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MAYFLOWER PRIMARY SCHOOL **SEND Information Report – Autumn 2022**

Welcome to our SEN Information Report which is part of the Leicester Local Offer for learners with Special Educational Needs and Disabilities. All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body policy for pupils with SEND.

At Mayflower Primary School we are committed to working together with all members of our school community. This Local Offer has been produced by the Local Authority in collaboration with Leicester City schools.

Our report will be updated annually to reflect our changes and plans.

If you have any queries, please contact the school office and ask for Special Education Needs and Disability Co-ordinator (SENDCo) - Mrs Lesley Archdeacon
Tel - 0116 2737504
Email - office@mayflower.leicester.sch.uk

Please find some useful questions and answers below which may help you with any of the more immediate queries you may have in mind.

What kinds of SEND do we provide for?

There are four broad categories of SEND we provide for:

- **Communication and interaction** (such as autistic spectrum and language disorders)
- **Cognition and learning** (such as dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)
- **Social, emotional and mental health** (such as ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties)
- **Physical and sensory** (such as hearing or vision impaired)

How will we identify and assess the needs of pupils with SEND?

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored at regular pupil progress meetings. Where children are identified as not making progress in spite of **Quality First Teaching/High Quality Teaching – QFT/HQT** they are discussed with the SENDCo and a plan of action is agreed with the teacher and shared with parents. A **BERA** audit will be completed by class teachers to highlight the HQT strategies that have been employed to support progress.

2. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress

- Fails to close the attainment gap between the child and their peers.

3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and strive to investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, a **graduated response** is implemented by school. This may result in the child being placed on the SEND register at SENS.

The **SENDCo** or other trained staff may need to undertake a range of standardised tests with children. These assessments can be used to add to and inform teachers' own understanding and assessments of a child. Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

How do we involve families with their child's additional education needs?

We aim to have good and informative relationships with all of our parents. We know that children make the best progress when they, their parents and school work together. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress.

A formal written end of year report will be sent at the end of the summer term. Other informal meetings may be scheduled at other times throughout the year and parents are welcome to seek advice and support about their child at any pre-arranged time with either class teacher and /or SENDCo.

We will always contact parents if we are concerned about any aspect of a child's welfare, progress and behaviour.

What arrangements are in place for consulting pupils with SEND and involving them in their learning?

We encourage all pupils to be actively involved in their learning, and staff are committed to working in partnership with the child and their family to set appropriate learning goals. We seek to ascertain the child's strengths, difficulties, preferred learning styles and aspirations. In addition to this, their progress and attainment is carefully tracked and next steps are agreed and shared regularly with parents at formal and informal meeting times. If a child has a Health and Care Plan (EHCP), an Annual Review meeting will take place which follows a person-centred approach in line with national guidelines. The child will be involved in these meetings too, but for an appropriate length of time depending fully on the needs and age of the child.

What are our arrangements for assessing and reviewing pupils' progress towards outcomes?

Every term class and support teachers complete formal assessments for each child including those who have been identified as needing extra support in their learning.

Once a child has been identified as needing SENS (support), some of the following paperwork may need to be completed. This means that the child has outcomes that are in addition to their class targets:

- Cause for concern documentation
- Intervention group targets
- Checklists
- Schools internal monitoring paperwork
- Element 3 funding
- Positive Handling Plan (PHP)
- Pupil Passport
- Single Point of Contact (SPOC) referral for medical needs
- Proposal for Education, Health and Care Plan

Referral to an outside agency may also be required to support the child's identified needs. These agencies are listed below:

- Speech and Language Therapist (SALT)
- Educational Psychology Service (EPS)
- Learning, and Communication and Interaction Team (LCI)
- Vision (VIT) and Hearing (HIT) support service
- Primary Social, Emotional and Mental Health Service (SEMH)
- Family Support/ Early Help Assessments
- School Nurse

Moving to an EHCP (Education, Health and Care Plan)

Following consultation between families, school and relevant outside agencies, we may consider applying for an Education, Health and Care Plan if:

- The child has not made expected progress despite the school having taken relevant and purposeful action to identify, assess and meet their SEN.
- The child has a disability which is life-long and which means that they will always need support to learn effectively.
- The child's achievements are so far below their peers that we think it likely that they may at some point benefit from special school provision.

Having a diagnosis (e.g., of ASD, ADHD or Dyslexia) does not mean that a child needs an **EHCP**.

If the application for an EHCP is successful, a member of the Local Authority may call an Integrated Assessment Meeting (**IAM**) for parents, the child and the school, together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHCP which will record the decisions made at the meeting. A meeting to set annual targets to move towards meeting outcomes will be held. This is called the **Implementation meeting**. The Plan will be reviewed at least annually and school will invite families and all agencies involved with the child. This is called an **Annual Review meeting** and the outcomes are recorded on an Annual Review return and sent to the Local Authority.

How do we evaluate the effectiveness of our work?

There are many ways that we that we evaluate what we do and we try to make sure that we always aim to use our 'best endeavours and reasonable adjustments' on behalf of our pupils with SEN.

Here are some of the things we do to evaluate our effectiveness:-

- Observations of lessons.
- Check teachers planning to show differentiation for children who need extra support.
- Give feedback to children about their work and how they can progress.
- Collect information about each child's progress and take action if the child is not making any, in comparison with their peers.
- Set targets and review, with identified provision
- Share with SEN Governor the work of the school relating to all aspects of SEN.
- Regularly meet with parents to share progress or concerns of identified children.

What are our arrangements for supporting pupils moving between phases of education?

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes - including from the nursery - as smoothly as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Liaison with any agencies already involved with children
- Additional visit to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet or social story

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

The secondary school SENDCo is invited to Annual Reviews and other review meetings. Additional and appropriate transition arrangements may be made at these reviews e.g., extra visits for children and parents, travel training etc.

Agencies working with children will be invited to produce transition reports to be shared with secondary schools.

The SENDCo at Mayflower will liaise with SENDCos at Secondary schools to discuss the additional needs of children with SEND.

The SENDCo will be involved in follow up of children to ascertain how they have settled into their new school/college as appropriate.

What is our approach to teaching pupils with SEND, what additional provision do we offer and how do we evaluate the effectiveness of the provision?

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently in class with their peers. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a Teaching Assistant (TA). Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed on a provision map. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SENS are challenging in the attempt to close the attainment gap between the children and their peers, and or enable children to meet their potential. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher – who monitors progress towards the targets during the intervention – and by the SENDCo who monitors overall progress after the intervention.

- Interventions are planned in blocks
- At the end of each block, children's progress towards their targets is assessed and recorded
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class or within a small group within the class setting.

The SENDCo monitors interventions to identify 'what works'.

What adaptations are made to the curriculum and the learning environment of pupils with SEND?

Mayflower Primary School is disability friendly and has been adapted for disabled access. Entrance can be made via the front door and this will accommodate wheelchairs as will the nursery fire exit. There is a stair lift located on the main corridor which allows access to the ground floor. Corridors are wide and we have an easy access toilet. Two classrooms have disabled access and facilities with a disabled toilet adjacent to both. Another disabled toilet is located to the rear of the building on the ground floor in the F1 nursery building.

Where and when appropriate, we make changes to the environment or building which are necessary for children with physical or other sensory disabilities, for example there are painted radiators/chairs/steps and stairs to assist pupils with visual impairments. More information can be found on the school's accessibility plan on the school website <http://www.mayflower.leicester.sch.uk/>

All of our classrooms aim to be inclusion-friendly; we plan to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children, but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

What are the arrangements for the admission of disabled pupils?

No pupil will be refused admission to school on the basis of his or her special educational need or disabilities. In line with the SEN and Equality Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. In regards to this our Accessibility plan outlines the provision currently made, and is reviewed as appropriate. Any specific adaptation requests to the environment are made to the local authority as and when required.

The LA is the admitting authority to Mayflower Primary School.

Children outside the priority area who have SEND for which this school can cater, will be considered for admission in year groups where the planned admission limit has not yet been achieved.

What expertise and training do staff have, in meeting pupils' SEND and supporting their families?

All of our teachers are trained to work with children with SEN. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in house or LA courses, provision of books or guidance towards useful websites.

Some of our TAs have expertise and training on other areas or specific interventions. All TAs at present work with children with SEN and disabilities, but this is not 'set in stone' and TAs will be used as appropriately as possible to meet the needs of the class or year group to which they are attached.

How do we secure additional professional expertise?

If we need more specialist help in fully supporting the identified needs of a child, the school is able to access this additional expertise from the LA. This includes access to Educational Psychologists, Speech and Language specialists and Advisory Teachers, as well as health and social care professionals.

Two joint planning meetings per year are arranged by the SENDCo and held in the Autumn and Spring terms with all agency support staff to meet up and discuss the way forward for our mutual caseload of children.

The various agencies can also be contacted, if the need arises, at any time to discuss with them concerns or request advice regarding the children on our mutual caseload.

How do we ensure equal access to activities for all of our pupils?

All of our children have equal access to lunchtime and after school clubs which develop engagement with the wider curriculum – informing children and parents of the available clubs. Where necessary, we make amendments and adaptations or offer additional support to meet the physical and learning needs of our children.

Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs. We will risk assess any trip, and take any necessary steps to mitigate any possible risks.

What support is available for improving pupils' emotional and social development?

If the child is felt to have long-term social, emotional or mental health needs - for example with anger management or attachment difficulties - the school offers social skills interventions. These are delivered by trained TAs or teachers who develop good, trusting relationships with the children. We will also seek advice and guidance from the Social Emotional Mental Health (SEMH) Team if we feel this is necessary and a referral may then be considered to the team. We have an ELSA accredited teaching assistant to support with emotional literacy.

All children's behaviour is responded to consistently in line with our Behaviour Policy, following a restorative approach although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause for concern, we will work with both the bully and the victim to improve their social skills. There are interventions which can be used, as and when appropriate in school to address the need.

The school is committed to providing equality of opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout school.

What arrangements are in place for handling complaints from parents of children with SEND about the provision made at school?

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedures.

Where can parents and carers find information about the Local Authority local offer?

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. The Local Offer is available from the website <https://families.leicester.gov.uk/send-local-offer/>

Who else can I get information and support for my child from?

We work closely with a number of agencies to support children with SEND. We liaise with parents regarding advice and support offered to school. Parents may wish to contact voluntary and charitable agencies including:-

- ADHD solutions <http://cmsms.adhdsolutions.org>
- Autism Education Trust <https://www.autismeducationtrust.org.uk/>
- National Autistic Society <https://www.autism.org.uk/about/family-life/parents-carers.aspx>
- SENDIASS <http://www.sendiassleicester.org.uk>
- The Laura Centre (bereavement) <http://thelauracentre.org.uk>
- Winston's Wish (bereavement) [Winston's Wish - giving hope to grieving children \(winstonswish.org\)](http://www.winstonswish.org)
- NSPCC <https://www.nspcc.org.uk>
- Barnados <https://www.barnados.org.uk>

Parents and carers may also wish to look at 'my choice' – a directory for care and support services for people living within Leicester City

<https://mychoice.leicester.gov.uk>

Compliance

This report complies with

Section 69 of the Children and Families Act 2014

<https://www.legislation.gov.uk/ukpga/2014/6/section/69>

Regulation 51 and schedule 1 of the SEND regulations 2014

<https://www.legislation.gov.uk/uksi/2014/1530/regulation/51/made>

<https://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>

Section 6 of the SEND Code of Practice 0-25

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Paragraph 3 of schedule 10 of the Equality Act 2010

<https://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

