Special Educational Needs (SEN) Information Report 2026 - 2027

PLAN ADMINISTRATION	
SPECIAL EDUCATIONAL NEEDS AND (SEN) INFORMATION REPORT 2026 - 2027	
Version number	5
Date of first issue	1st September 2022
Date of review	29th September 2026
Date of next review	29th September 2027
Electronic copies of this plan are available from	School 'A' drive
Hard copies of this plan are available from	School office
Person responsible for review	Headteacher

PLAN SIGN-OFF:		
ROLE	**SIGNATURE**	**DATE**
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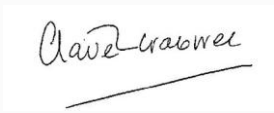
School Business Manager		29.09.2026

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1. Aims

This policy aims to:

- Set out how our school supports and makes provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing pupils with SEN
- Support our vision statement and ethos

2. What type of SEN does Mayfield provide for?

Mayfield is a maintained day special school for students aged 4-19 years, from Chorley and the surrounding areas. All students have an Educational Health Care Plan (EHCP) which identifies the child's needs and the provision that we must put in place to meet those needs. If requested by the local authority we can take students on an assessment place before completion of their Education Health and Care Plans.

We currently have provisions to meet the needs of children with a wide range of SEN including:

- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Autistic Spectrum Disorder (ASD)
- Speech, Language and Communication Needs (SLCN).
- Physical Disabilities (PD)
- Sensory impairments eg. Hearing and Visual Impairments (HI, VI)
- Complex Medical Needs

3. Our special education needs co-ordinator or SENCO

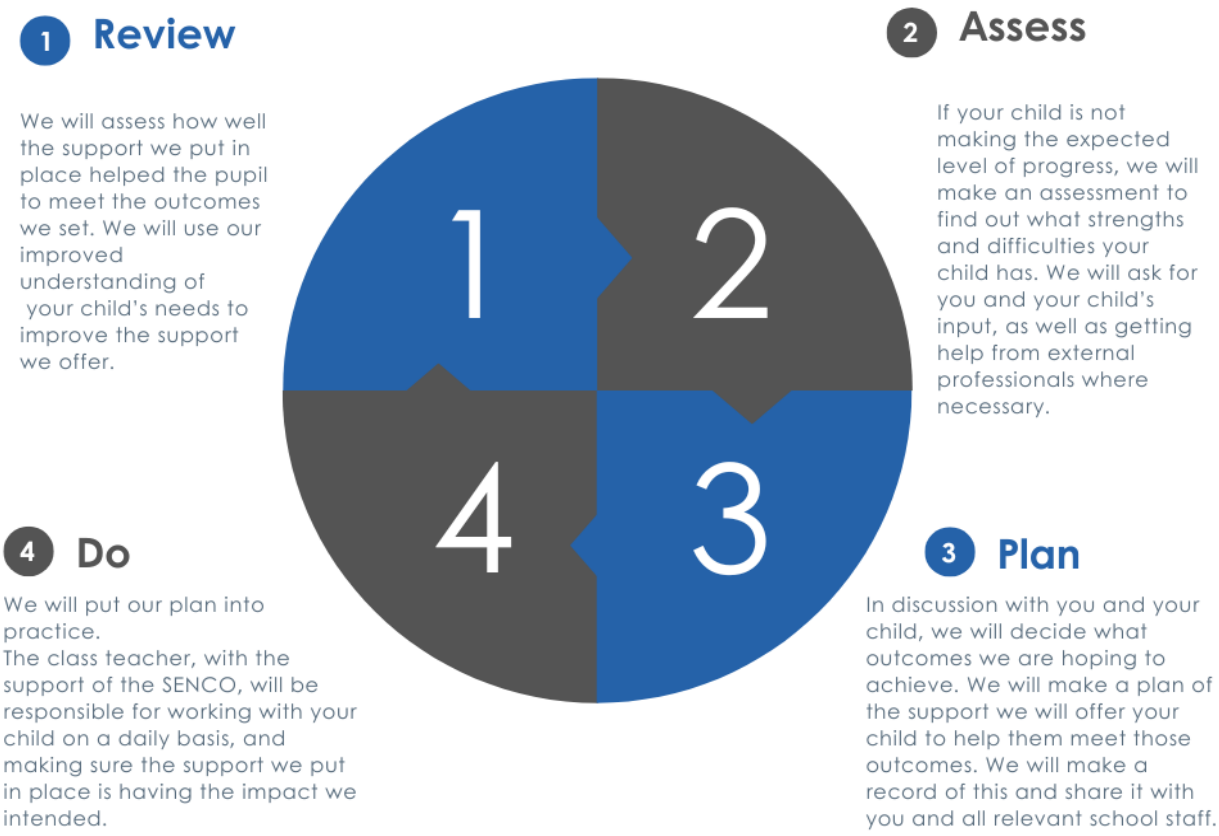
Angela Coates is our SENCO. Angela is a qualified teacher with almost 25 years teaching experience and completed the National Award in Special Educational Needs Co-ordination in 2017.

Due to an increase in pupil numbers we have appointed an Assistant SENCO, Emma McCullagh. She is a qualified teacher with over 15 years teaching experience and completed the National Award in Special Educational Needs Co-ordinatoin in 2023.

4. How will the school assess and monitor my child's progress?

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

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



At Mayfield, we follow rigorous target setting, tracking and analysis of progress across each term, year and Key Stage. We set high expectations and support our students to make the best progress possible from their starting points. We measure a significant range of outcomes for all students both academic and personal, social, physical, emotional and behavioural.

We have the following procedures in place:

- Tracking systems between EHCP – Annual Review and short-term JAM (Just About Me) targets

- Half - Termly JAM targets, including communication-based around key learning needs
- Six week transition meetings for new pupils.
- A comprehensive range of interventions in place to meet individual key learning needs
    - E.g. talk tools, sensory diet, ARFID, THRIVE, THRIVE intervention groups, and ELSA practitioner sessions with the school.
    - These are regularly monitored and evaluated for impact
- Individual pupil profiles based on pupils' strengths
- Regulation and Support plans for identified students
- MOVE programme and targets to support physical independence
- MATP programme and targets to support physical independence
- Annual reviews for all pupils, six-month reviews for EYFS, and annual reports of progress.
- Therapy plans/episodes of care for Speech and language therapy, physiotherapy and occupational therapy interventions
- Detailed ongoing assessment and observation of pupils via the online platform Tapestry, to which parents have access.
- Half-Termly reviewing process to ensure that all pupils make at least their expected level of progress towards challenging SMART targets set

The school adopts a 'team around the child and family approach' supported by our Pastoral Team and in-house specialists who meet in regular Multi-Disciplinary Team meetings to discuss pupil needs and ensure the best possible outcomes for all our students.

External agencies and experts

Sometimes we need extra help to offer our students the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- Our School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

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

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs so that you can provide insight into what you think would work best for your child. At Mayfield, we pride ourselves on the strong relationship built between parents/carers and school staff; believing that the sharing of information between home and school is essential in ensuring all our learners are challenged to meet their true potential in all aspects of learning.

At Mayfield, we strive to ensure parents are fully included in the process of working with their children through a wide range of different approaches including:

- Initial visits to the school
- Class dojo for messaging and reporting successes
- Introductory meetings including zoom
- Six week transition meetings for new pupils
- Annual questionnaires
- Termly newsletters
- Annual report in July.
- Annual Review meeting and report
- Parent workshops and training
- Coffee events and fundraising events
- Parental Representation on Governing Body
- Parent involvement in changes in school through informal and formal consultations
- Access to the school website
- Parents Evenings and Mayfield Facebook page

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

Pupil voice is a fundamental component of each student's Annual Review process and is in keeping with our 'person centered' approach. Each student will be provided with the appropriate support to complete a pupil voice document and it is the initial focus of these meetings. Students are also invited to attend if it is appropriate for them to do so. We recognise that no two children are the same, this will be decided on a case-by-case basis, with your input.

7. How will Mayfield adapt its teaching for my child?

To ensure equal opportunities and maximise the progress of all our learners the school has a curriculum that develops pupils' needs about EHCP outcomes, whilst ensuring entitlement to a broad, balanced and stimulating curriculum matched to each learner.

Our curriculum ensures:

- The needs of an individual, as outlined in their EHCP are met. The personalised curriculum is designed to address the holistic needs of the individual learner. As part of this curriculum, a wide range of interventions and enrichment opportunities are available which are matched to individual needs.
- All learners have a broad balanced, stimulating and an aged age-appropriate curriculum including the EYFS Framework in the Early Years, the National Curriculum in Key Stages 1 – 4, Mayfield Mapping (our own bespoke curriculum) and an accredited curriculum in Key Stages 4 -5 which focuses upon preparation for life beyond school. Personal and Social development, Communication, Language and Literacy and Physical are seen as a core subject area across the school.
- The curriculum is resourced and funded through budget allocation given to class teachers and subject leaders. Priorities for funding are identified in the Schools Development Plan and the School Improvement Plan

Each of our students has a bespoke curriculum offer that is based on the principle of 'one size fits one'. Our class sizes are reduced with enhanced staffing levels to include a teacher, a level 3 teaching assistant and an appropriate number of additional teaching assistants to meet the needs of the class.

The school offers a total communication environment using spoken language, sign-a-long and symbols to support inclusion and access to learning. We are currently working towards becoming an ELKAN communication-friendly setting.

In 2025 Mayfield was awarded Accredited Status by the National Autistic Society (NAS), this a significant milestone that reflects our commitment to excellence in autism practice. This accreditation confirms that Mayfield's SEND provision meets the highest standards in autism support. It validates our ongoing efforts to:

Provide specialist, evidence-based interventions.

Foster a safe and nurturing environment for all pupils.

Ensure staff development remains a priority.

Engage families and carers as partners in education.

The school building is fully accessible and adapted to meet the needs of students with physical restrictions. We have a range of bespoke equipment across the school (such as ceiling hoists in every classroom and the school hall, and specialist eating and drinking equipment). Within this, we have excellent resources to meet specific needs which students can access on an individual or group basis. These include:

- Hydrotherapy pool
- Fully accessible Woodland learning area, including a seated under the canopy area.
- Interactive Immersive Theatre
- Outdoor play areas
- Astro Turf area
- Cycle Track and adapted bikes
- Polytunnels for horticulture
- Moveable plasma screens
- Eye Gaze equipment
- Touch plasma screens
- Outdoor gym
- Trampoline for rebound therapy

- MATP equipment

At Mayfield, we have developed a curriculum that is broad, balanced and that is personalised to meet the varied and individual needs of our very special pupils. The personalisation of our curriculum includes a variety of enrichment activities to encompass all areas of learning and development. These include:

- A lunchtime club offering Karoake, lego club, mindful colouring, movies and other activities which pupils request
- Karate afterschool club
- Pantomime trip to local theatre
- Anderton Centre – outward bounds activity centre
- Duke of Edinburgh Award
- Supporting local charities
- Bendrigg residential trip
- Overseas visits – Disneyland Paris
- Community visits within the local area
- Dare to Dream

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

Central to Mayfield School's ethos is the importance of our student's personal, social, emotional and physical wellbeing and development. Our PSED curriculum is embedded and interwined into every facet of the school day.

The PSED curriculum has recently been revised and complies with recent Department of Education guidance for Relationships and Sex Education which came into effect on 1st September 2026.

All pupils have at least one priority learning target linked to this area. The wellbeing of the pupils and their families is at the centre of all we do. We believe happy and regulated learners are the most effective learners. To this end, we adopt a multi-disciplinary approach to supporting pupils and their families. We have an onsite multidisciplinary panel, who hold regular meetings to address areas of additional support for individual pupils. We also employ a Behaviour and Attitudes Lead who is a licenced Thrive practitioner, Sensory needs practitioner and a Team Teach tutor.

Over the last 5 years, we have embedded the Thrive approach into our whole school practice. The Thrive approach supports social and emotional development as a precursor to effective learning. We run both group and one-to-one Thrive sessions, as well as offer the Family Thrive course to parents and carers and hope to become an Ambassador School for Thrive. We also achieved the Nurture Accreditation award in 2020. We employ a full time ELSA pracitioner who supports individuals and small groups to improve emotional literacy, manage strong feelings, and overcome barriers to learning, all under the regular professional supervision of an educational psychologist.

All new staff receive full child protection and safeguarding training as well as guidance on our approach to pupils' social emotional mental health. The majority of staff have also completed Adverse Childhood Experience and Trauma-informed training. All staff are encouraged to develop their own CPD following their interests.

Our pupils are also allowed to experience a wide variety of enrichment activities. In October 2023 we doubled the size of our outdoor learning environment, increased wheelchair accessibility and installed an under-canopy seating area. A qualified Foster School Leader is employed by the school and every pupil now has the opportunity to experience outdoor learning each week. We have excellent provisions to develop pupils' fitness, with outdoor gym equipment, an indoor pool, rebound therapy and MATP. In addition, we regularly encourage pupils to take part in sports events outside school. We have also developed excellent links with a range of specialist sports providers who hold regular sessions in school. Through regular Community trips and visits (ASDA, shops, Café's or park) help students develop social skills. Mayfield embraces national initiatives that support our pupils mental health and emotional and social development eg. Anti-bullying & Mental Health week, Random Acts of Kindness Day.

We have recently established a Holiday Club offering Break Time and Break Time plus places which provides much needed respite for our families and allowing our students to socialise with their peers over the holidays.

We have a 'zero tolerance' approach to bullying. We prevent bullying in the school through general and targeted education regarding relationships and appropriate behaviour. We have very low incidents of bullying, but when it does occur our anti-bullying policy is strictly followed.

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

Mayfield carefully plans all transitions and ensures children and families are informed and supported at each stage by our Transition Manager, Sam Burke. She can be contacted via the school office (01257 263063) or email sam.b@chorleymayfield.lancs.sch.uk

Between classes

Meetings are held in the Summer term between current and new staff teams to share information. In addition, pupils spend time in the Summer Term in their new classes including playtimes and moving up with familiar staff. The first Parents Meeting of each academic year is held earlier to allow parents to meet the new teacher and to talk about how students have settled in.

Between settings

Students transferring from other settings are observed in their current schools and a home visit takes place to support the transition process. According to individual needs, there may then be a period of planned transition over time in which students attend school with staff from their original setting.

Between school and college

From Year 9, when a student turns 14, subsequent years' discussions regarding transition will be part of the Annual Review process. There will be a focus on what the young person would like to do next and what support they will need to achieve it. The Transition manager will arrange individual links, visits or placements to settings which our students may move to upon leaving school. Not all the students who attend Mayfield will automatically move onto Mayfield College, the Local Authority allocate places based upon ability to meet needs and the suitability of the

Mayfield College Curriculum offer. Places are allocated at College for students until they are either 18 or 19 years old.

10. What support is in place for looked-after and previously looked-after children with SEN?

Emma McCullagh is the Designated Teacher for looked-after children and previously looked after children. She works with the Pastoral Manager, Jackie Johnson to make sure that all staff understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported in a similar way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP) and termly PEP meetings to ensure that the PEP and any individual JAM Targets and EHCPs are consistent and complement one another.

11. Glossary

- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **ARFID- Avoidant/Restrictive Food Intake Disorder-** a feeding or eating disorder in which individuals significantly limit the volume or variety of foods they eat due to hypersensitivity to food taste or texture and fear of trying new food.
- **CAMHS** – child and adolescent mental health services
- **CPD-** Continued Professional Development (training)
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will assess to decide whether a child needs an EHC plan.
- **EHCP** – an education, health and care plan is a legally binding document that sets out a child's needs and the provisions that will be put in place to meet their needs.
- **ELKAN –** an approach to promote the communication skills of children with Severr Learning Difficutlies
- **ELSA practitioner -** An ELSA practitioner is a specially trained Emotional Literacy Support Assistant who helps children with their emotional well-being in a school setting. These practitioners support individuals and small groups to improve emotional literacy, manage strong feelings, and overcome barriers

to learning, all under the regular professional supervision of an educational psychologist.

- **EYFS –** Early Years Foundation Stage
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **JAM targets –** half-termly based pupil targets on either EHCP outcomes or curriculum content.
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **MATP-** Physical development programme which supports our students to retain and develop their physical skills.
- **MOVE –** Physical development programme which supports our students to retain and develop their physical skills.
- **Outcome** – the target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **PSED-** Personal Social Emotional Development
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator

- **SEN** – special educational needs. A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **THRIVE** – a dynamic, developmental and trauma – sensitive approach to meeting the emotional & social needs of children.
- **Transition** – when a pupil moves between years, phases, schools, institutions or life stages

12. Review

This policy will be reviewed annually to ensure its continued effectiveness and relevance. Any necessary updates will be implemented promptly, particularly in response to changes in legislation, industry standards, or guidance issued.