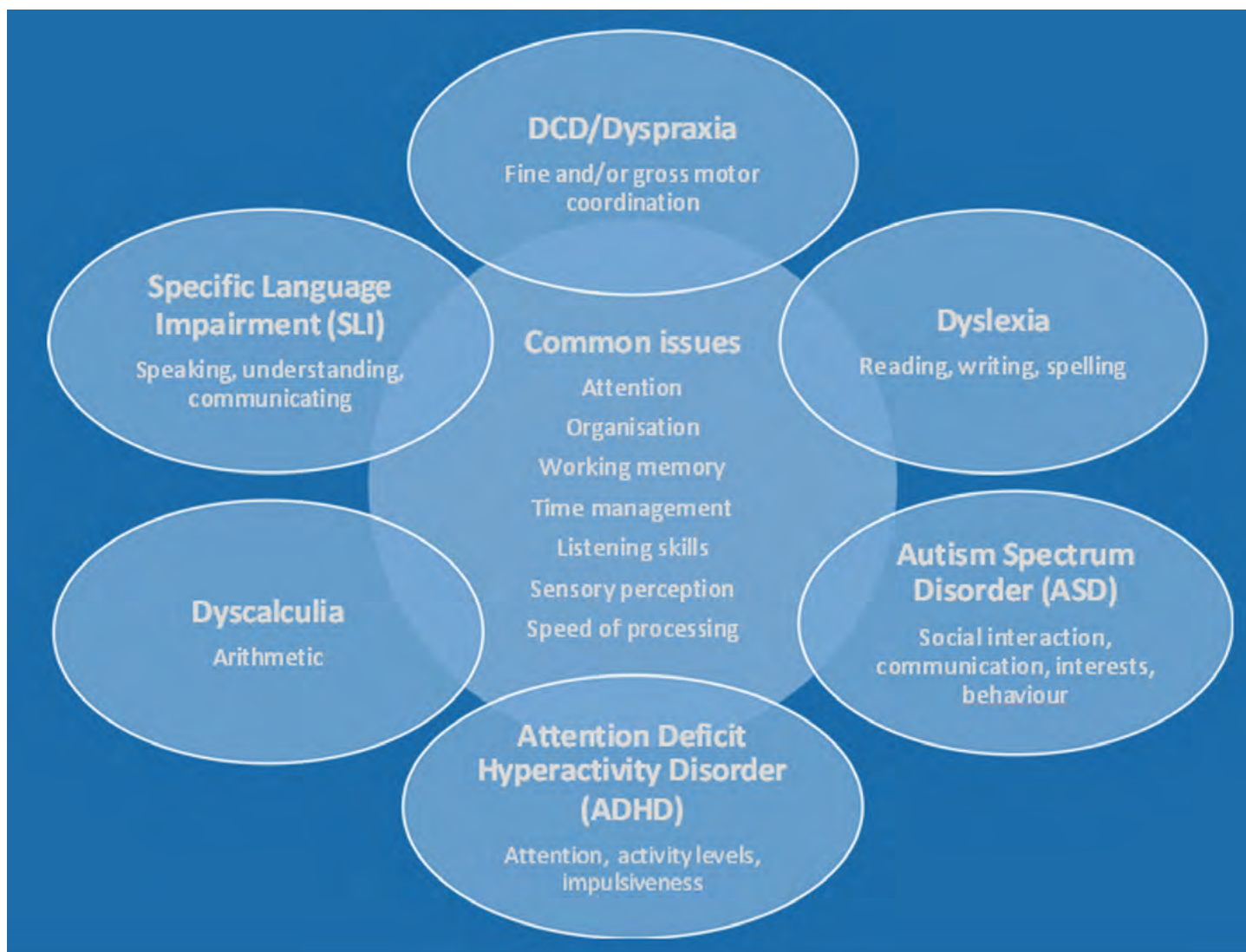
The profile of individuals with SpLD is affected by a range of factors, including the cluster of learning differences they experience, their ability, background and opportunities. Therefore, an individual should be supported in a way that not only meets the needs of their particular weaknesses, but also develops their strengths and abilities. Focussing on a label is misleading and can be counter-productive; focussing on the specific needs, talents, desires and aspirations of the individual is likely to lead to far greater success.

### **Neurodiversity**

Neurodiversity is a relatively new term, thought to have been coined in the 1990s by Judy Singer (an autism activist).

It was originally used by the autistic community, who were keen to move away from the medical model and dispel the belief that autism is something to be treated and cured rather than an important and valuable part of human diversity.

The idea of neurodiversity has now been embraced by many other groups, who are using the term as a means of empowerment and to promote the positive qualities possessed by those with a neurological difference. It encourages people to view neurological differences such as autism, dyslexia and dyspraxia as natural and normal variations of the human genome. Furthermore, it encourages them to reject the culturally entrenched negativity which has typically surrounded those that live, learn and view the world differently.



## Dyslexia

### Definition

Dyslexia is one condition that is considered to be a disability under the Equality Act. The accepted definition of dyslexia is taken from Sir Jim Rose's Report, "Identifying and teaching children with dyslexia and literacy difficulties" 2009:

'Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.

Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.

Dyslexia occurs across a range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.

Co-occurring difficulties may be seen in aspects of language, motor coordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.

A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well - founded intervention.'

In addition to these characteristics, the British Dyslexia Association (BDA) acknowledges the visual processing difficulties that some individuals with dyslexia can experience, and points out that dyslexic readers can show a combination of abilities and difficulties that affect the learning process. Some also have

strengths in other areas, such as design, problem solving, creative skills, interactive skills and oral skills. (BDA 2010)

### **What it means**

Not all dyslexic children are affected in the same way. Some may have mild problems, whilst others will have more profound difficulties across more than one area. Difficulties can be exacerbated depending on the task and external factors. A dyslexic learner's performance is often variable, as they can have good days and bad days. Their difficulties can include phonological, visual and memory difficulties:

- Phonological difficulties
- Dyslexic children with phonological difficulties can lack automaticity with sound/letter correspondence, which is needed for decoding and pronouncing words for reading, and encoding for spelling.
- Memory difficulties
- Dyslexic individuals often have difficulty holding information in their short-term memory and also with retrieving it from their working memory.
- Visual difficulties
- Dyslexic individuals can often have difficulty with tracking accurately; they may experience glare from reading black on white, or blur from certain fonts.

### **What to look for**

In general, a learner who has a cluster of the following may be dyslexic:

- Difficulty with learning to read and/or write despite intervention;
- Slow speed of processing spoken and/or written language;
- Poor word retrieval; Poor concentration/ easily distracted;
- Difficulty learning the days of week and months of the year;
- Difficulty telling the time and with aspects of time, such as yesterday and tomorrow;
- Poor time keeping;
- Poor personal organisation;
- Left/right confusion;
- Employing avoidance tactics, such as sharpening a pencil or looking for books;
- Acts as the class clown.

### **Written Work:**

- A poor standard compared with oral ability;
- Poor pencil grip;
- Poor handwriting, with reversals and badly formed letters;
- Poor presentation and disregard of the margin;
- Messy appearance with many crossings out and spellings attempted several times;
- Persistent reversal confusion, e.g. b/d, p/g, p/q, n/u, m/w;

- Transposed letters, e.g. tired for tried;
- Produces phonetic and bizarre spellings which may not be age appropriate;
- Unusual letter sequencing.

### **Reading:**

- Slow reading progress;
- Difficulty with blending letters together;
- Difficulty with syllable division and identifying beginning, middle and end sounds;
- Difficulty with pronouncing unfamiliar words;
- Difficulty with expression;
- Lack of automaticity, especially when reading aloud;
- Unable to recognise familiar words;
- Omits words, or adds or substitutes words;
- Loses the point in stories;
- Difficulty identifying the main points;
- Difficulty with comprehension.

### **Strengths:**

Dyslexic learners may show strengths in the following areas:

- Creativity;
- The ability to visualise things;
- Practical and problem solving skills;
- Lateral thinking skills;
- Being able to see the big picture (global thinkers) in terms of strategies and problem solving;
- Good visual-spatial awareness;
- Good verbal communication skills;
- High levels of motivation and persistence.

Made by Dyslexia is a global charity led by successful dyslexics, including Richard Branson. It emphasises the strengths associated with dyslexia such as problem-solving and thinking outside the box; these are precisely the skills that are currently needed in the workplace especially with the introduction of Artificial Intelligence (AI) [www.madebydyslexia.org](http://www.madebydyslexia.org)

### **For further Information**

<http://www.bdadyslexia.org.uk/educator/bda-services-educators>

<http://www.dyslexiaaction.org.uk/>

<http://www.thedyslexia-spldtrust.org.uk>

<https://www.helenarkell.org.uk/>

<http://www.irlensyndrome.org/toolkits-for-parents-and-educators/>

[School Dyslexia Checklist](#)

[Parental Dyslexia Checklist](#)

[KS1 Indicators of Dyslexia](#)

[KS2 Indicators of Dyslexia](#)

## Dyspraxia

### Definition

Dyspraxia, a form of developmental coordination disorder (DCD) is a common disorder affecting fine and/or gross motor coordination in children and adults. It may also affect speech. DCD is a lifelong condition, formally recognised by international organisations including the World Health Organisation. DCD is distinct from other motor disorders such as cerebral palsy and stroke and occurs across the range of intellectual abilities. Individuals may vary in how their difficulties present: these may change over time depending on environmental demands and life experiences.

An individual's coordination difficulties may affect participation and functioning of everyday life skills in education, work and employment.

Children may present with difficulties with self-care, writing, typing, riding a bike and play as well as other educational and recreational activities. In adulthood many of these difficulties will continue, as well as learning new skills at home, in education and work, such as driving a car and DIY.

There may be a range of co-occurring difficulties which can also have serious negative impacts on daily life. These include social and emotional difficulties as well as problems with time management, planning and personal organisation, and these may also affect an adult's education or employment experiences.

Many people with DCD also experience difficulties with memory, perception and processing. While DCD is often regarded as an umbrella term to cover motor coordination difficulties, dyspraxia refers to those people who have additional problems planning, organising and carrying out movements in the right order in everyday situations. Dyspraxia can also affect articulation and speech, perception and thought.

Dyspraxia Foundation – a national charity

<https://dyspraxiafoundation.org.uk/about-dyspraxia/dyspraxia-glance/>

### What it means

Dyspraxia/DCD can affect almost every part of an individual's life and makes living and learning more challenging. Many of the skills other people take for granted or seem to just 'do' have to be taught, learned and practised; they do not come naturally. This can be difficult to understand and dyspraxic learners are often frustrated if the issues that they are experiencing are not recognised and responded to appropriately. Dyspraxic individuals find it difficult to copy movements demonstrated by someone else, and they may appear inefficient or awkward in the way they carry out activities/tasks. They have an inconsistent learning performance and weak perceptuo-motor skills.

They benefit from support and encouragement in class and other environments, which will allow them to feel more comfortable and more likely to engage, whilst keeping their self-esteem afloat.

Dyspraxia/DCD affects each individual differently, ranging from mild to severe. Many learners fall somewhere between the two extremes and are dependent on appropriate support in all environments to reach their potential. Teachers should respond to the predominant need that the learner is exhibiting at any time (these may change with subject area and a learner's age).



Responding to need is always more preferable to responding to diagnosis. Learners will present with a cluster of differences as seen in the Combined SpLD Checklist. Most commonly these will include:

- Delays in reaching milestones - some never crawl;
- Challenges with handwriting;
- Poor posture/hypermobility;
- Poor ball skills (throwing and kicking);
- Challenges using equipment/utensils, e.g. scissors, rulers, cutlery;
- Challenges dressing and undressing;
- Challenges with, or awkward, running, jumping, skipping;
- Poor stamina;
- Difficulty remembering instructions;
- Challenges with personal organisation;
- Problems learning to ride a bike;
- Require more time to process and act upon information.

The structure of secondary and further education may prove too difficult for the learner and their struggles may become more evident as a result. If needs are not met they may become disaffected and exhibit challenging behaviour.

### **What to look for**

Challenges with physical activities such as in P.E., especially activities that involve eye-hand and eye-foot co-ordination (i.e. ball skills), running, hopping, jumping, climbing, skipping, learning to ride a bicycle, using equipment and working as a team.

- Poor posture, body awareness and awkward, effortful movements, hypermobility.
- Poor short term visual and verbal memory - copying from the board, dictation, following instructions.
- Handwriting challenges both with style and speed - frequently children have an awkward pen grip.
- Challenges organising themselves and equipment.
- Difficulty with activities which involve well developed sequencing ability.
- Problems with awareness of time, pupils need constant reminders.
- Sensory issues e.g. light, sound and heat intensity.
- Takes longer to process information.
- Extremes of emotions.
- Lack of awareness of potential danger, particularly relevant to practical and science subjects.
- Problems with forming friendships (later in primary and in secondary school).
- Immature behaviour.
- Poor personal hygiene/self-awareness.

## Strengths:

- Tenacious;
- Creative;
- Empathetic;
- Kind;
- Polite;
- Keen to please;
- Sensitive;
- Often good at drama/singing/creative activities.

## For further Information

<http://www.dyspraxiafoundation.org.uk>

<http://www.movementmattersuk.org>

[The Developmental Coordination Disorder Questionnaire](#)

## Attention Deficit Hyperactivity Disorder (ADHD)

### Definition

The American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders – 5th Edition (DSM-5TM):

The DSM-5TM medical classification system for ADHD is published by the American Psychiatric Association, and is used in the US and the rest of the world. Their classification system defines ADHD as "a persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development".<sup>7</sup> The DSM-5TM includes ADHD among neurodevelopmental disorders, which comprise conditions associated with factors affecting brain development, and gives examples of how ADHD symptoms are expressed across the lifespan. The DSM-5TM states that at least five symptoms must be present prior to age 12 years, and that there should be clear evidence that symptoms interfere with or reduce the level of social, academic and occupational functioning for a diagnosis of ADHD.

ADHD Institute

<https://adhd-institute.com/assessment-diagnosis/diagnosis/>

ADHD is a lifelong condition characterised by inattentiveness, hyperactivity and impulsivity. People with ADHD tend to find it difficult to maintain focus and are hyperactive (always on the go). They may exhibit unwanted or inappropriate behaviour, seem inattentive, and act on impulse. In order to be identified as ADHD, the behaviours should be present in at least two environments (e.g. home and school) and should have been present before the age of 12 years.

ADHD can exist in isolation but is commonly seen co-occurring with one or more SpLD. There are three presentations of ADHD:

- inattentive presentation (sometimes referred to as ADD);
- hyperactive-impulsive presentation;
- combined presentation, which is the most severe.

In terms of gender and ADHD, most research is consistent that there are more boys than girls with ADHD Hyperactive-Impulsive presentation but there are more girls than boys with ADHD Inattentive presentation.

This is an important issue as it is easier to spot hyperactive and impulsive symptoms and there is a lot of evidence to support that girls with ADHD Inattentive type are missed, especially during the primary school years. This can have serious long term consequences in terms of their learning, behaviour and self-esteem later in life.

This is one of the major reasons why the age on onset was raised from 7 to 12 in the recent DSM-V in terms of identification of symptoms.

### **What it means:**

Children can display behavioural differences if their needs are not understood. This may lead to social exclusion.

### **Inattentiveness:**

- having a short attention span and being easily distracted;
- making careless mistakes;
- appearing to be unable to listen to or carry out instructions;
- constantly changing activity or task;
- issues with organisation.

### **Hyperactivity and impulsiveness:**

- being unable to sit still, especially in calm or quiet surroundings;
- constantly fidgeting;
- lack of concentration;
- excessive physical movement;
- constant chattering;
- butting in/interrupting conversation/not able to take turns;
- acting impulsively;
- little or no sense of danger i.e. consistent risk-taking behaviour.

### **Positive features:**

- engaging/charismatic personality;
- adventurous;
- creative;
- lots of interests;
- resourceful;
- willing to explore.

### **For further Information**

<http://www.adhdfoundation.org.uk/>

<http://www.addiss.co.uk/>

<http://www.adders.org/>

## Dyscalculia

### Definition

Dyscalculia is a specific and persistent difficulty in understanding numbers which can lead to a diverse range of difficulties with mathematics. It will be unexpected in relation to age, level of education and experience and occurs across all ages and abilities.

Mathematics difficulties are best thought of as a continuum, not a distinct category, and they have many causal factors. Dyscalculia falls at one end of the spectrum and will be distinguishable from other maths issues due to the severity of difficulties with number sense, including subitising, symbolic and non-symbolic magnitude comparison, and ordering. It can occur singly but often co-occurs with other specific learning difficulties, mathematics anxiety and medical conditions.

(BDA Definition)

<https://www.bdadyslexia.org.uk/dyscalculia>

### What it means

In general, we would expect to see:

- problems with counting from a given point;
- confusion with number direction (92 or 29);
- challenge remembering how numbers are written;
- challenge understanding mathematical symbols;
- challenges with the concept of space and/or direction;
- takes a long time to complete mathematical tasks;
- problems with estimating;
- problems with the planning of activities;
- poor memory for basic maths facts;
- high levels of debilitating anxiety related to maths;
- problems with orientation/direction;
- mixing up similar looking numbers;
- a poor understanding of place value and its use in calculations;
- problems remembering shapes;
- problems counting backwards;
- poor concept of time and reading analogue clocks/watches;
- inability to subitise.

People usually think of challenges with maths in terms of learning in the classroom; however, if an individual has dyscalculia the ramifications of this extend across many other significant areas involved in daily living. These include money and budgeting, time keeping, organisation, and understanding weight and

measurement. This can have a profound influence on job opportunity and retention.

### **For further Information**

<http://www.bdadyslexia.org.uk/dyslexic/dyscalculia>

[The Dyscalculia Checklist](#)

## **Specific Language Impairment (SLI)**

### **What it is**

Specific Language Impairment (SLI) is a term used to describe difficulties with learning and using language. There is a lot of debate about the terminology associated with SLI; you may hear the terms 'developmental language disorder' or 'language impairment'. Children are described as having SLI when they struggle to understand and use language to communicate and learn.

Children with SLI have no other condition; their difficulties are specifically to do with learning to understand and use language. Children with SLI usually struggle at school despite the fact that, in lots of ways, they are as clever as their classmates. This is because so much learning depends on being able to understand and use language. Children with SLI won't just 'pick up' language; they will need to be taught language skills in a specific way. They will need the right support in order to reach their full potential. This support will be from a speech and language therapist along with other specialists, such as a language advisory teacher. Without the right support, SLI may cause lifelong difficulties. The support a child needs will depend on the type of difficulties they have, the severity of these difficulties, and the types of provision available.

### **What it means**

In many ways, children with this difficulty are as able as many other children but the inability to put their thoughts into words (expressive language) and understand what is said to them (receptive language) is pronounced and is their main area of difficulty. These skills are essential for reading, learning in school and other environments, and for surviving in the social world. Speech and language allows children to express what they feel, and to control and regulate their emotions, so early intervention is essential. Without this, the consequences can be devastating for the child. Children can find extremely convincing strategies to make it appear that they are following what is being said or is happening. No two children are the same but they may display some or all of the following features:

- talks in sentences but is difficult to understand;
- can't follow long instructions;
- listens but seems unable to understand;
- has difficulty remembering the words they want to say;
- finds it hard to join in, keep up with conversations, or follow what is going on in the playground;
- they have difficulty expressing themselves even though they have ideas.

### **For further Information**

<http://www.talkingpoint.org.uk/>

<https://www.thecommunicationtrust.org.uk/>

<http://www.afasic.org.uk/>

<http://www.ican.org.uk/>

## Autistic Spectrum Disorder (ASD)

### What it is

Autism is a life-long developmental disability affecting social and communication skills and the way in which people experience the world around them. It is not classified as a specific learning difficulty.

### What it means

Autism can be disabling and debilitating if it is not accepted and supported appropriately. It is a spectrum disorder; this means that an individual may exhibit a wide range of issues. Furthermore, these issues can vary widely from one individual to another. Challenges may also vary for an individual person on a daily basis, meaning they may be more or less sensitive to particular things on different days.

### Individuals have challenges with:

**Social Communication:** People with autism spectrum disorders have challenges with verbal and non-verbal communication; for example, they may have difficulty interpreting the meaning of gestures, facial expressions, or intonation and tone of voice. People with autism often understand the meaning behind these areas of communication but can struggle with how they vary according to context. For example, a raised voice can indicate anger or excitement and people with autism may find it difficult to interpret which of these emotions is being conveyed. They can have a wide and extensive vocabulary but may use language that is overly formal or literal in meaning.

**Social Interaction:** Children and adults with autistic spectrum disorders have challenges with social relationships. They may, for example, appear aloof and indifferent to other people. Due to challenges in reading facial expressions and body language, people with autism may engage in long monologues or interrupt conversations in a way that can seem inappropriate.

**Imagination:** There is a weakness in the development of play and imagination; for example, autistic children do not develop creative "let's pretend" play in the way that other children do. They have a limited range of imaginative activities, possibly copied and pursued rigidly. Issues with social imagination mean that people with autism often find it challenging to visualise what is coming next. This can lead to a reliance on structure and routine or raised levels of anxiety when plans change unexpectedly.

**Sensory needs:** People with autism can be over or under sensitive to all 7 senses (touch, taste, sight, sound, smell, vestibular and proprioception.) Also, their ability to process these senses is not static and can change depending on levels of stress. This can mean that people on the autism spectrum require occupational therapy adjustments.

### Positive features:

- honesty;
- live in the moment;
- rarely judge others;
- are passionate;
- have terrific memories;
- not tied to social expectations;

## Asperger Syndrome (AS)

The most recent editions of the DSM and ICD diagnostic manuals do not include Asperger Syndrome as a separate diagnosis; individuals presenting with these characteristics will now be given a diagnosis of ASD. However, many students currently have a diagnosis of Asperger Syndrome. People with AS do not usually

have the accompanying learning disabilities associated with autism, and their language skills are highly developed. However, they still have challenges understanding language and communication.

### **For further information**

<http://www.autism.org.uk>

<http://www.autismeducationtrust.org.uk>

## **Anxiety and Mental Health**

One further area which cannot be classified as SpLD but which warrants inclusion in the SEND Policy is anxiety and mental health. In March 2016, the Department for Education published a booklet entitled 'Mental health and behaviour in Schools: Departmental advice for School Staff'. This lists low self-esteem, academic failure, neurodiversity and communication difficulties as some of the high risk factors in the development of mental health issues. One that is particularly relevant in the classroom is anxiety.

### **What it is**

Anxiety is the term we use to describe feelings of unease, fear or worry. It is a normal response to a frightening or unknown situation, such as preparing for exams. However, unless recognised and managed appropriately, feelings of anxiety can escalate to something completely debilitating. Anxiety is a common and recurring theme amongst people with SpLDs- a Dyspraxia Foundation survey in 2014 found that 40% of young people with Dyspraxia/DCD aged 13-19 years felt anxious 'all the time'. Many anxiety disorders begin in childhood and adolescence (Anxiety UK, 2016), and have been reported as one of the most common forms of psychological distress for people with learning differences (Deb et al., 2001; Emerson, 2003). Further, it is likely that individuals do not seek help for significant levels of anxiety, meaning that many remain undiagnosed and without treatment.

### **What it means**

Anxiety may manifest in disruptive behaviour, inattention, throwing tantrums, physical symptoms such as stomach aches or palpitations, and not engaging with the learning process. Children with learning differences are likely to become anxious when they realise that classmates are finding things easier than they are, which can become a block to learning. Teachers should pay attention to the emotional climate of their classroom; it should not be threatening or anxiety provoking. An awareness and understanding of the issues faced by children and young people with neuro-divergence will help greatly in achieving this balance.

### **What to look for:**

- tiredness;
- lack of concentration;
- irritability; sadness/withdrawal;
- loss of self-confidence; a change in behaviour;
- seems worried; easily upset; complains of feeling sick;
- complains of feeling shaky/dizzy;
- thinks unpleasant thoughts.

## Social, Emotional and Mental Health Needs (SEMH)

Children and young people with SEMH difficulties may display **passive** behaviours such as:

anxiety, low mood, being withdrawn, avoiding risks, unable to make choices, low self-worth, isolated, refusing to accept praise, failure to engage, poor personal presentation, lethargy/apathy, daydreaming, unable to make and maintain friendships, speech anxiety/ reluctance to speak, and task avoidance.

Children and young people with SEMH difficulties may display **active** behaviours such as:

challenging behaviours, restlessness/over-activity, non-compliance, mood swings, impulsivity, physical aggression, verbal aggression, perceived injustices, disproportionate reactions to situations, difficulties with change/transitions, absconding, eating issues, lack of empathy, lack of personal boundaries, poor awareness of personal space, and demand avoidance.

### [Mental Health and Behaviour in School](#)

#### Useful organisations

A great little video

<https://www.anxietyuk.org.uk/our-services/anxiety-information/youngpeople-and-anxiety/>

<http://www.mind.org.uk/>

<https://www.anxietyuk.org.uk/>

<http://www.nhs.uk/conditions/cognitive-behavioural-therapy/pages/introduction.aspx>

#### Aims of this policy

This policy aims to fulfil the statutory requirement laid out in the SEND Code of Practice 0 – 25, January 2015 and has been written with reference to the following guidance and documents to incorporate:

- Equality Act 2010 and schools updated June 2015
- SEND Code of Practice 0 – 25 updated April 2020
- Schools SEN Information Report Regulations 2014
- Statutory Guidance on Supporting pupils with medical conditions August 2017
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards updated 2021
- Understanding Neurodiversity: A Guide to Specific Learning Differences
- Mental Health and Behaviour in Schools November 2018

This should be read in conjunction with the School's policies on Accessibility, Bullying, Safeguarding, Dealing with Complaints.

*To fulfil this, we aim:*

- To ensure full entitlement and access for pupils with additional needs to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.



- To educate pupils with SEN alongside their peers with additional support from specialist teachers where appropriate and needed.
- To stimulate and/or maintain pupil curiosity, interest and enjoyment in their own education.
- To enable pupils with SEN to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives. The Curriculum must be broad to promote intellectual, emotional, social and physical development, in order that pupils can develop as valuable members of society both now and in the future.
- To identify and assess pupils with SEN as early and thoroughly as is possible, reasonable and necessary.
- To fully involve parents and pupils in each stage of the process of identification and assessment of SEN and delivery of SEN interventions.
- To support pupils in school with medical conditions so that they have the fullest access to education including school trips and PE in compliance with the Equality Act 2010.
- To meet the needs of all pupils who have SEN by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.
- To ensure that the education of other pupils is not significantly compromised by the adjustments.
- To promote the personal development of pupils alongside academic achievements by encouraging the development of resilience, self-understanding and emotional security, the ability to explore own interests, articulate thoughts and feelings, find solutions to problems, recover from setbacks, express worries, value getting things wrong and learning from them, feel secure and confident to 'take appropriate risks'.
- To encourage to development of skills necessary for the next stage of life.

## 5) Assessment and Identification of SEN

Assessment is an integral part of the teaching and learning process and forms a valuable formative and summative tool to measure progress. Effective assessment provides:

- A statement of current attainment
- A record of progress
- An acknowledgement of achievement and under-achievement
- Information on the pupil's readiness for future learning
- Information on the effectiveness of the teaching methods employed and the current scheme of work

### Identification of SEN from Taster Day Form and Taster Day Assessment

**Taster Day Form:** Background information is gathered from parents about the pupil's strengths, any health/mental health concerns, any early childhood development problems e.g. motor and speech, languages spoken at home, any diagnosed or suspected learning differences, family history of any diagnosed or suspected learning differences, any reports that confirm the diagnosis of any learning differences or any screening test reports, and any medical letters.

[Taster Day Form 2024](#)

**Taster Day Assessment:** Prospective students are assessed and the results are interpreted by a member of the Wyvern team. The following assessments are used:

1. For pupils aged 4-7, CoPS (Cognitive Profiling System) is used which assesses:

- Visual spatial sequential memory
- Visual-verbal sequential memory
- Visual associative memory
- Visual sequential memory
- Visual-verbal associative memory
- Auditory sequential memory
- Phonological awareness
- Auditory discrimination
- Colour Discrimination

2. For pupils aged 8-11, LASS is used which assesses:

- Verbal reasoning
- Nonverbal reasoning
- Auditory sequential memory
- Visual memory
- Phonological processing
- Phonic skills
- Single word reading
- Sentence reading
- Spelling

3. For pupils aged 12-16, Lucid Exact is used which assesses:

- Word recognition
- Reading comprehension accuracy
- Reading comprehension speed
- Spelling
- Typed dictation speed
- Handwritten dictation speed

Pupils will also receive an assessment of their maths skills and knowledge using either the Wide Range Achievement Test, Fifth Edition (WRAT5) maths assessment or the Sandwell Early Numeracy Test (4-14).

At the SENCO's discretion, a digital test of executive function, called Recall, may also be used to assess working memory and processing speed in children aged 7-16 years.

The SENCO sends the information gathered on a pupil's taster day to the Head of Dyslexia who advises and discusses with parents whether they would like a dyslexia screening test/ diagnostic assessment for dyslexia/ neurodiversity profiler carried out to ensure that the right support is put in place for the pupil. Dyslexia screening tests and neurodiversity profilers are carried out by a dyslexia tutor and a diagnostic

assessment for dyslexia is carried out by the Head of Dyslexia. The results are then shared with parents and teachers. The SENCO adds information gathered from the dyslexia screening tests and neurodiversity profilers to the SEN register and the Head of Dyslexia adds information gathered from a diagnostic assessment to the SEN register.

The results from these assessments are then shared with parents and teachers. The SENCO adds information gathered from the dyslexia screening tests/ neurodiversity profilers to the SEN register and the Head of Dyslexia adds information gathered from a diagnostic assessment to the SEN register. This information includes strategies for classroom support. Support is put in place from the information gathered which may include DLU support.

### **Identification and Assessment of SEN through Teacher Referrals**

All staff are responsible for identifying pupils with learning differences.

We ensure a high standard of staff training and knowledge in identifying difficulties for all areas of SEND including building multi-sensory, scaffolded learning into quality first teaching.

Our staff receive regular training in all areas of SEND and are encouraged to develop their own pedagogy in supporting and identifying pupils.

#### [SEN referral form](#)

When teachers have concerns about a pupil, they complete a referral form outlining their concerns and they email it to the SENCO and the Head of Dyslexia. The SENCO collates information from staff and documents such as tracking data, action plans and progress reports and liaises with members of the Senior Management Team to form a wider overview of the pupil's needs. Depending on the age of the pupil, CoPS, LASS or Lucid Exact are carried out by a dyslexia tutor. The SENCO sends the information gathered to the Head of Dyslexia who advises and discusses with parents whether they would like a dyslexia screening test/ diagnostic assessment for dyslexia/ neurodiversity profiler carried out to ensure that the right support is put in place for the pupil.

Dyslexia screening tests include either the Dyslexia Early Screening Test (DEST), The Dyslexia Screening Test - Junior (DST-J) or The Dyslexia Screening Test - Secondary (DST-S) and they are carried out by a dyslexia tutor. The Head of Dyslexia discusses the results of the screening test with parents who then have the option to have a formal diagnostic assessment for dyslexia if the pupil is at least seven years of age. This will be at the discretion and cost of parents and will be carried out by the Head of Dyslexia. It includes any required screening for visual stress, Dyspraxia and ADHD and any required referral letters. If the pupil is 16 years of age, the Head of Dyslexia is also able to carry out a post-16 assessment to identify difficulties associated with ADHD and Dyspraxia; the diagnostic report will then enable them to apply for DSA funding if they go to university. If parents choose to have a diagnostic assessment, the diagnostic report is then discussed with parents and shared with teachers and the recommended support is put in place in school to enable the pupil to make progress and achieve their potential. Diagnostic reports are now future proof which means that any child assessed at school will be able to access the required support beyond school i.e. at college/apprenticeships/university/the workplace to help them fulfil their potential in life. If parents choose to not have a formal diagnostic assessment, the results of the dyslexia screening test will be placed on the SEN register and support will be put in place in school according to the results of the screening.

The neurodiversity profilers include The Neurodiversity Profiler - Primary Level and The Neurodiversity Profiler - Secondary Level. They are carried out by a dyslexia tutor. The Neurodiversity Profiler provides a framework through which to observe behaviours which are often linked to Specific Learning Differences (SpLD) and other issues. It is designed to be used as part of a holistic profiling process in order to identify challenges and strengths. It is not a diagnostic tool and should not be used as such. However, if a pattern of behaviours is identified which is consistent with any particular condition(s) it may indicate the need to seek further assessment from an appropriate professional. Advice regarding this is found in the accompanying

booklet, 'Understanding Neurodiversity: A Guide to Specific Learning Differences.' Appropriate support strategies are identified for each SpLD and an essential aspect of completing the profiler is the identification of next steps. It is particularly important that support measures are put in place immediately for any difficulties identified, even if further investigation has been recommended.

[PRIMARY Neurodiversity Profiler](#)

[SECONDARY Neurodiversity Profiler](#)

The results from these assessments are then shared with parents and teachers. The SENCO adds information gathered from the dyslexia screening tests and neurodiversity profilers to the SEN register and Head of Dyslexia adds information gathered from a diagnostic assessment to the SEN register. This information includes strategies for classroom support. Interventions are put in place from the information gathered which may include DLU support.

## **Nursery/EYFS**

Comprehensive records are held for each pupil based on the Early Years areas of development from birth to age three. In addition to this, staff complete their own checklists detailing progress in the following areas of development: social and emotional, physical, fine motor, language and intellectual. They follow the referral system and consult with the Nursery SENCo who will, if necessary, involve the Whole School SENCo in more complex cases.

(See also Special Needs Policy for Early Years)

## **6. Support for SEN**

### **The Graduated Response**

Good special needs practice reflects good practice for all pupils, which is of utmost importance as any pupil may encounter difficulties at some stage in their school lives. Various stages that are identified require children's special educational needs to be provided for. These are:

**Assess:** schools are required to assess and take into consideration the experience of the pupil, their progress, attainment and where relevant, their behaviour in comparison to their peers and national data. Alongside this, the views of parents and the pupil's own views are also taken into account.

**Plan:** parents, teachers and support staff who work with the child should be made aware of their needs, outcomes set, support provided and any teaching strategies and approaches, which should all be recorded and monitored regularly.

**Do:** the class or subject teacher remains responsible for the pupil and should work closely with other staff to ensure the support is provided and monitor its effectiveness.

**Review:** regular reviews should take place between all relevant staff and parents.

### **Graduated Response Stage One: High Quality Teaching / Universal Provision**

All children benefit from high quality teaching by their class teacher, and work is carefully planned by the class teacher to support every child at every level of ability to be actively involved and make progress in learning. It is our aim that all children are included with their class for the majority of the day, including educational visits, with respect to their needs.

### **Graduated Response Stage Two: Early Intervention Support**

If a pupil is not making progress in any one area, then appropriate assessments/screening and interventions will be provided to support their development. For literacy or numeracy difficulties in Lower Juniors (UII and LIII) and Pre-prep this may include differentiating class work or a specific intervention that may be small group work or an individual accelerated learning package. For Lower Juniors (UII and LIII) and Upper Juniors

(Mill and Ull) a referral to the Wyvern House (DLU) for our literacy or numeracy support may be appropriate. It could also include our free counselling service or an Emotional Literacy Support Assistant (Juniors and Pre-Prep), social thinking programmes recommended by the Speech and Language Therapist, Sensory Regulation/diet or exercises as prescribed by the Occupational Therapist, following referral from the class teacher. Parents will be consulted about the type of any intervention during a Review Meeting with the class teacher or other appropriate member of staff under the guidance of the Deputy Head or SENCo and will be involved in discussions about how they can help to support their child's progress. A record of this meeting will be provided for parents on request or summarised in electronic form. This may be a short term intervention. At this stage they will be placed on the SEN register to help inform teachers of adjustments needed in class.

### **Graduated Response Stage Three: Targeted Additional Support**

Following a review of the initial intervention the class teacher/member of the Senior Management Team responsible for that age group and the SENCo will look at any evidence of the impact. The pupil's progress and outcomes will decide consequent actions. If a pupil continues to make significantly slower progress than other children or works at a level well below the expected standard for their age, then further provision may be agreed, in discussion with parents / carers and intensive support, and follow up interventions will be put in place. There may also be a need for a referral to the Head of Dyslexia for a diagnostic assessment for dyslexia or referrals to other suitable professionals e.g. an educational psychologist to further assess the specific needs of the pupil. These will be at the cost and discretion of the parents. Please refer to the section - **Please refer to the section - Identification and Assessment of SEN through Teacher Referrals on page 19.**

At this point, if not done so before, a pupil would be supported within Wyvern House's SEN services eg. Dyslexia/Dyscalculia specialist teachers and placed on the SEN register.

### **Graduated Response Stage Four: Targeted Intensive Support**

At this stage, an Individual Education Plan (IEP) in seniors or an enhanced Action Plan in Juniors/Pre-Prep will be provided in which targets for progress, parents' views and the child's views are recorded. Whilst the class teacher carefully matches or adapts the curriculum and/or its delivery to the pupil's needs, we can also offer further intensive support from the specialist staff in Wyvern House. In the case of difficulties related to Autistic Spectrum Conditions, ADHD or other mental health conditions (including anxiety) pupils can take up a place in Wyvern House classrooms, Key Stages 2-4 on discussion with parents and the Senior Management Team.

### **Graduated Response Stage Five: Provision for Complex Needs – Education Health and Care Plans (EHCP)**

An application for an EHCP may be considered if, after taking action to meet the identified difficulties, a child's needs remain high and cannot be met effectively within the resources normally available to the school. An EHCP will only be applied for by the school if they feel they cannot meet the pupil's needs in-house, or the severity/complexity of need will substantially impact their ability to access education beyond their time at Mayville High School. We do not apply for an EHCP based purely on diagnosis or recommendation by a professional outside of education. Instead we act according to the criteria for statutory assessment documents for the pupil's home Local Authority in which they live. We will only apply for an EHCP in the most severe circumstances.

Parents will always be involved in this decision. The school will make a clear written referral. Parents can also make applications directly. The SENCo can direct parents to the appropriate website for a parent to make their own application according to the Local Authority in which they live. We are happy to work with parents in response to an application if they wish to apply.

Once assessed and approved, an EHCP about the special educational needs and/or disabilities will document the support required and the school will provide the support described. The support can

incorporate specialist interventions, small group work and general class support. They may also include therapy sessions if required and the balance of these strategies will depend on the specific identified needs in section F of the EHCP. In advanced cases, pupils may enter Wyvern House Tutor/Class immediately on their joining of Mayville High School under the discretion of the Head Teacher and SENCo. Pupils accompanied by an EHCP will have their place consulted by the Local Authority and Mayville High School; Wyvern House named in section I. These pupils will receive a highly personalised plan of support accessing our Speech and Language programmes, Occupational Therapist and Mental Health Counsellor as is required. They will receive (where required) their education within Wyvern House from a Special Educational Needs Teacher and access the main school as and when they are able and willing.

We are not legally obliged to receive a pupil with an EHCP and if need becomes too advanced we will discuss with parents other potential opportunities for the pupil.

The SENCo will carry out an Annual Review in conjunction with the placing Local Authority. See SEND code of practice for regulations and timescales.

Running alongside each stage of the graduated response we will use our in-built systems of support to action the Assess, Plan, Do, Review cycle. These will be present in the clear actions/targets agreed in a pupil's Individual Education Plan or Action Plan.

### **Support Strategies for Teachers and Professionals**

The strategies below present a starting point for working with and supporting children with a range of learning differences. The list is far from exhaustive and many more ideas can be found on the recommended websites.

Although the strategies are listed according to different SpLD, it is important to stress that a formal identification of learning difference is not a prerequisite for putting these support strategies in place. It is also important to note that many of the strategies below will make learning more accessible to all children, whether they have an SpLD or not.

A number of strategies appear more than once in the list. This is intentional and aims to highlight the overlapping nature of SpLD and their associated challenges.

### **Dyslexia**

- Present the "big picture": use a top down rather than bottom up approach.
- Present information in a structured and cumulative way by building on, recapping and reinforcing existing knowledge.
- Make learning personal and meaningful. Relate new learning to the experiences and interests of the child / young person. Allow them to play an active role in coming up with ideas for learning - e.g. by making up their own mnemonics or by drawing pictures to aid memory.
- Allow extra 'think' time for processing information and formulating responses.
- Encourage learning by experience rather than being told.
- Use Assessment for Learning (formative assessment) to find out what they've already mastered and what they still need to learn.
- Use overlearning - recap information using different methods.
- Use multisensory methods - engage more than one sense at a time when presenting new information; e.g. ask the learner to say letter names out loud when they're writing a word; use movement or gestures to reinforce mathematical concepts such as addition or multiplication.

- Ensure materials are appropriately adapted; e.g. break large chunks of text down into bullet points; use visuals and diagrams to make information more memorable; avoid presenting information as black print on a white background.
- Be flexible and responsive to the needs of the learner. Try asking the learner what works for them and how they learn best.
- Draw attention to patterns in words, e.g. irregular spelling patterns - rough, tough, enough; prefixes and suffixes; rules for plural or -ed word endings.
- Foster a love of books and reading by ensuring there is a range of books and magazines on topics that reflect a variety of interests. Don't give an older child or young person books that they will find 'babyish'. Try using graphic novels to encourage an interest in books and reading.
- Check for visual stress if there appear to be physical problems with reading, and, if necessary, refer to an optometrist. Experiment with different coloured overlays and tinted paper.

For further ideas, go to [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk) or [www.dyslex.io](http://www.dyslex.io)

### **Dyspraxia/Developmental Coordination Disorder**

- Honestly acknowledge the difficulties being experienced.
- Provide routine and structure – this is reassuring for people with dyspraxia/DCD who often experience 'anticipatory anxiety', worrying about activities / situations that they might find difficult. Feeling confident that they know what's going to happen and that they have the motor / organisational skills to be successful is crucial.
- Provide visual cues to support routines. This is important as people with dyspraxia may not be able to hold all information in their head, so it helps to see it 'written down' (it could be pictures rather than words). It also helps children with dyspraxia to process / cope with changes in plans if they can 'see' the change (rather than having just to hear and 'imagine' it, if that makes sense).
- Provide support to help children and young people master practical activities that are important to their everyday life. This will boost their self-esteem and confidence.
- Position (correct chair/table height, position in the classroom etc) hugely important for handwriting and productivity.
- Encourage the use of augmentative technology and aids.
- Provide social skills training/buddy schemes.
- Accommodations in PE team games are extremely complex. Slow things down, teach the underlying skills.
- Give clear simple explanations and be aware of the need for careful use of language. Dyspraxia can and does affect speech and language and almost always processing speed.
- Discover learning styles and play to strengths.

For further ideas, go to [www.dyspraxiafoundation.org.uk](http://www.dyspraxiafoundation.org.uk)

### **Attention Deficit Hyperactivity Disorder (ADHD)**

- Keep instructions short and precise and maybe ask them to repeat them back to you.
- Avoid distracting stimuli, i.e. avoid being near windows, high traffic areas, computers when communicating information.

- Help the child or young person to feel comfortable with seeking assistance (most learners with ADHD won't ask).
- Keep waiting time to a minimum.
- Try and get eye contact if you can but also know some people with ADHD listen more actively when fiddling with something and not looking at you.
- Children and young people with ADHD become easily frustrated so monitor mood at all times.
- Make rules and rituals clear and precise, e.g. no eating in the room or all phones are switched to silent in specific certain situations.
- Support and do not criticise or penalise organisational weaknesses.
- Allow movement breaks, time to stretch, walk around and use up excess energy. Pace time so sitting is divided up into chunks.
- Tell them what they can be doing as opposed to what they should be doing.

### **Autism Spectrum Disorder**

- Use visual timetables to show what is coming up next and throughout the day – could be a 'now and next board', a daily timetable, or a calendar to visually show the structure of the day.
- Present instructions visually / in writing – depending on a learner's abilities, provide visual or written instructions as a back up to verbal instruction for students to review and look back to if needed.
- Allow processing time (thinking time) – a process delay is very common in ASD; give the child time to process what you have said before repeating / asking other questions. You can check understanding by asking them to repeat back instructions using different words.
- Provide a sensory / quiet space – try to find out the sensory differences a child may have and adapt their environment accordingly. Provide a safe quiet area for the child / student to use if they begin to feel anxious; make sure they know they can visit this space at any time.
- Understand how the child prefers to communicate and use that method. Establish a non-verbal method of communicating at times of increased anxiety when the child may not be able to communicate in their usual method – e.g. a card that can be given to the teacher should the child need to access a quiet space / time.
- Provide school / home books (EY, primary) for parents and teachers to communicate with each other daily to let each other know of any events that may have occurred during the day / night – with ASD it can be a culmination of events that may cause a challenging behaviour and it is beneficial for professionals to understand the child's recent activities and modify demands accordingly. It can also be useful to record activities in order to notice any patterns in behaviour to understand causes.
- Encourage students to use a diary or calendar to plan their time and activities. Can be easier if tasks and activities are broken down into manageable chunks of work.
- Use time management aids (e.g. phone alarms and reminders).
- Use literal language – avoid sarcasm / idioms. Be careful with language used and try to keep instructions simple and straightforward.
- Generalise skills – support the generalisation of skills from one environment to another and use everyday activities to embed learning. (e.g. community trips to practise life skills).



- Prepare for transitions – structure and routine are very important for a person with autism to help manage anxiety and stress; try to introduce any changes to routine and structure with advance warning to help a child prepare for a transition. When visiting new places, support the transition by using pictures, photos, google maps, pre visits or journey familiarisation.
- Utilise special interests – many people with ASD will have a special interest; if possible, utilise this interest in a subject and incorporate into teaching to enhance learning through something the child enjoys.
- Use the AET progression framework to identify and monitor non-academic skills.
- Use one page profiles to better understand how you can best support the child you are working with.

For further ideas, go to [www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)

### **Dyscalculia**

- Use 'concrete' materials and hands-on multisensory methods, e.g. cuisenaire rods, counters, sweets, etc.
- Point out patterns, e.g. in multiplication tables.
- Explain mathematical processes rather than just saying 'Do it like this.'
- Explain mistakes clearly and show how to correct them.
- Don't expect or rely on rote-learning. Many learners with SpLD have weak memory skills and won't be able to rely on memorising. It's much more useful to teach learners to use resources such as multiplication squares.
- Use over-learning and be prepared to repeat over and over again.
- Teach through games and use topics that interest and motivate the learner.
- Use everyday situations as learning opportunities, e.g. going to the supermarket, cooking and baking, laying the table, loading the dishwasher or washing machine.
- Teach in a structured and cumulative way, building up knowledge and understanding one step at a time.

For further ideas, go to [www.bdadyslexia.org.uk/dyslexic/dyscalculia](http://www.bdadyslexia.org.uk/dyslexic/dyscalculia) or [www.ronitbird.com/dyscalculia](http://www.ronitbird.com/dyscalculia)

### **Developmental Language Disorder/SLI**

- Break down what you want children to do into small steps. Try and keep instructions in sequential order. Instead of saying "before you start chapter 3, make sure you've discussed the questions with a partner", say "discuss the questions with partner, then start chapter three."
- Leave time between instructions or information, allowing a few seconds enables learners to process what they have heard and formulate responses.
- You could call this 'thinking time'. It can help to tell them what to do in this time. "Have some thinking time; check what I've said with a partner."
- Give children and young people lots of visual clues about what you want them to do, and to help understanding.
  - You could use your hands to gesture
  - Draw pictures or use photographs to help them

- Where appropriate use symbols or signs
- Use prompt cards (for example a reminder to put up your hand before calling out)
- Visual timetables or checklists on the board help to structure lessons or activities
- Label equipment and resources using pictures or symbols

Model what you want to hear.

- If a child says something in the wrong way, repeat the right way back to them instead of correcting them. If a child says "Dog him sit..." repeat back, "Yes, the dog is sitting."
- Add another word or two to help develop their language. If a child says "That man walking" you could say "Yes, that man is walking on the grass."
- Demonstrate useful social phrases: "it looks like you want to join in.... you could say 'Dean, can I have a turn please?'"

Teach new words and concepts – children with DLD need repetition and explanation.

- Link new words and ideas to what they already know "Enormous, that means very big. Remember the elephant we saw in the zoo? He was enormous."
- Look at the different aspects of words: what sounds are in it? What does it look like? What does it rhyme with? What do you do with it?
- For some specific subject words, plan to teach them in advance of a lesson.
- Teach 'academic vocabulary – the words that are often used in instructions or exams but seldom taught – 'evaluate', 'design', 'summarise'.
- Try and use consistent vocabulary where the same word is used all the time when teaching new subjects (for example take away is used, but not minus or subtract).
- Try and avoid tricky parts of language, like idioms: "I'm all ears" or metaphors: "Life is a journey" because they make language even more confusing for children.
- If you use difficult words, idioms or jokes and see a child is confused, explain them or ask another child to explain "'Susie let the cat out of the bag' – who can explain that for me?"
- Check understanding, and with older children encourage them to check.
- You could ask them to tell you if there are any words that they did not know, and ask a couple of questions, for example "Where are you going to put it?" to make sure that they know what you have asked them to do.
- Make a specific time for questions.
- Use a traffic light system where children have different coloured cards they can place on their desk: green - when pupils understand the task, orange when they have a question to ask about the task, and red when they need the task re- explained.
- Give children short phrases to use in question time – "I'm not sure about.....", "Can you say it again please".

For further ideas and approaches, go to

[www.talkingpoint.org.uk](http://www.talkingpoint.org.uk)

[www.talkingpoint.org.uk/parents/finding-right-school/secondary-school-checklist](http://www.talkingpoint.org.uk/parents/finding-right-school/secondary-school-checklist)

## 7) Support offered by Wyvern House

### The Dyslexia Learning Unit (DLU)

Pupils are timetabled to attend specialist support lessons at Wyvern House and are withdrawn from regular classes. Care is taken to ensure that pupils do not miss classes in core subjects or subjects they enjoy / excel in. Sessions are one to one for 50 minutes once a week for senior pupils and two 30 minute sessions for junior pupils in English. For Maths support pupils can start with 1 x 30 minutes and increase according to need and progress. Pupils can also receive support in Social Thinking/Regulation and Study Skills.

Specialist staff in Wyvern House are able to support pupils to develop skills in:

#### Literacy

- Reading and spelling skills including the use of a multisensory, structured, cumulative phonics programme e.g. Alpha to Omega or The Word Wasp to learn the letter sound correspondences and spelling rules which pupils are unsure of. This includes the use of morphological strategies for regular words and orthographic strategies for irregular words.
- Morphological awareness training to help pupils break words up for reading and spelling into meaningful units i.e. prefixes, root words and suffixes and learn related spelling rules. This can be achieved by using the programme Morph Mastery or Structured Word Inquiry which teaches phonics at the same time and improves reading, spelling and vocabulary.

<https://www.wordworkskingston.com/WordWorks/Home.html>

- Phonological awareness training to improve reading and spelling by using an intervention programme e.g. Sound Linkage.
- An intervention programme to help pupils improve their ability to read unfamiliar multisyllabic words by teaching them the word attack skill of breaking words into syllables and blending them for reading e.g. Stride Ahead.
- Helping pupils to develop a love of reading by encouraging them go to the library and choose a book or other reading matter such as magazines of interest to them. These may include Barrington Stoke books for reluctant readers which are printed in a dyslexia-friendly style and have age-appropriate reading interests with reading content to suit different reading levels and listening to audio books, which can be accessed on Portsmouth Wheelers, to allow them to experience a wider range of material in a format that they can enjoy, whilst developing their comprehension and listening skills further.
- Handwriting skills e.g. the use of a pencil grip, writing on highlighted lines and being encouraged to fit letters into the highlighted space, with the ascenders and descenders going above and below, and practice writing any letters and numbers that they reverse.
- Touch-typing skills e.g. by using the programme Typing Club.
- Sentence Level work
- Vocabulary Development e.g. by building pupils' morphological awareness.
- Structuring written work e.g. by using writing frames and mind maps.
- Reading comprehension skills including inference skills e.g. by reading comprehension texts and answering questions that require pupils to draw inference and highlighting the clues in the texts that back up their answers.
- Critical thinking and question analysis

## Numeracy

- Concept of number and number sense
- Basic operations
- Fractions, Decimals and Percentages
- Word problems
- Support for Key Stage 3 & GCSE maths according to the national curriculum and in line with the pupil's class learning.
- Using Concrete resources e.g. Dienes Apparatus to help pupils solve multiple digit questions involving addition or subtraction by using the following procedure:
  1. Build it using the Dienes Apparatus.
  2. Draw it in their book using tally sticks.
  3. Write it conventionally using symbols.

<https://nrich.maths.org/12632>

- Using the CPA (Concrete, Pictorial, Abstract) Approach to help pupils progress to abstract problems like fractions.

<https://mathsnoproblem.com/en/approach/concrete-pictorial-abstract/>

## Study Skills

- time management
- organisational skills
- revision skills
- note taking and making skills
- higher level reading
- writing skills for GCSE
- strategies to improve attention and memory, encoding and recall
- strategies to improve concentration and attention
- metacognitive and thinking skills to become an independent learner
- use of mind maps to help pupils plan their writing, take notes, summarise and revise

[Dyslexia and Study Skills](#)

## Social & Communication Skills

- Zones of Regulation
- Talk about series: Developing Social and Emotional Communication Skills
- Any other support recommended by Occupational Therapists, Speech and Language Specialist, Autism specialist teachers or Educational Psychologists.

## ASD & Mental Health Learning Support

Wyvern House also houses specialist ASD and mental health support within a provision for key stages 2-4. Each has a specialist teacher who will provide an education based around the pupil's individual needs and aspirations. We provide the core subjects of English, Maths and Science. Also providing an education in Physical Education and Personal Health and Social Education following the curriculum taught in Mayville High School. Wyvern houses an Occupational Therapist, Speech and Language Therapist and Counselling service. Pupils can access a sensory room and garden at any time to seek sensory regulation. Wyvern House ASD unit runs from 9:00-14:40 each day with support offered for 'out of hours' lessons (Period 6) in the main school or Wyvern's Study Class.

Wyvern House also contains a Study Classroom where provision is available for pupil's accessing Mayville's main school but requiring sensory breaks or study support. This support forms part of the **Graduated Response Stage Three to Five** where progress will be closely monitored by a Senior Class teacher.

### 8) Quality of Teaching and Learning (DLU & Wyvern House ASD/SEMH)

We recognise that "one size does not fit all" and if pupils do not respond to the way we teach; we have to adapt our teaching to the way that they learn.

Cumulatively the department can boast a wealth of knowledge and a wide range of teaching experiences which we share to develop each other's pedagogy in our weekly meetings and INSET training days.

The support we provide is personalised to the needs of the pupil and takes into account the views of the pupil, the class teachers and parents.

- Learning objectives are agreed with the pupil and take into account concerns, views and recommendations from both class teachers and parents.
- An Individual Teaching Plan is prepared and reviewed termly both in terms of progress in individual lessons and how this is transferring to the classroom.
- Lessons are charged to the parents.

Good specialist teaching is **multi-sensory, cumulative and structured** with plenty of opportunity for overlearning and review.

Our specialists use a variety of specialist resources and teaching programmes that cover the main elements of literacy and numeracy development as well as study skills. They are all qualified to or working towards level 5 or 7 specialist teacher status.

### 9) Pupil participation

We value the opinions of the pupils we work with and their participation in setting targets. We encourage them to take responsibility for their learning through the promotion of metacognitive skills and self-assessment so that they can develop into confident and self-motivated lifelong learners.

### 10) Parental Participation

We recognise that parents play a vital role in their child's education. We therefore take their concerns about their child's progress seriously and value their input. We involve them fully in any assessment or support plans, keep them informed regularly about their child's progress with termly reports and parent/teacher meetings. We operate an 'open-door policy' and welcome communication from parents at any time.

### 11) Working with Teachers

**See the graduated response;** teacher's roles and responsibilities are outlined in the Graduated response to SEND. They are responsible for High Quality Teaching and responding to the reasonable adjustments outlined in Individual Education Plans/Action Plans. We expect our teachers to adapt to the pupil's needs

according to the ongoing continuing professional development we deliver as a school. We speak positively about neuro-diversities and celebrate the pupil's strengths whilst supporting their needs.

Suggestions about how class teachers can support pupils together with a synopsis of the nature of their difficulties and support can be found on the SEN which is a google doc that is accessible by all teaching staff.

DLU staff endeavour to keep close contacts with teaching staff and the needs of the pupil. This is achieved by regular email contact, observations in the classroom, School Action Plans, school reports and progress tracking data which are accessible on google docs.

We also provide personalised spelling lists for pupils who are unable to do the class lists. These will include spellings that are being addressed in the DLU and therefore ensures better success for pupils.

The SENCO attends senior staff meetings where the progress of SEN pupils and those giving cause for concern may be discussed. Weekly meetings are held with the members of the Wyvern team to discuss issues including pupil progress.

A representative of Wyvern staff will attend subject teacher meetings on a weekly basis when appropriate and disseminate information to the team at our weekly meeting. This applies for Junior and Pre-prep teacher meetings also.

## 12) SEN Register

A pupil is added to the SEN Register if they have evidence of SEN even if they are not having support in Wyvern House. The SEN register is a Google Doc that is accessible by all teaching staff.

The SEN Register holds the following information on google drive and is accessible to all staff:

- Diagnosis or area of need/diagnosis type
- The result of a dyslexia screening test showing that a pupil is either mildly/moderately/severely at risk of dyslexia
- The results of a neurodiversity profiler when a pattern of behaviours is identified which is consistent with any particular condition(s)
- SEND Details recommendations-in class adjustments
- Suggested Access Arrangements/Normal Way of Working (NWOW)
- Links to specialist reports/date
- Links to IEP and other in-house documents
- Link to pupil records folder (Outside Agency reports)
- Declaration of legal status e.g. LAC/PLAC child
- Notes on pupils progress of SEN

It is a working document where changes are highlighted to staff concerned as they occur.

Pupil's register entries are highlighted according to level of need:

**Red is our most severe need/Graduated response stages 4 and 5** (not always EHCP but do include pupils with EHCP).

**Yellow is moderate need/Graduated response stage 2 & 3.**

**Clear/un-highlighted/Graduated response stage two** are pupils with SEND that need adaptations /

interventions but working within a regular supportive classroom environment. Mayville has a high proportion of pupils with dyslexia therefore our classroom teaching is adapted significantly to meet their needs. On occasion, pupils with dyslexia have caught up significantly therefore need not receive interventions from our specialist team of teachers and therefore are monitored via the SEND register with adaptations and reasonable adjustments recommended within.

### 13) Access Arrangements

The class teacher is responsible for putting in place access arrangements, such as extra time, when required by pupils, and for providing evidence of pupils' normal way of working when requested by the exam access arrangements assessor. This includes either email evidence with comments and observations from teaching staff as to why pupils need extra time and how they use the extra time rewarded or the uploading of samples of internal school tests/mock exam papers, showing the application of extra time, in pupils' evidence folders on google drive.

Access arrangements will be made for all pupils throughout the school who have or appear to need reasonable adjustments in class/exams/tests in line with the JCQ Access Arrangements and Reasonable Adjustments Regulations (AARA) which are updated every September. The exam access arrangements assessor will carry out training on the yearly updates and work with the SENCo, Deputy Head (Senior), the exams officer and teaching staff to ensure that the right online paperwork is maintained and provision is appropriately managed in line with the JCQ Regulations. Such information will include up-to-date forms, currently including Form 8s and Form 9s, online applications, and any other required evidence in the pupils' evidence folders on google drive.

In accordance with the MHS Word Processor Policy, teachers must email the exam access arrangements assessor and consult with her before they allow a pupil to use a word processor. The exam access arrangements assessor will then email a pupil's teachers to inform them if the pupil requires a word processor and the reason for this. The use of a word processor as an access arrangement is also recorded on the SEND register. Pupils possibly requiring computer readers or text to speech must also consult with the exam access arrangements assessor before putting these arrangements into motion.

#### [MHS Word Processor Policy](#)

The exam access arrangements assessor is responsible for the application of access arrangements for pupils taking GCSE or other external examinations. An application for access arrangements can only be made once the normal way of working has been well established and documented on google docs and, in some cases an assessment to confirm this has been carried out (e.g. when applying for extra time or a scribe/speech to text for pupils with learning difficulties without an EHCP). Teachers must be mindful that in Year 10 such pupils will be tested to confirm validity of that arrangement in accordance with the latest JCQ Regulations. For example, currently a pupil with learning difficulties without an EHCP will need at least two scores of 84 or less relating to two different areas of speed of working or one score of 84 or less **and** one score between 85 - 89 relating to two different areas of speed of working for 25% extra time.

Staff complete an evidence form for each pupil and upload it onto the pupil's evidence file on google drive via the SEND register.

We always provide the exam access arrangements that are required on an individual basis in line with the latest JCQ regulations. For example, we have added access to a mobile phone for medical purposes as a new access arrangement which was introduced by the new JCQ Regulations in September 2023 and we have also awarded access arrangements that fall under the category 'other arrangements for candidates with disabilities' (e.g. an analogue watch for a student who has a very poor sense of time and can't handle looking at the clock).

The assessments used in the school for exam access arrangements should only be used for this purpose and anyone wishing to use any of them needs to ask permission from the Head of Dyslexia.

#### **14) Safeguarding and Data Protection GDPR**

All concerns about the wellbeing of the pupil other than academic as outlined above is reported according to our Safeguarding and Child protection policy.

##### *Data Protection, Data Storage and other Communication*

Pupil records and confidential information is kept in a locked cupboard. The SENCo holds the keys.

Wyvern staff keep their own teaching records.

Consent of the parents should be sought before shared with the teachers.

#### **iSAMS**

Pupil's SEND/additional needs details are placed on the SEN Register. Pupil Record Folders hold records and information on the needs in more detail and are found on the school's Google Drive. A reference and link to each pupil's needs, reasonable adjustments and exam access arrangements can be found on the SEN register. iSAMS holds a limited amount of information on the needs of each pupil.

#### **Wyvern Staff Meetings**

Staff meetings are held weekly for Wyvern Staff. Minutes are uploaded to the Wyvern folder on Google Drive and copies passed to the Head Teacher.

#### **15) Induction, Training and CPD**

All teachers and support staff undertake induction upon taking up a post and this includes 'touching base' and email correspondence with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils they may come into contact with. The SENCo will email information documents describing the major areas of SEND represented in our school. They will become familiar with the SEN register and the IEPs for pupils they teach which contain the reasonable adjustments needed. The SENCo will discuss subject specific adjustments and High Quality Teaching practices relating to the SEND in their classes. Pupils with EHCPs in their key stages will be given more detailed handovers.

Staff receive regular training in all relevant areas of SEND. Wyvern Staff discuss their CPD requirements with the SENCO and school staff with the senior management team (SMT).

Staff working in Wyvern House will be trained regularly by Team Teach on Positive Behaviour Management practices.

#### **16) Policies**

Staff joining Wyvern House will receive the same induction as other members of the school staff.

They will adhere to and become familiar with all school policies and comply with the policies for each department their specialist subject relates to e.g. English/Dyslexia specialists will follow developments of the English Department, as well as this SEND policy. They will receive a full induction from the SENCo, supported by other members of the Wyvern team.

#### **Staff development/in-service training**

Class teachers regularly attend workshops and training courses to update their knowledge of working with pupils with all areas of Special Educational Needs and changes in legislation.

Teaching staff are encouraged to use dyslexia-friendly strategies that enhance learning for all pupils.



## [Dyslexia Friendly Classroom Checklist](#)

Teaching staff will be spending one Inset Day on training run by Made By Dyslexia to further develop their skills on how to teach in a dyslexia friendly way that benefits all pupils.

<https://www.madebydyslexia.org/teachers>

### **Links with professional bodies**

In the constantly developing knowledge and understanding of the high profile and ever changing world of Dyslexia and Special Educational Needs and Disabilities, Wyvern staff believe it is vital to keep as well informed as possible of current thinking and research. With this in mind, we have forged strong links with a number of professional bodies and subscribe to the following journals:

- British Dyslexia Association – Mayville is a corporate member of the BDA Dyslexia Guild
- Council for the Registration of Schools Teaching Dyslexia Pupils (CreSTeD)
- Mayville is approved for Registration under category Learning Support Centre (LSC) following another successful inspection in February 2020
- ISA
- Professional Association of Teachers and Students with Specific Learning Difficulties (PATOSS).
- The Helen Arkell Dyslexia Centre – lecturers have provided INSET
- National Association for Special Educational Needs (NASEN):

Members of the team have access to

- Dyslexia - Journal of International Research and Practice
- Dyslexia Contact
- PATOSS Journal
- SATIPS – Support and Training in Prep Schools
- British Journal of Special Education – published by NASEN
- Support for Learning – published by NASEN
- Special – published by NASEN
- In 2006 Mayville contributed to an ongoing study on Language Synthesis in Dyslexic Pupils with University College London.
- Research with Mike Fleetham of ASPIRO on the use of Multiple Intelligence and Learning Style Profiling in schools.

## 17) Wyvern House Staff List

Staff Name & Qualifications	Role
<p><b>Mrs Anna Miles MBE</b> BA (Hons) Level 7 Dyslexia &amp; Literacy, Level 5 SpLD</p>	<p>Manager of Wyvern, Head of Learning Support</p>
<p><b>Mrs M Dorey</b> Current Assessment Practicing Certificate (APC) and Issuing Body: 0918452 - The Dyslexia Guild Professional Certificate in Assessment Practice for Dyslexia and Literacy (Dyslexia Action) The Postgraduate Certificate in Dyslexia and Literacy- University of York (Level 7) Qualified Teacher Status (QTS) PGCE (English) BA English and Psychology</p>	<p>Head of Dyslexia Exams Access Arrangements Assessor SpLD Assessor</p>
<b>Wyvern House Teaching Staff</b>	
<p><b>Ms A Chenneour</b> Post Graduate Diploma, Mandatory Qualification for Teachers of Children with Visual Impairment (QTVI) MEd (Special Education/Inclusive Education, Difficulties in Literacy Development) Post Graduate Certificate, Coordination of Special Educational Provision Level 7 Diploma for Teachers of Learners with Specific Learning Difficulties Postgraduate Certificate in Education (PGCE) – Qualified Teacher Status BMus Hons</p>	<p>Dyslexia teacher and assessor. VI specialist teacher</p>
<p><b>Ms E Clay</b> BTh (Hons) PGCE with QTS MA Religion and Philosophy Currently studying Level 5 dyscalculia</p>	<p>Dyscalculia/Maths tutor Study Skills &amp; Senior subjects support Tutor</p>
<p><b>Mrs H Dimon</b> BAEd (Hons) QTS Currently studying Level 5 dyslexia</p>	<p>Maths and English tutor</p>
<p><b>Mr Peter Muffett</b> B.A (Hons) QTS</p>	<p>KS3 &amp; 4 SEN class teacher (Wyvern House)</p>
<p><b>Mrs K Keysell-Fitzpatrick</b> BA. H. Dip of Education, QTS Level 5 SpLD</p>	<p>Dyslexia Tutor</p>
<p><b>Mr I Sands</b> B.Ed hons Maths/Science</p>	<p>Maths tutor (and History/Science teacher)</p>
<p><b>Mrs K Wardale</b> BA (Hons) Humanities, PGCE, Level 7 SpLD</p>	<p>Dyslexia Tutor</p>

<b>Wyvern Support Staff</b>	
<b>Mrs J McLeod</b>	Teaching Assistant (ASD)
<b>Mrs K Ruck</b>	Teaching Assistant/English 1:1 Tutor
<b>Miss D Saunders</b> B.Ed (Hons) QTS	SEN Teacher
<b>Dr N Thomas</b> BSc (Hons) PhD QTS	SEN Teacher
<b>Ms J Blatch</b> BSc PGCE	SEN Teacher

<b>Wyvern House Therapeutic Staff</b>	
<b>Mrs E Sacker</b> BSc PgDip FdA Humanistic Counselling L5 Certificate Counselling	Mental Health Lead / Counsellor
<b>Mrs V Leonard</b> BSc (Hons) Clinical Language Sciences – Speech & Language Therapy	Speech and Language Therapist (SALT)

## Links to documents

SEND Register 2024/25:

[SEND/EAL register 2023-2024](#)

Pupil Support List/Provision Map 2024/25

[Pupil Support List/Provision Map](#)

Specialist Teacher Reports and other reports

[Pupil records and reports](#)

Referral Form and guidelines on how to apply

[SEND referral form](#)