



MAIDA VALE SCHOOL

MVS Special Educational Needs and Disability Policy

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Individual Responsible	Magnus Bashaarat, Headmaster Anastasia Argyrou, SENCo

Introduction

Maximising pupil performance – academically, socially and emotionally - is the prime responsibility for all staff at Maida Vale School. This fundamental aim underpins the whole curriculum and ethos of the school.

The purpose of this policy is to provide a way forward to ensure that all pupils including those with Special Educational Needs and Disabilities (SEND) achieve their full potential.

What are Special Educational Needs?

Any pupil, whatever their level of attainment, may experience a difficulty at some stage in their school life. Some pupils need support to access and progress through the curriculum at a challenging yet appropriate pace. Early identification of pupils who need additional support is essential to enable staff to provide effective learning experiences for individual pupils.

Pupils who attend Maida Vale School may have:

- exceptional ability in one or more curriculum areas
- needs related to one or more of the four areas outlined in the 2015 SEND Code of Practice
 - Communication and interaction (e.g., autism spectrum disorder)
 - Cognition and learning (e.g., dyslexia)
 - Social, emotional and mental health difficulties (which encompasses AD(H)D)
 - Sensory and/or physical needs

Pupils may also experience temporary difficulties which cause a slower rate of progress through the curriculum, such as illness.

For these reasons, the provision of additional support at MVS is known as “personalised learning”.

What is Personalised Learning?

Maida Vale School operates a whole school approach to personalised learning provision. This means that all staff are responsible for supporting SEND and have a responsibility for all pupils both in class and, where appropriate, specific before or after school clubs.

All pupils are observed by the personalised learning (PL) team when they enter Maida Vale School, whether they have had previous learning support or not. This then enables the PL team to identify which wave of intervention each child may need whilst in Maida Vale School’s unique learning environment. There will be pupils who already have a diagnosis and educational psychologist’s report; these reports will be scrutinised by the PL department and an appropriate wave of support put in place. Records and documentation passed on to us from Primary and Prep schools will be scrutinised for strategies and issues relevant to the

pupil's progress or attainment. The Autumn term for each new pupil is when the PL department are observing and writing pupil IEPs for staff members to read, ensuring that all vital information is passed on. It is important that the PL department understand the needs of the individual before putting in an intervention; therefore, parents will be informed of which wave of intervention they will receive within the Autumn term.

Alongside the more targeted wave intervention structure, effective mixed ability teaching in all areas of the curriculum provides the foundation for maximising pupil performance. To this end, the staff at Maida Vale School have agreed the following objectives:

- to provide a curriculum which enables all pupils to realise their full learning potential.
- to target resources specifically for highly able pupils, those with learning difficulties and those pupils with physical disabilities. This is done through careful planning and adaptive teaching included within classwork and homework.
- to provide a whole School approach to PL so that meeting special educational needs is an integral part of curriculum planning, delivery and assessment.
- to identify individual needs and provide appropriate support in each department.
- to fully utilise Information Technology so that pupils can take more control over their learning.

If pupils need additional support (decided through PL identification or teacher observation), they will receive either wave one, two or three interventions. Each wave indicates a progressively higher level of need.

Wave one intervention is when a pupil is identified as having a special educational need, either by an educational psychologist's report, Prep or primary records, PL identification or teacher recommendation. The level of need can be wholly catered for within lessons through class size/setting, adapted resources/questions, personalised feedback, adapted learning materials (e.g., reading overlays, use of a laptop etc.). This includes teaching pupils who have sensory difficulties, such as using appropriate microphones for individuals who have hearing impairments or appropriately sized fonts for those who have visual impairments. All staff can teach pupils with confidence at this level of intervention and have regular CPD to ensure that strategies are appropriate. The PL staff liaise with each Head of Department to check that this level of intervention is appropriate. Pupils may not be aware in class that they are getting an adapted piece of work, as in-class intervention should be seamless and subtle.

Wave two intervention is when a pupil is identified as having a special educational need, either by an educational psychologist's report, PL identification or teacher recommendation. It is deemed that in addition to in-class provision provided through our teaching and differentiation, some additional support would be beneficial. Pupils will be invited to an intervention cycle by the PL team alongside consultation with Heads of Departments or Personal Tutors. These can occur before and after school, during lunchtimes, and for some pupils, for a portion of other lessons. Pupils may also be withdrawn from a timetabled subject, by mutual consent between staff, pupils and parents. The PL department will teach wave two intervention sessions. The pupils will learn skills and practise techniques that they can apply across the curriculum. These interventions are designed to work in blocks, rather than be permanent support mechanisms, and improvement should be made in a specified

period. The PL team will work with pupils and their parents to ensure that targets for these interventions are clear. Current wave 2 interventions include: study and revision skills, organisation and homework support and reading support. Wave two intervention can also transition into self-help strategies at home.

Some pupils at Year 9 and above may have additional time within their timetable to receive PL support. This may be from the PL staff or provided by subject teachers, as dictated by pupil need and the timetable. This support, although the intervention focus may change as short-term targets are essential, is ongoing through the academic year.

Wave three support is for pupils who have Education Health Care Plans. The support that these pupils receive will vary depending on their needs and the funding that accompanies the EHCP. The school will contribute to all reviews and respond to the plan in place within the resources available or facilitated by the LOCAL AUTHORITY funding.

HOW IS PERSONALISED LEARNING ORGANISED?

Raising the attainment of all pupils, including those with SEN, is a whole-school responsibility. All teachers are expected to teach inclusive lessons in-line with the wave one intervention strategy meaning that all pupils:

- can participate.
- can access the key learning at their own level.
- take some new learning away with them.

Avoidance of labelling and non-segregation is fundamental to good practice. Each pupil is offered their curriculum entitlement, broadly including the National Curriculum. Each pupil is given the opportunity to develop from their own starting point and progress at an appropriately challenging pace. The PL team understand the needs and progress of pupils who receive any wave of intervention by:

- Observing regularly with feedback shared to all colleagues.
- Participating in Heads of Department meetings as appropriate.
- Meeting with the Deputy Head (Academic) to scrutinise half termly report data.
- Having weekly/fortnightly department meetings.
- Setting realistic targets for each individual and reflecting on progress each half term.

All personalised learning provision is monitored by the Board of Directors of the School.

Mrs Maria Gardener is the Director with responsibility for Special Educational Provision, including PL.

Anastasia Argyrou is the SENCo with line responsibility for the day-to-day co-ordination of the provision and overall responsibility for SEND.

The SENCO will:

- develop procedures for the identification of pupils with special educational needs, including the highly able.
- In conjunction with Heads of Departments, SLT and Personal Tutors decide on waves of intervention for each pupil needing PL.
- Develop staff expertise in catering for pupils with special educational needs through wave one intervention and, when appropriate, before or after school.
- Manage the whole of the PL department including any PL assistants.
- Write and update IEPs for each individual who has a learning need.
- Liaise with external agencies such as:
 - Educational Psychologist
 - Sensory Inclusion Service
 - Social Services
 - Child and Family Services
- provide specialist guidance and co-ordinate this provision in consultation with the Senior Leadership Team.
- SEND will feature as a regular agenda item on both Senior Leadership Team meetings and curriculum area meetings.
- develop an ongoing programme of staff development, designed to enhance the skills of the PL Team and school staff. This is linked to the School Development Plan.

All teaching staff are informed about pupils with specific special needs via the Heads of Department Meetings, Staff Briefings, individual pupil's files and personalised Individual Education Plans (IEPs). This enables teachers to plan effectively and implement any recommended teaching strategies for their wave one intervention pupils. Pupils identified as having a wave of intervention are shown on the PL register. Staff are regularly reminded to check this document to ensure that pupils receive the correct provision.

Partnership with parents is the foundation stone of the school's work. All wave two and three interventions are discussed with parents through a meeting and wave one interventions are communicated to parents through email and personal tutor meetings.

How are pupils identified?

It is acknowledged that the request for support for individual pupils can occur at any time. The identification of need can come from any one of several sources. For example:

- Subject Teacher.

- Personal Tutor.
- Feeder School.
- Any member of staff.
- Parents.
- Outside agencies.
- The individual pupil.

The SENCo co-ordinates the referrals, assessments and wave interventions through the relevant personnel and in full consultation with parents. The school adopts a staged response to match the special educational provision to the needs of pupils, with due regard to the SEND code of practice: 0 to 25 years (Guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25, September 2015), the Equality Act 2010, the Children and Families Act 2014 and the School's Safeguarding and Child Protection Policy.

SEND and Admissions

The School admits pupils based on ability. Where applicants have identified special educational needs, any information will be reviewed by the Headmaster and/or Senior Deputy Head along with the SENCo, to assess the suitability of the school's provision for the applicant prior to admission. Reasonable adjustments are made to the admissions process to allow for equitable access for SEND pupils (see Admissions Policy).

Meetings with Parents of EHCP pupils who have accepted a place will be arranged prior to transfer to ensure that all relevant information is gathered, and appropriate provision is organised.

Requests for transfer documents are circulated to feeder schools and meetings are arranged with Special Needs staff and all relevant outside agencies where possible.

Special Facilities

The school has exceptional resources which enable the staff to cater for the needs of a wide range of pupils. These may include:

- Access to the Microsoft 365 suite of apps, which includes accessibility features such as Immersive Reader and Dictate.
- A medical room supervised by a qualified assistant.
- A lift to the Upper Floor Teaching Areas in both school buildings.
- Accessible Toilets.
- PL Assistants.
- Information Technology Technicians who provide support for both staff and pupils.

Further information can be obtained from the school's Accessibility Plan.

It is the ethos of Maida Vale School that every child should have the best possible learning opportunities, where inclusive practice is promoted. It is recognised that some pupils may have needs or disabilities and therefore specific action to support and encourage these pupils within a caring, safe environment is planned and delivered.

All pupils participate fully in learning activities and experiences by providing a curriculum that responds to the individual development of each child. This is achieved through working

closely with Parents and other agencies to monitor individual pupil's progress carefully, and provide effective, additional support to meet the individual's needs.

The Implementation of this policy

It is the responsibility of **the SENCo** to:

- Ensure this policy is available to all Parents.
- Ensure that all staff, including pupils and volunteers, are aware of the details of the policy.
- Identify the necessary provision and staff arrangements to support the SEND of the pupils.
- Set high, but achievable, targets for pupils with SEND with staff, parents and pupils.
- Liaise with organisations and agencies who are concerned with pupils' SEND.
- Ensure that staff have opportunities to undertake specialist training related to SEND, to improve and update their knowledge and understanding.
- Make effective use of any available LOCAL AUTHORITY funding and resources to meet the identified needs of pupils at Maida Vale School within the scope of the EHCP.

Early identification and intervention

Maida Vale School will make regular observations and assessments of all pupils' play and progress to enable early identification of pupils' SEND.

The progress of pupils with identified SEND is monitored carefully so that we can plan appropriate provision and support for these pupils. All reports on pupils' progress are shared with Parents.

Maida Vale School use a graduated approach to identify and support pupils' SEND. This is in line with national and local procedures and involves a systematic cycle of assessment, planning, action and review, recording clear targets and strategies for development and progress.

A range of strategies, as well as verbal communication, to involve the pupils in setting and reviewing targets. Pupils are encouraged to make choices and share their feelings and wishes with staff.

Inclusion

All pupils with SEND are fully integrated into the daily groupings of the pupils and their routines. In order to make appropriate and effective provision or adaptations, information from Parents is collected, to find out the pupil's:

- visual/hearing needs.
- physical needs.
- emotional needs.
- learning needs.
- self-help needs.
- communication needs.

Maida Vale School ensures that pupils with SEND are involved and participate in all activities alongside the other pupils wherever possible. Opportunities for pupils with SEND to play confidently with other pupils and make a positive contribution will be actively encouraged.

The school will seek to develop activities and experiences to raise the other pupils' awareness of positive images of disability and difference. Flexible arrangements for additional adult support are made to enhance social interaction, avoiding segregating pupils from playing with their peers.

Physical environment

Reasonable adaptations and arrangements are made so that pupils with SEND can wherever possible join in all activities at the Maida Vale School, both indoors and outdoors. Every effort is made to organise appropriate space for the pupils' supported and independent movement.

Pupils with SEND have easy access to toilet and eating facilities.

Respectful privacy is arranged for pupils with SEND at times of specific medical care or welfare.

Partnership with Parents

Maida Vale School will encourage Parents to work closely with staff to support their pupils' individual needs. Time is made to focus on discussion of the pupils' strengths, as well as their needs. The different perspectives and needs of Parents is respected.

The SENCo and other staff ensure that there is consistent communication and consultation with Parents. Consultations with Parents about information that should be shared with other agencies will be carried out.

Multi-agency collaboration

The SENCo liaises with other supportive agencies to develop good working relationships. Relevant information on contacts and services is shared with parents.

Maida Vale School aims to achieve a good relationship for information-sharing, collaboration and understanding with other professionals to take into account the complete needs of the individual child.

Provision for Exceptionally Able Pupils

Pupils who display exceptional talent in one or more curriculum areas are identified from a range of different sources. These include:

- Results of Admissions Tests
- Feeder School Reports

- Subject Teacher Referrals
- MIDYS and other national standardised testing
- Parental Referral

The main way that pupils are identified as highly able at Maida Vale School is through MIDYIS testing in the first year that the pupils are at the school. This gives a reliable, standardised prediction of academic ability and can give a trajectory for achievement for GCSE prediction.

The personalised learning department supports the Assistant Head (Academic) to work with pupils who should be getting level 8s or 9s within their GCSEs and ensure that they are being catered for. There are several ways that staff at Maida Vale School cater for these individuals:

- Every lesson is taught to the top ability and scaffolded downwards to include a suitable amount of stretch for the more able. This means that more able pupils are not necessarily given more work to do but are given suitable enrichment.
- Meetings between parents, personal tutors and able pupils to establish an awareness from all parties that these individuals are following a programme of enrichment in class.
- Regular reports to parents and able pupils three times per year and a further three grade progress reports per year which include negotiated targets for future action.
- Membership of Accelerate Groups.
- Opportunities to take GCSE before Year 11 (particularly for those pupils who have an aptitude for a certain foreign language).
- Extension activities within the curriculum.
- Relevant, curriculum related and thought-provoking homework.
- Pupils who display exceptional ability may be targeted for specialist teaching in small groups at some points in the curriculum.
- Pupils are actively encouraged to participate in enrichment activities in line with their ability.
- Pupils may be chosen to participate in the extended study project which enables individuals to show case their ability in any way they deem to be engaging.
- Pupils are encouraged to take part in University-lead enrichment programmes over school holidays.
- When choosing A-level and GCSE options personal tutors and head of year consult with the learning support department and director of studies to ensure that more able pupils are making choices that will stretch them academically.
- Highly able pupils in the Sixth form are guided and supported through the Oxbridge application process. This may include special programmes for year 11.

There is a recognition that pupils who are highly able may also have SEND (such as ASD, dyslexia etc.) and therefore knowledge of how the pupil learns and appropriate enrichment is paramount.

Education Health Care Plans (EHCPs)

There are some pupils who may have an Education Health Care Plan (EHCP). An EHCP specifies in detail the special educational provision which is considered appropriate. The School will work to meet provision specified on an EHCP, as long as it is within our capabilities to do so, and that to do so would not result in any detriment to the education of other pupils. There is an amount of money, allocated and decided by the pupil's home local authority, which is then used to enable the pupil to access the curriculum. The distribution of

the EHCP funds is decided through an annual review with education and health care professionals and most importantly the Parents. The provision each year may change in line with the pupil's ever evolving needs.