This is the Mayfield SEN Information Report. Since the introduction of the SEN Code of Practice (2014), the governing bodies of maintained schools must publish information on their websites about the implementation of the governing body’s policy for pupils with SEN. This report will be updated at least once per year.

This report is additional to the school’s SEN policy, which sets out some of the legal requirements and duties of school in meeting the needs of pupils with SEND.

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| How does school identify Special Educational Needs (SEN)? |
| * A child has SEN, a learning difficulty or disability if he or she:   • has a significantly greater difficulty in learning than the majority of others of the same age, or  • has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.   * Some children may join Mayfield School with an already identified special educational need or disability. When this happens, we work closely with the child’s family and the professionals who know them best to help them to make a settled and happy start to their life at Mayfield. * For other children, a special educational need or disability may arise at some point during their school life. When this happens, school will follow a ‘graduated approach’ to meeting their needs, which will be explained in the next section. * Most identified SEN will fit into one of these 4 groups: communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and/or physical needs. * If a member of staff feels that a child may have SEN or a disability, they will follow the ‘graduated approach’ outlined below. |
| What is The Graduated Approach to SEN and Disabilities? |
| * Where a member of staff (usually the child’s class teacher) has concerns about a child’s progress, the first step will be to differentiate their teaching and provide some additional support within the classroom to try to meet their needs. This is known as providing high quality first teaching. * If there are still concerns, the member of staff may next speak to the Special Educational Needs Co-ordinator (SENCo), which is Miss Swithenbank, for some advice. * At this point, school will meet with you as parents to discuss our concerns and plan the next steps in supporting your child at school and at home. Where appropriate, this meeting will also involve your child as their views should form part of the planning. * This is the beginning of the ‘graduated approach’. * Once the next steps have been identified, it may be decided that additional support will be put in place to try to meet your child’s needs. Some of the interventions which may be used can be found in the ‘What Interventions Do School Use?’ section. * Your child will be given a Support Plan and a provision map to show what support / intervention they are receiving. * Parents will be invited back at a later date to review the support and intervention with their child and other professionals. * At all points throughout the SEND process, we aim to ensure that families are involved, consulted and included within all decision making. |
| What should I do if I think that my child has a Special Education Need (SEN) or disability? |
| * If you think that your child may have SEN or a disability, please feel free to come and discuss your concerns with school. * The best people to talk to first would be your child’s class teacher, Miss Swithenbank (SENCo) or Mr Couper-Barton (Headteacher). |
| What interventions do school use? |
| * At Mayfield, we use a variety of interventions to support our children. These interventions are often led by our highly skilled teaching assistants (TAs). Interventions are often used to develop the pupils’ English and maths skills. * Interventions may take place with children individually (1:1) or in a larger group of children (usually no more than 6 children). * Some interventions we regularly use are:   English  Wellington Square, ALS (additional literacy support), BLAST (speaking and listening), 1:1 English tuition,  Maths  Power of 2, RM Maths, Stern, Springboard, 1:1 maths tuition,  Social and Emotional Skills  Meet and Greet, Reflection Time, Lego Therapy, Social Stories,   * Mrs Lockwood and Mr Humphries also provide opportunities for the development of social skills through tailored individual interventions. |
| How is the curriculum changed to meet the needs of SEND pupils? |
| * Mayfield is an inclusive school where we aim to meet the needs of all children to enable them to achieve their full potential. * All teachers ensure that lessons are well planned to meet the needs of all children. This is often called differentiation. Lessons, tasks and activities can be altered in many ways to meet the learning needs of children with SEND. This could be through the task being different, more support from the teacher or TA or through the use of resources, such as a spelling bank or number line. * We are constantly identifying training which can improve the skills of our teachers and TAs and help them to provide the children with the best possible support. * Staff have received training to support children with a range of SEN including: autistic spectrum disorder (ASD), dyslexia, speech, language and communication needs (SLCN) and social, emotional and mental health difficulties. |
| How does school assess pupil progress? |
| * Teachers are constantly assessing pupils during lessons; checking that they understand what is being taught and using this information to adapt their teaching. * Some methods of assessment which teachers regularly use include: asking questions, observing children working, reading the children’s green pen comments in their books, marking work. * Pupils find out about their own progress through verbal feedback and written comments in their book. * Pupils are ‘formally’ assessed each term and their progress is carefully tracked by school. Each class teacher meets with the Head Teacher each term to review and discuss the progress of every child. * For some of our SEN pupils, parents are invited to a review meeting each term, where their child’s progress is discussed in more detail and targets are reviewed and updated. * Any parent of a child with SEN can request a termly review meeting if they feel that this would be beneficial. If you would like to discuss this further, please contact the SENCo (Miss Swithenbank). |
| What extra equipment and resources do school use to support pupils? |
| * Some children benefit from the use of additional or specialist equipment and resources. This may include: a visual timetable, a separate workstation away from other distractions, the use of pictures and symbols to aid communication. * In addition to this, school regularly use iPads, iPods and a range of computer based resources with all children throughout school. Some of these activities, games and apps are specifically designed for children with SEN. |
| How does school work with other services? |
| * School work closely with a variety of other agencies to support children with SEN. * The Quality and Effectiveness Support Team (QEST) work with school to provide training for staff and provide support for specific children. * Where there are concerns about a child, a referral can be made to: the doctor (MAF), the speech and language therapy service (SALT), occupational therapy (OT), the educational psychologist (EP), the Early Help team (social, emotional and mental health difficulties). * Where staff feel that a referral to another agency should be made, parents will always be consulted first and asked to give their consent. * Parents are welcome to discuss referrals with the SENCo, if they feel that there is a service which they would like their child to be assessed by. |
| What extra-curricular activities are available for pupils with SEN? |
| * As an inclusive school, we ensure that all children are given the opportunity to attend extra-curricular activities. * Some of the clubs on offer include: morning sports club, after school sports clubs, and film club * We provide a range of educational visits throughout the year to enhance our curriculum. Visits are chosen which will be accessible to children with SEN or disabilities. |
| How does SEN funding work? |
| * Schools receive funding for all pupils including those with Special Educational Needs and Disabilities and they meet pupil’s need from this. * If the cost of providing additional support for a child’s needs is more than £10,000 per year, then the child may be eligible for an Education Health and Care (EHC) Plan assessment. More information about EHC Plans can be sound in section 8 of the Schools SEND Policy. * Where a child does have an EHC Plan, parents will be included in deciding how the additional funding should be spent. Parents will also be offered a ‘personal budget’, allowing them to control some of the money. |
| Where can pupils with SEND get extra support? |
| * At Mayfield, we value the views of all children. An annual survey is conducted amongst the Key Stage 2 children to gain their views about school life. * If a child feels wants to talk to an adult in school, they are encouraged to speak to a member of staff they are comfortable talking to. This could be their class teacher, a TA, the SENCo, Mr Couper-Barton, Mrs Lockwood or Mr Humphries. |
| Where can parents / carers get extra support? |
| * Oldham’s parent / carer forum is called POINT (Parents of Oldham in Touch). This is an umbrella organisation for all parents and carers of children & young people with Special Educational Needs, disabilities and complex medical needs. They work with Oldham Council, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families. pointoldham.co.uk * Parents can also find a list of services and support for SEND through Oldham Council’s local offer. This can be accessed at the following web address: <https://www.oldham.gov.uk/info/200368/children_with_disabilities> * Parents / carers are always welcome to discuss SEND concerns with school staff. |
| Who are the key adults at Mayfield that I could speak to about my child? |
| * Class teacher. * SENCo – Miss K Swithenbank. ([kate.swithenbank@mayfield.oldham.sch.uk](mailto:kate.swithenbank@mayfield.oldham.sch.uk)) 0161 624 62425 * Head Teacher – Mr M Couper-Barton. ([head@mayfield.oldham.sch.uk](mailto:head@mayfield.oldham.sch.uk)) 0161 624 6425 * Deputy Head Teacher – Mrs S Davies. * Pastoral Support Worker – Mrs J. Lockwood. * Attendance Officer – Mr A. Humphries |
| What should I do if I am not satisfied with a decision or what is happening for my child? |
| * Your first point of contact should always be the school – this may be the class teacher; the SENCo or the Headteacher.   Most concerns and questions can usually be dealt with in this way. If you are not satisfied that your concern has been addressed, please speak to the Head Teacher, Mr Couper-Barton. If you would like to take your concerns further, you should then ask to speak to a member of the Governing Body.   * We aim to work collaboratively with parents to ensure that any concerns or issues are dealt with quickly and harmoniously. * If your concern is with the local authority, contact the Senior Children’s Complaint’s Officer, contact details as follows:   + - * + Tel: 0161 770 1129         + [cypf.complaints@oldham.gov.uk](mailto:cypf.complaints@oldham.gov.uk) * The [Parent Partnership Service](http://www.oldham.gov.uk/pps/info/12/about_the_service) provides independent, individual information and advice for parents of children with special educational needs. Visit [*http://www.oldham.gov.uk/pps/info/12/about\_the\_service*](http://www.oldham.gov.uk/pps/info/12/about_the_service) *for more information.* |