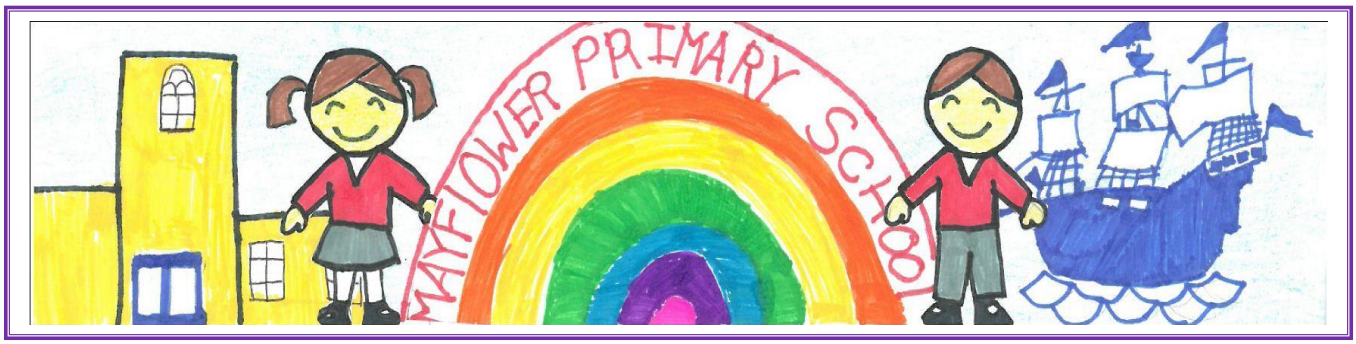
MAYFLOWER PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

2021-2022

Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.

Policy Date:	March 2021		**Version:** 1 (Mrs. L. Archdeacon)		
Policy Review Date:	March 2022		Head Teacher: Luke Whitney		Insert Date
Ratified by Governing Body:					
Mrs. Y. Nana (Chair of Governors)			Insert Signature	24.03.21	

Overall Aims

Mayflower Primary School is an inclusive school and endeavours to make every effort to achieve maximum inclusion for all pupils, whilst meeting individual needs by removing barriers to participation and learning to enable them to benefit from learning opportunities. We provide a secure, happy stimulating learning environment in which each individual child can aim to fulfil their potential. We believe in equal opportunities for each of our children, and promote respect and tolerance towards each other.

Safeguarding is taken very seriously and all of our policies are developed with a high priority on children's safety in the light of our safeguarding policy.

Compliance

This SEND policy complies with, and has been written with reference to, the following documents:-

- Equality Act 2010; advice for schools (DfE February 2013)
    - Paragragh 3 of schedule 10
    - https://www.legislation.gov.uk/ukpga/2010/15/schedule/10
- SEND Code of Practice 0-25 (2015)
    - Section 6
    - https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- Schools SEND Information Report Regulations (2014)
    - Regulation 51 and schedule 1
    - https://www.legislation.gov.uk/uksi/2014/1530/regulation/51/made
    - https://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made
- Section 69 of the Children and Families Act 2014, https://www.legislation.gov.uk/ukpga/2014/6/section/69
- Statutory Guidance on Supporting Pupils at School with Medical Conditions(April 2014)
- The National Curriculum in England Key Stages 1 and 2 Framework Document (September 2013)
- Accessibility Plan and Disability Equality Statement
- Safeguarding policy
- Teachers' Standards 2012

Contact Details

The Head Teacher at Mayflower Primary School is **Mr Luke Whitney**. He can be reached via the following email address:

- lwhitney@mayflower.leicester.sch.uk

Any inquiries about an individual child's progress should be first addressed to the class teacher since she or he is the person who knows the child the best. Other enquiries can then be addressed to our **SENDCo, Mrs Lesley Archdeacon.**

Please make an appointment at the school office if you wish to speak to the SENDCo.

The governor with responsibility for SEND is **Mr Imran Patel**

The head teacher, SENDCo, Home school liaison support and SEND governor can be contacted at:

Mayflower Primary School
Evington Drive,
Leicester.
LE5 5PH
Tel: 0116 2737504
Email: office@mayflower.leicester.sch.uk

Defining SEND

The 2015 Code of Practice says that:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others of the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Taken from 2015 SEND Code of Practice: 0 – 25 Years; Introduction xiii and xiv

SEND at Mayflower Primary School

Our objectives:

We endeavour to make every effort to achieve maximum inclusion for all pupils whilst meeting pupil's individual needs. Our objectives are:

- To work with the guidance provided in the SEND Code of Practice 2015
- To identify, at the earliest opportunity, barriers to learning for pupils with SEND.
- To ensure every child experiences success in their learning and activities to the highest possible standard.
- To ensure assessment is carried out as an integral part of teaching, giving an up to date and accurate picture, enabling early identification.
- To identify and provide for pupils who have special educational needs and additional needs
- To enable all children to participate in lessons fully and effectively.
- To value and encourage the contribution of all children to the life of the school.

- To develop close partnerships with parents and families involving them at every stage and supporting them throughout.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To work with the SEND governor and the Governing Body to enable them to fulfil their statutory monitoring role with regard to this document.
- To ensure that all staff have access to training and advice to support quality teaching and learning for pupils.

Admission arrangements at Mayflower Primary School

No pupil will be refused admission to school on the basis of his or her special educational need or disabilities. In line with the SEND and Equality Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. 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.

Special provision and access for children with SEND:

We actively seek ways to overcome barriers to learning including increasing and promoting access for disabled pupils to this school.

In the car park there is a designated parking space/easy access for taxis and other transport.
Entrance can be made via the front door and this will accommodate wheelchairs as will the Nursey fire exit. There is a stair lift located to the main corridor which allows access to the ground floor.

Two classrooms have disabled access to the ground floor facilities to 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.

There are painted radiators/chairs/steps and stairs to assist pupils with visual impairments.

We value the contribution made by pupils with SEND to the school, and would like to discuss arrangements most suited to the child and their parents before admitting children with SEND to the school.

Approximately 10% (47) of our children are either at **SEND Support (SENS)** or have **EHC Plans (Education, Health and Care Plans).**
All teachers expect to have children with SEND in their classes. There are 4 broad categories of SEND. We may have children in all these categories of SEND, and some children may have difficulties in more than one category. This includes children with a diagnosis as well as those with learning profiles consistent with a diagnosis.

Communication and interaction - such as autistic spectrum and speech, language and communication disorders

Cognition and learning - such as specific learning difficulties (SpLD), dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay

Social, emotional and mental health - such as Attention Deficit Hyperactivity Disorder (ADHD), attachment disorders, emotional difficulties, mental health difficulties

Physical and/or sensory -such as hearing or visual impairments

as well as children with

Medical Needs - severe allergies, asthma, diabetes, cardiac conditions, epilepsy, Pompes Disease and Cerebral Palsy

Not all children with medical needs will necessarily have additional SEND. Those children with SEND will be added to our SEND register, those without SEND will be added to our Medical register. Those with both SEND and medical needs will be on both registers.

Identifying children at SEND Support

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 **High Quality Teaching** they are discussed with the SENCO and a plan of action is agreed with the teacher and shared with parents.
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

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 **High Quality 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 SEND Support. We strive to work closely with parents and children to ensure that we take into account the child's own views and aspirations and the families' experience of, and hopes for, their child.

Children and families are invited to be involved at every stage of planning and reviewing SEND provision for their child.

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.**

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. 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.

In addition to formal reviews, a written end of year report will be sent at the end of the summer term. Other meetings are scheduled at least three other times throughout the year to discuss progress, and parents are welcome to seek advice and support about their child at any pre-arranged time. We endeavour to engage children in active discussions about their progress, and include the content of these discussions in reviews and forward planning.

Links with external support services

- Parents, staff and external support services work collaboratively to meet the needs of children with SEND. Some of the support services we use are listed below:

    - Speech and Language Therapist (SALT)
    - Educational Psychology Service (EP)
    - Complex Learning, Communication and Interaction Team (LCI)
    - Vision and Hearing support service (VST/HST)
    - Primary Social, Emotional and Mental Health Team (SEMHT)
    - School Nurse
    - Other health professionals

Teaching and Learning

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 SEND 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 SEND, 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.

All children benefit from '**High Quality Teaching'**: this means that teachers assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.

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 SEND Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. 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 SENCO 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.

The SENCO monitors interventions to identify 'what works'.

The interventions we use are designed to support children who face challenges in all four areas of SEND – not exclusively reading, writing and mathematics.

Some of the following interventions are used at our school:

- Big moves
- Fun Time
- Let's Talk
- Play Interaction
- Lego therapy
- Social Stories
- Numicon
- KTC
- BRWP
- Inference Training

We are constantly looking into the use and efficacy of different interventions.

We have high expectations of all our children. Tracking and monitoring of our SEND children is in line with whole school practice.

<u>Paperwork for children at SEND Support (SENS)</u>

Once a child has been identified as needed SENS, 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:

- Intervention group targets
- Checklists

- Schools internal monitoring paperwork
- Pupil Passport
- Positive Handling Plan (PHP)
- Single Point of Contact (SPOC) referral for medical needs
- Referral to an outside agency listed below:
- Speech and Language Therapist (SALT)
- Educational Psychology Service (EP)
- Learning, Communication and Interaction Team (LCI)
- Vision and Hearing support service (VST/HST)
- Social Emotional and Mental Health Team (SEMH)
- School nurse service

Element 3 applications

As part of the graduated approach some children will require different from and/or additional support to make good progress in their learning – in addition to High Quality Teaching and short term focussed interventions. At this point we would consider applying for Element 3 funding, taking advice from the external agencies who work with us and after discussion with parents and children.

This element 3 funding is applied for annually and is used to provide additional support for the child – targeted at meeting the identified need and so enabling the child to make good progress.

Referral for an EHC Plan (Education, Health and Care Plan)

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

- The child has not made expected progress despite the school having taken relevant and purposeful action to identify, assess and meet their SEND
- The child has a disability which is lifelong 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 EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call and 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 EHC Plan which will record the decisions made at the 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.

Adaptations to the curriculum teaching and learning environment

Mayflower Primary School is disability friendly. The school is split over two levels. Corridors are wide and we have an easy access toilet. Where and when appropriate, we make changes to the environment or building that are necessary for children with physical or other sensory disabilities. **Refer to the school's accessibility plan.**

All of our classrooms are inclusion-friendly; we aim to teach in a way that will support children with tendencies towards SpLD, 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 have access the full National Curriculum – at a level that is appropriate to their cognitive and physical development, 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.

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make amendments and adaptations 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 SEND, disability or medical needs.

Staff expertise

All of our teachers are trained to work with children with SEND. 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 externally provided CPD, provision of books or guidance towards useful websites.

Some of our TAs have expertise and training on other areas or specific interventions. All TAs work with children with SEND and disabilities.

If we identify information we can't access without the aid of additional, more specialist help, the school is able to access additional expertise from the Local Authority. This includes access to Educational Psychologists and Advisory Teachers.

Children with social, emotional and mental health needs

All children are treated as individuals and all adults work together to meet every child's academic and pastoral support needs. Emotional literacy is a crucial part of child development and well-being, and all aspects of this are considered.

Behaviour is not classified as SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g., bereavement, parental separation) we may refer to relevant outside agencies to support the family and child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS (Child and Adolescent Mental Health Services), or the school may make a referral through the Educational Psychologist or school nurse.

If the child is felt to have long-term social, emotional or mental health needs - for example with anger management - the school offers social skills interventions. These are aimed at developing good, trusting relationships with the children. We may consider a referral to the SEMH team.

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

The school has a zero-tolerance approach to bullying, towards ALL children. We recognise that for many children bullying can stem from a position of ignorance, previous experiences or learned intolerance. We will actively investigate all allegations and, if there is cause, work with both the victim to support them, and ensure their self-esteem remains high, and with the bully to improve their social skills.

Transition arrangements

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
- Close liaison between SENDCo and previous setting
- 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 and may be subject to change.

Transition to Secondary School

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

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2015. At Mayflower Primary School, our School SEND link governor is **Mr Imran Patel**

Complaints

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 procedure.

Leicester City 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/

Equal Opportunities

The school is committed to providing equal 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.

Review framework

This policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

Signed: Luke Whitney Head Teacher

Date: Autumn 2020

Signed: Yasmin Nana Chair of Governors

Date: Autumn 2020

Signed Lesley Archdeacon SENDCo

Date: Autumn 2020

Review date: Autumn 2021

Addendum due to Covid-19

From September, the government announced plans for all children to return to school on a full time basis.

Following the guidelines provided by the government, which can be found below

https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools

Mayflower will be providing the following:

Children will be taught in phase group 'bubbles'

- Early Years - Nursery and Reception
- Year 1 and Year 2
- Year 3 and Year 4
- Year 5 and Year 6

Each bubble will have set teachers and teaching assistants assigned to it.

Children will have access to their relevant curriculum through planned lessons, set by class teachers, which take into account the need for a 'recovery curriculum' any well-being needs children may have. Children will have access to all provisions appropriate to their needs - including

- activities linked to the outcomes on their Education Health Care Plans.
- visual supports such as visual timetables now and next cards or activity cards.
- coloured overlays, ear defenders and sensory boxes.
- technology where appropriate, such as laptops and iPads.
- Access to Theraplay activities and resources to support emotional well-being, such as Lego therapy or social stories.
- Online provisions, such as Lexia, Nessy, Times table Rockstars and My Maths.
- In class provisions Numicon, and SALT activities.

Interventions will take place within bubbles. Trained Teaching Assistants will deliver these interventions following government social distancing guidelines and hygiene, as appropriate

SEND children will have access to break out spaces, should they need time out of their classroom for any reason relating to their SEND needs.

SEND support plans (passports) will continue to be in place for children where appropriate on and reviews will be conducted via email, zoom or telephone call.

EHCP annual reviews or meetings will be held via Microsoft Teams/Telephone call with professionals and parents.

Outside agencies will begin providing interventions within school or online via Microsoft Teams where necessary, following all guidance on social distancing and hygiene, as per risk assessments.

The offer shown below applies to any children that may need to be taught remotely.

As stated in the government guidance:

'Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education'.

Should there be a case for children to work from home, Mayflower will ensure:

- Work will be set by class teachers. It will take in to account the needs of the pupils in their classes and will follow a well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Teachers will check work regularly to gauge how well pupils are progressing through the curriculum.
- Regular contact with children via zoom or a telephone call, to ensure that pupils outcomes are kept at the forefront and that their emotional needs are being met.
- Class teachers will set work and provide resources for individual SEND children relating to the outcomes/targets on their EHCP or SEND support plans.
- We will provide printed resources, such as workbooks and worksheets for pupils who do not have suitable online access.

Parents of SEND pupils may continue to require our support at this time and are warmly invited to contact call or email the school office. The SENDCo will offer additional communications with parents and children, and liaise with the class teacher.

External agencies will become involved if necessary following the usual graduated response process.