



# MAYVILLE HIGH SCHOOL

*Founded in 1897*

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

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

This policy is reviewed annually. Latest review August 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 opportunity for children with additional needs such as dyslexia, dyspraxia, ASD and speech & language conditions and ADHD by providing differentiated Quality First Teaching and additional specialist support through Wyvern House inclusive of the Dyslexia Learning Unit.

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for any of the above conditions and those who do not have a formal diagnosis but who require additional support are withdrawn from lessons and taught on a 1:1 basis by a literacy, numeracy or study skills specialist teacher.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 Speech and Language Therapist, Occupational Therapists, SEND 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 2020 with an additional year extension after consultation. 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 SEND provision is part of the whole school, not a separate entity. SEND 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 SEND 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 personalized 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.' (SEND 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 SEND 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 pupil's 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 centre for 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 neuro-diverse 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, speech and language therapist and Counsellor. It also houses the growing team of learning specialist teachers including

dyslexia and dyscalculia.

The dyslexia provision is regularly inspected by CReSTeD and was awarded Learning Support Centre status renewed for a further 3 years in February 2020, this has since been extended for a further year.

#### **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 Dyslexia)
- 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."

## Neurodiversity

Neurodiversity is an umbrella term or movement addressing the differences in the ways the brain works. It encompasses Autism, Dyslexia, Attention Deficit Hyperactivity Disorder, Dyspraxia, Dyscalculia, Sensory Processing Disorders.

### Defining Dyslexia.

*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 co-ordination, 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.

*The BDA Management Board has added:*

*"In addition to these characteristics, the 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." (See also checklist – Points that may indicate Dyslexia.)*

### Defining DCD (Dyspraxia)

Developmental co-ordination disorder (DCD), also known as dyspraxia, is a condition affecting physical co-ordination. It causes a child to perform less well than expected in daily activities for their age, and appear to move clumsily. It is a common disorder affecting fine and/or gross motor coordination in children. It is particularly noticeable in pupils with poor handwriting. It may also affect speech and the ability to plan what to do and how to do it. It is a lifelong condition

### Defining Autism Spectrum Disorders

Autistic Spectrum Conditions/Disorders are a lifelong developmental disability which affects how people communicate and interact with the world.

## Defining Dyscalculia

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. *British Dyslexia Association*

## Defining SLI

Specific Language Impairment (SLI) is a language disorder that delays the mastery of language skills in children who have no hearing loss or other developmental delays. It is characterised by slow development of the correct use of syntax and verbal sentence structure. Pupils are unable to articulate their thoughts and feelings. It is sometimes comorbid with speech articulation difficulties.

## Defining 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, 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, demand avoidance

## 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 2018
- 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

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 SEND 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 SEND as early and thoroughly as is possible, reasonable and necessary.
- To fully involve parents and pupils in each stage of the process of identification, assessment and delivery of.
- 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 SEND 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, emotional security, 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**

All staff are responsible for identifying pupils with learning difficulties.

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

*Pre-Registration:* Background information is gathered from parents about family history of learning difficulty, early childhood development patterns including motor and speech, languages spoken at home, history of education, relevant medical information.

*Taster Day:* Prospective students are assessed and interpreted by a member of the Wyvern team underlying skills for reading and spelling according to their age:

Age 4-7 COPS test covering: 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 and colour discrimination. Tests are selected according to their age as designated in the COPS manual.

For Ages 8-11 Lass is used covering: reasoning, reading, phonic decoding, spelling, memory and phonological awareness.

Ages 12-16 are assessed by Exact Lucid: Word recognition, Reading comprehension accuracy, Reading comprehension speed, Spelling, Typing speed and Handwriting speed.

Pupils will also receive an assessment of their maths skills and knowledge using either WRAT V maths assessment or the Sandwell Early Numeracy Test 4-14.

At the SENCO's discretion we may also use RECALL, to evaluate the speed and efficiency of working memory and processing speed.

We consider current attainment levels in literacy and numeracy and informally screen for any underlying cognitive issue that may affect their learning. Existing EP, diagnostic and school reports are considered.

### **Identifying and Assessing Pupils**

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.

If a pupil continues to not make the expected progress, they are referred to the SENCo for screening. Teachers complete a referral form outlining their concerns which is shared with the SENCo. 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.

Parents are consulted prior to consider options using our graduated response to 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 so 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. This may include differentiating class work or a specific intervention that may be small group work, referral to our free counselling service or Emotional Literacy Support Assistant or further professional assessment. 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 SEND 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 Senior Management Team responsible for that age group and 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, follow up interventions will be put in place. There may also be a need for external agencies such as the Educational Psychologist or a Specialist Diagnostic Assessment (in the case of dyslexia) to further assess the specific needs of the child. These will be at the cost and discretion of the parents. Parents may opt for in-house (school) screening and assessments which would influence further the support needed. 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 further intensive support from the specialist staff in Wyvern House. In the case of difficulties related to Autistic Spectrum Conditions, Attention Deficit Hyperactivity disorders 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 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 EHCP's 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 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 so 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.

### **7) Support offered by Wyvern House**

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**

- Phonological Awareness
- Spelling – Phonics and Morphological strategies for regular words, Orthographic strategies for irregular words, Spelling Rules
- Handwriting or typing skills
- Sentence Level work
- Vocabulary Development
- Structuring written assignments
- 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.

## 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, becoming an independent learner

## 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.

Wyvern House also houses specialist ASD and mental health support within tutor groups for key stages 2-4. Each have a specialist teacher who will provide an education based around the pupil's individual needs and aspirations. Wyvern houses an OT, SALT and counselling service. Pupils can access a sensory room and garden at any time to seek sensory regulation.

## 8) Quality of Teaching and Learning

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

Cumulatively the department can boast a wealth of knowledge and wide range of teaching experiences which we share to develop each other's pedagogy.

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. 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 whilst supporting their needs.

## 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
- 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
- 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.**

**Clear/un-highlighted/Graduated response stage two** are pupils with SEND that need adaptations/interventions but working within 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 and for collecting evidence of the Normal Way of Working. They will upload evidence to google docs. They should start to do this from Year 9 at the latest. Access arrangements will also be made for all pupils throughout the school who have or appear to need special adjustments and extra time in exams/tests. The SENCo will work with the Deputy Head (Junior) and Head of Pre-prep as well as Deputy Head (Senior) to ensure that records are maintained and provision is appropriately managed.

Such information will include exam papers, clearly annotated to show the use of extra time, emails where extra time has been given for assignments or classwork etc., times when the student has had to take a rest break etc.

Pupils requiring laptops must consult with the SENCo. Pupils possibly requiring computer readers or text to speech must also consult with the SENCo and Access Arrange before putting these arrangements into motion. The use of Laptops as an Access Arrangement is recorded on the SEND register for teachers to note in class lists.

The SENCO or other appropriately qualified person 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 assessment to confirm this has been carried out.

Teachers must be mindful that in Year 10 pupils using access arrangements will be tested to confirm validity of that arrangement and will need a score of below 85 in the cognitive area associated with the adjustment.

Staff complete an evidence form for each pupil and upload it onto the pupils file on Google Drive via the SEN register.

Full details of Access Arrangements appears in the Appendix of this document. In summary, in line with JCQ requirements, we provide: Extra time, Read Write computer reader, Read Write speech to Text, reading pens, human reader (if the pupil cannot use Read Write), human scribe (in the pupil cannot use Speech to Text), coloured overlays, enlarged papers and seating arrangements.

### **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.

#### **Schoolbase**

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 schools Google Drive. A reference and link to each pupil's needs and reasonable adjustments, exam access accommodations can be found on the SEN register. School Base 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 on 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 SMT.

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

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.

## **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 English Department, as well as this SEND policy and handbook. They will receive a full induction from the SENCO, supported by other members of the Wyvern team.

### **MHS Word Processing Policy**

#### **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.

#### **Links with professional bodies**

In the constantly developing knowledge and understanding of 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
<b>Mrs A Ross</b> BA (Hons), PGCE with QTS, Level 5 Dyslexia, Level 5 Dyscalculia, PGCE Special Educational Needs- National Award for Special Educational Needs Coordination (NASENco)	SENCo
<b>Wyvern House Teaching Staff</b>	
<b>Ms A Chenneour</b> Level 7 Diploma Dyslexia, MA, PGCE	Dyslexia teacher and assessor. VI specialist teacher
<b>Ms E Clay</b> BTh (Hons) PGCE with QTS MA Religion and Philosophy. Currently studying Level 5 Dyscalculia	Dyscalculia/Maths tutor Study Skills & Senior subjects support Tutor
<b>Mrs H Dimon</b> B.Ed (Hons) QTS. Currently studying Level 5 Dyslexia	Maths and English tutor
<b>Mrs M Dorey</b> BA, PGCE, Level 7 Dyslexia & Literacy, APC	Dyslexia Tutor & Exams Access Arranger
<b>Miss T Gregg</b> BA (Hons) in Education	SEN Support (Wyvern House)
<b>Mrs C Hunt</b> BA (Hons) QTS	KS3 & 4 SEN class teacher (Wyvern House)
<b>Mrs K Keysell-Fitzpatrick</b> BA (Hons), Dip of Education, Level 5 SpLD	Dyslexia / Target Reading

<b>Mrs F Lovegrove</b> BA (Hons), PGCE. Currently working towards Level 5 Dyslexia	KS2 class teacher (Wyvern House) and Dyslexia specialist tutor
<b>Mr I Sands</b> B.Ed (Hons) Maths/Science	Maths tutor (and History teacher)
<b>Mrs A Wardale</b> BA (Hons) Humanities, PGCE, Level 7 SpLD	Dyslexia Tutor
<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)
<b>TBC</b>	Occupational Therapist (OT)