



MAYVILLE  
HIGH SCHOOL  
*Founded in 1897*

## Special Educational Needs and Disabilities Policy

This policy applies to all pupils in all areas of the school.

### Introduction

At Mayville High School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities. We believe that every child has the right to a high-quality education, which is tailored to their individual needs and enables them to reach their full potential.

This policy outlines how we identify, support, and monitor children with special educational needs and disabilities (SEND), in line with the Children and Families Act 2014 and the SEND Code of Practice 2015.

### 1. Aims and Objectives

#### Aims:

- To create an inclusive environment that recognises the diverse needs of all learners.
- To identify and support pupils with SEND as early as possible.
- To provide tailored and appropriate support that enables all pupils to access the curriculum and school life.
- To work in partnership with families, pupils, and other professionals to support individual progress and well-being.

#### Objectives:

- To implement a graduated approach to SEND support, using the Assess, Plan, Do, Review model.
- To ensure that teaching and learning is adapted to meet the needs of all learners.
- To track and monitor progress to inform targeted interventions.
- To provide staff with training and resources to meet the needs of pupils with SEND.

### 2. Definition of Special Educational Needs

A child is considered to have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. This includes where a child:

- Has a significantly greater difficulty in learning than the majority of others the same age.
- Has a disability which prevents or hinders them from making use of facilities generally provided for others of the same age.

SEND provision may be required across four broad areas:

1. Communication and Interaction
2. Cognition and Learning

3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

### **3. Roles and Responsibilities**

#### **Headteacher**

- Ensures SEND policy is implemented and resourced
- Monitors effectiveness of SEND provision
- Supports the SENDCo in their role

#### **SENDCo (Special Educational Needs and Disabilities Coordinator)**

- Oversees day-to-day operation of the SEND policy
- Co-ordinates provision for children with SEND
- Liaises with parents and other professionals
- Maintains the SEND register and related records
- Provides advice to teaching and support staff

#### **Teachers and Support Staff**

- Plan and deliver adapted lessons to meet pupils' needs
- Implement strategies outlined in support plans
- Regularly assess and review pupil progress
- Identify any cause for concern

### **4. Identification and Assessment**

We recognise the importance of early identification. Pupils may be identified through:

- Baseline and ongoing assessments
- Teacher observations
- Parental concerns
- Specialist professionals
- Child concerns

### **5. SEND Support and Intervention**

Once a need has been identified a collaborative SEND review meeting will be held to discuss and implement a holistic support plan for that pupil. The pupil may be added to the SEND register if necessary.

We offer a range of SEND support at Mayville High School:

#### **Main School:**

- Adaptive teaching in the classrooms
- Use of specialist resources or equipment
- Small class sizes

- Small group and interventions
- Access to Emotional Literacy Support
- Access arrangements for assessments and exams
- Individual Education Plans
- Access to Speech and Language Therapy
- Access to Occupational Therapy
- Referrals to external professionals
- Access to have Neurodiversity Profile

#### **Dyslexia Learning Unit:**

- Access to 1:1 tutoring covering all areas of the curriculum
- Access to our trained Dyslexia Assessor
- Qualified Dyslexia tutors
- Individual assessment and progress reports
- Individual Teaching Plans
- Supportive, calm and safe working environment
- Child-centred approach to teaching
- Support with Exam Access Arrangements

#### **Wyvern House: Alternative Provision Setting**

- Child-centred approach
- Small class sizes
- One-to-one support
- Personalised timetable
- Adapted environment for pupils who find main school settings overwhelming
- Therapeutic relationships built on trust
- Team of familiar adults working closely with students
- Regular SEND review meetings
- Access to Emotional Literacy Support
- Access to Occupational Therapy
- Access to Speech and Language Therapy
- Access arrangements for assessments and exams

#### **6. Education, Health and Care Plans (EHCPs)**

Where a pupil's needs are significant and long-term, and cannot be met through whole school provision, the school (in consultation with parents) may request a statutory assessment from the local authority, potentially leading to an EHCP.

We will follow guidance under the SEND Code of Practice for pupils with EHCPs and ensure provision meets their specified outcomes.

## **7. Concerns Procedure**

If a parent has a concern regarding Special Educational Needs, they should:

- Speak to the class teacher
- Speak to the SENDCo
- Speak to the Headteacher
- If further action is needed, contact the SEND Trustee member

## **8. Policy Review**

This policy will be reviewed annually to ensure it remains in line with current legislation, best practice, and the needs of the school community.