

# Mayflower Federation SEND Information Report

## The School Offer



*“Disabled pupils and those with special educational needs and the most able pupils make at least the same progress as all other pupils and often better. This is because teachers systematically build on what pupils already know and can do, and leaders methodically and regularly check pupil progress, implementing successful strategies to boost progress to make all pupils achieve their full potential.”*  
OFSTED June 2015.






*“The progress made by disabled pupils and those with special educational needs is better than that of the comparable national group and all pupils nationally in reading, writing and mathematics. This is excellent progress for these pupils and is confirmed by the scrutiny of pupils’ work during the inspection.”* OFSTED June 2015.

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## **Welcome to the Mayflower Federation SEND Information Report**

All Southwark maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or Disabilities being met in a mainstream setting wherever possible, where families want this to happen. The Governing Bodies of all maintained schools and academy school proprietors have a legal duty to publish an Information Report on their website about the implementation of the Governors' or the proprietors' policy for students with SEND. The information published will be updated annually. The Information Report also applies to all learners who are looked after by the local authority and have SEND. The information here details the offer within The Mayflower Federation and ways in which parents, children and young people may access the support required. There is a glossary of abbreviations we have used at the end of this report.

What are Special Educational Needs?	What is a disability?
<p>The Code of Practice 2015 defines a Special Educational Needs (SEN) as:</p> <p>‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.’</p> <p>The four broad areas of need identified within the SEND Code of Practice 2015 are:</p> <ul style="list-style-type: none"> <li>• Communication and Interaction (speech articulation, stammering, speech and language delay, autism)</li> <li>• Cognition and Learning (global learning difficulties, dyslexia, dyscalculia)</li> <li>• Social, Emotional and Mental Health Difficulties (anxiety, depression, eating disorders, obsessive compulsive disorder )</li> <li>• Sensory and Physical Needs (visual impairment, hearing impairment, sensory needs, toileting issues, physical disability)</li> </ul> <p>At different times in their school career, a child may have a special educational need.</p>  	<p>The Equality Act 2010 gives the following definition of disability:</p> <p>A person has a disability if—</p> <p>(a) The person has a physical or mental impairment, and          (b) The impairment has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.</p> <p>This definition of disability includes children with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but there is a significant overlap between disability and SEN. A child may therefore be covered by both the SEN and disability legislation.</p>  <p>Equality Act 2010</p>

The Mayflower Federation is committed to meeting the SEND needs of all children who attend the schools.

If a learner is identified as having SEN, the Mayflower Federation will make provision which is “additional to” or “different from” that provided for non-SEN learners (the normal differentiated curriculum), and which is intended to overcome any barriers to their learning.

# Who do I speak to about my child's learning or SEND?

## The Class Teacher

Your child's class teacher is the first point of contact if you have any concerns.

### **How do I contact my child's class teacher?**

We operate an open door policy where you are able to speak to your child's class teacher when needed, although we ask that you do not engage them in lengthy conversations at the beginning of the day when they are responsible for bringing the class into school. If you would like to speak with them in depth, feel free to arrange an appropriate time to meet with them or contact the school office to arrange an appointment.

- Ilderton Primary School: 0207 237 3980 [office@ilderton.southwark.sch.uk](mailto:office@ilderton.southwark.sch.uk)
- Phoenix Primary School: 0207 231 8622 [office@phoenix.southwark.sch.uk](mailto:office@phoenix.southwark.sch.uk)

### **What is my child's class teacher responsible for?**

- Making sure that all children have access to outstanding teaching with a broad and balanced curriculum that is differentiated to meet your child's individual needs.
- Monitoring the progress of children and identifying, planning and delivering any additional support your child may need.
- Creating Individual Education Plans (IEP), for children with an EHC Plan (Education, Health and Care Plan) or SEN Support plans for children with high levels of need where an EHCP might not yet be in place together with the SENCO. These are shared with and reviewed with parents at least once each term.
- Ensuring that all members of staff working with different children are aware of their individual needs and/or conditions and what support best works for them in order for them to make progress. This may involve the use of additional adult, specialist support staff and individually planned work and resources.
- Ensuring they adhere to The Mayflower Federation's SEND Information Report and SEND Policy and that this is fully reflected in their teaching.

**Special Educational Needs Coordinator (SENCo)**



**Karen Sylvester**



**Agatina Marchese**

**How do I contact the school's SENCo?**

SENCOs, wherever possible, are available on the school gate at the beginning and end of the day so that you can speak with them to arrange an appointment. Alternatively, you can speak to the class teacher to arrange for the SENCO to contact you, or telephone the school to make an appointment.

**What is the SENCo responsible for?**

- Coordinating all the support for children with Special Educational Needs and or Disabilities (SEND), and developing The Mayflower Federation's SEND Information
- Report to ensure that the appropriate provision is in place in order to meet the needs of all SEND children.
- Ensuring that parents/carers are fully involved in their child's learning and decision making regarding their SEND.
- Liaising with external agencies e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND record of need.
- Providing specialist support and appropriate training for teachers and support staff.
- Supporting your child's class teacher to create Individual Education Plans (IEP) for children with an EHC Plan or SEN Support plans for children with high levels of need where an EHCP might not yet be in place.
- Identifying and collating information for Education, Health and Care Plans when needed.



### The Headteacher



**Ms Carol Askins**



**Mr Simon Assig**

### **How do I contact the Headteacher?**

Contact can be made via the school office or by speaking directly to the Headteacher who is normally available at the start and the end of the day for an appointment.

### **What is the Headteacher responsible for?**

- The day-to-day management of all aspects of the school, which includes the support for children with SEND. The **Headteacher** delegates responsibility to the SENCO, who is responsible for ensuring that your child's needs are fully met, and the class teachers who are responsible for ensuring every child receives quality first teaching so that they make the best possible progress.
- The Headteacher must make sure that the Governing Body is kept up to date about all issues in the school relating to SEND.



### **The SEND Governor**

#### **How do I contact the SEND Governor?**

Write to the SEND Governor via the school office.

#### **What is the SEND Governor responsible for?**

- Making sure that the Mayflower Federation has an up to date SEND Report.
- Making sure that the Mayflower Federation has appropriate provision and has made necessary adaptations to meet the needs of all children in the Mayflower Federation.
- Making sure that the school's SEN funding is appropriately spent.
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the Mayflower Federation and to ensure that every child achieves his/her potential in the Mayflower Federation.



## What do ALL learners receive at the Mayflower Federation?

At the Mayflower Federation we believe in participation for all. We value Quality First Teaching (high-quality) for ALL learners and monitor the quality of teaching and learning in the school. We use a range of methods to ensure the standard of this including regular lesson observations, work scrutiny. All teaching and support staff attend weekly training as well as attending relevant courses to support the needs of the children in our school and continually support our staff's professional development.

The class teacher will ensure the following for all children:

- Provide Quality First Teaching
- Have the highest expectations for all children
- Ensure a differentiated curriculum to meet all children's needs
- Offer a broad and balanced curriculum
- Provide a range of resources and teaching strategies to support all learning needs
- Ensure that individual strategies/resources are in place for children with specific needs
- Provide a safe and trusted place for children to bring any concerns and worries that are then addressed according to the federation's ethos and policies
- Ensure that reasonable adjustments are made so that all activities planned for including trips and enrichment opportunities, are fully accessible to all.

## What is our approach to learners who have additional needs?

### Universal Support

#### What is universal support?

The class teacher will have carefully monitored your child's progress and if it is felt that they need some additional support in a particular area of learning, the following support could be put into place:

- Precision Teaching
- Targeted Reading
- Maths/literacy intervention
- Talk Tables
- Chatterbees (vocabulary support)
- Chill-Out (additional play time support)
- Trained peer mediators (support within the playground) ensure positive school ethos for all
- Playground games set up to target children with specific need
- Keyworkers' identified for specific children in the playground

If you have any questions regarding the above support, please feel free to speak to your child's class teacher or SENCO.

### **Targeted Support**

#### **What is targeted support?**

Targeted Support can be for individual children or groups, and can be either in the classroom or outside of the classroom

- The class teacher will have carefully monitored your child's progress and if it is felt that they have a specific gap in their learning and understanding, targeted support will be put into place.
- You will be informed if your child is receiving targeted support.
- There will be opportunities to discuss any interventions that have been put in place to support your child's needs.
- Interventions may include small group work or individual sessions on a specific target.

#### **What Targeted Support could my child receive if appropriate for their needs?**

- Phonics Booster
- Reading Recovery
- Additional reading, writing or maths intervention/support
- Mentoring
- Fine and gross motor skills support
- Movement breaks
- Mindfulness and Movement

If you have any questions regarding the above support, please feel free to speak to your child's class teacher or SENCO.

### Specialist Support

#### **What is specialist support?**

Specialist Support can be for individual children or groups, and can be either in or outside the classroom. Specialist Support can be run by school staff or outside agencies.

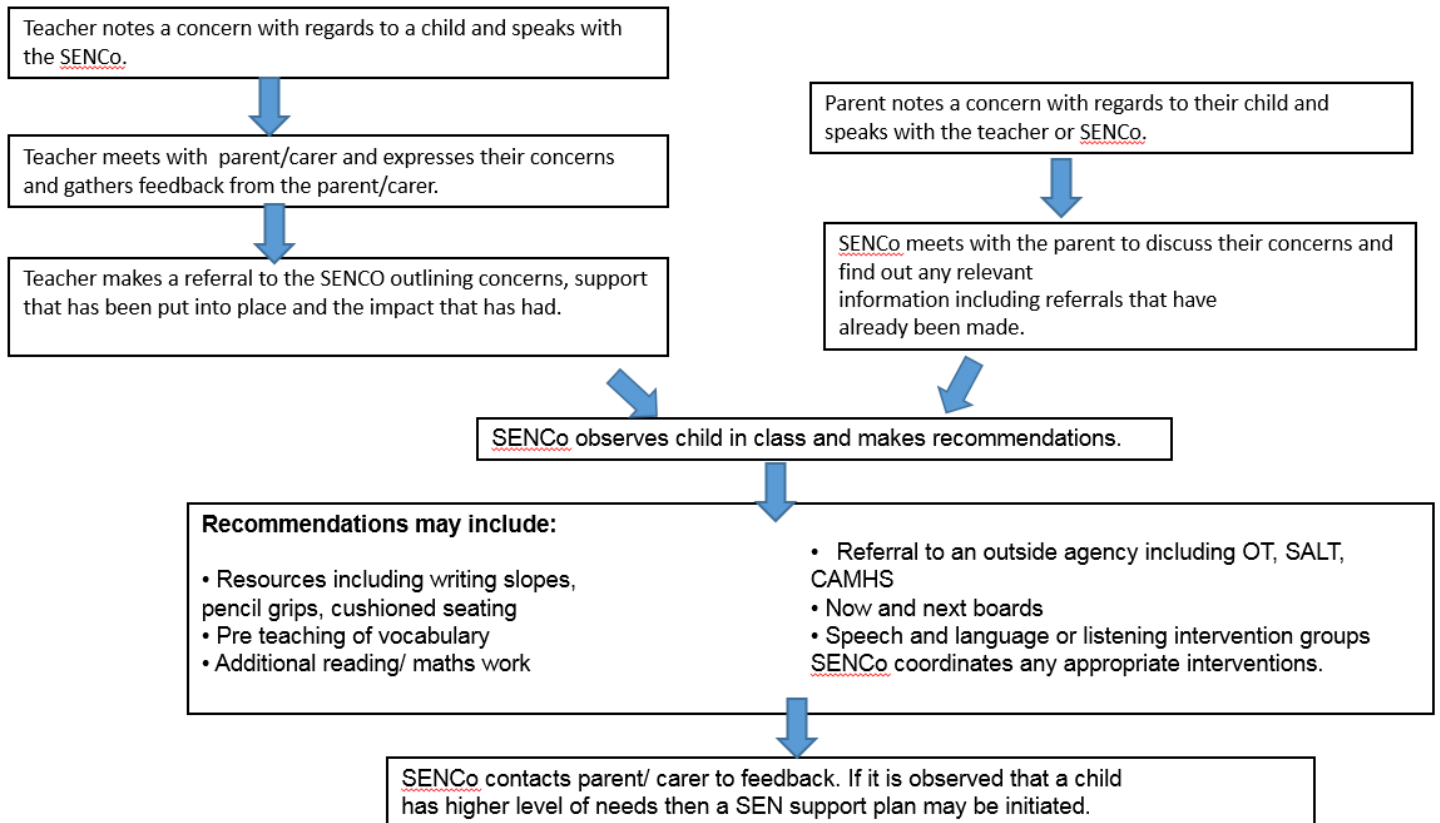
- Your child's teacher will have carefully checked your child's progress and may decide that your child needs specialist support for their learning.
- Your class teacher/SENCO will discuss with you any specialist support that your child is going to receive.
- These interventions will have clear targets to help your child make progress
- Specialist support from outside agencies may look different depending on the individual child's needs. E.g. this may involve a professional working 1:1 with your child or your child working within a small group.

#### **What Specialist Support could my child receive if deemed appropriate for their needs?**

- Play Therapy
- Nurture group
- Pupil Referral Unit (PRU) reintegration/behaviour support
- Outreach Support Service (for autism, children with visual or hearing impairments)
- Occupational Therapy
- Speech and Language Therapy
- Educational Psychologist

Any child that continues to have significant gaps in their learning and development, despite receiving interventions at a targeted level, and/or has a diagnosis and/or presents with a specific special educational need **could** receive this support.

## How do we identify SEN?



## **How can I let the school know I am concerned about my child's progress in school?**

- If you have any concerns we recommend you speak to your child's class teacher initially.
- Further discussion can be held between yourself, your child's class teacher and the school SENCO to discuss your concerns.
- If you are not happy with support put into place for your child you can contact the Headteacher. If you are still dissatisfied after you have contacted the Headteacher, you can contact the school SEND Governor.

## **How will the school let me know if they have any concerns about my child's learning in school?**

- The class teacher will raise any concerns that they have regarding your child's progress and learning throughout the year with you.
- The teacher will discuss your child's progress with you at our termly parents' evenings when you will be informed of your child's progress and any additional support being given.
- We have regular meetings between the class teacher, SENCO and senior members of staff in the school to ensure all children are making outstanding progress. This is another way to identify if your child is not making expected progress.
- If your child is identified as not making expected progress the school will continue to closely monitor this and set up support for your child and ask for your input in identifying concerns you may have.
- If your child is still not making expected progress the school will discuss with you:
  - Any further interventions or referrals to outside professionals to support your child's learning.
  - How we could work together with external agencies to support your child at home/school.

## How will we measure the progress of your child in school? How will I know about my child's progress?

- Your child's progress is continually monitored by the class teacher.
- Your child's progress is reviewed formally every term, through assessment weeks and pupil progress meetings as well as at half-termly review points. Children with an EHC plan are also reviewed at termly Individual Education Plan meetings that are shared with parents. Age-related standards of attainment are given in reading, writing, maths and science in accordance with the National Curriculum. This is discussed as well as progress in other areas, as appropriate, such as attendance, engagement in learning and social and emotional development.
- If your child is in Key Stage 1 or 2, but has not yet met age-related expectations against the standards of the National Curriculum, a more sensitive assessment tool is used which shows their attainment in more detail and will also show smaller but significant steps of progress.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are more formally assessed. The school's strategy for doing this is SATs tests.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults, including parents involved with the child's education.
- There are a range of ways to keep you informed, which may include:
  - Home/school learning diary
  - Home/school contact book
  - Letters/certificates sent home
  - Additional meetings as required
  - Annual Reviews
  - Termly reports and parents' meetings.

## Individual Education Plans

If your child has been identified by the class teacher/SENCo as needing a particularly higher level of individual and small group support which cannot be provided from the resources already delegated to the school, an individual Education plan is initiated.

### **What is a IEP meeting?**

The SENCo will arrange to meet with the parent/carer and teacher to initiate the support plan and to create targets for the child.

### **Who will be invited to the meeting?**

People who are involved in your child' learning will be invited, including;

SENCo, Deputy headteacher, Class Teacher, Family Link Worker, Learning mentor, Teaching assistant, Educational Psychologist Social worker

### **What will be discussed at the meeting?**

Targets will be set for your child. A discussion will take place about how to support a child in achieving their targets and what provision will be put in place.

### **Can I bring someone with me?**

You can bring a friend or family member to support you. You can bring an advocate to take part in the discussion on your behalf.

### **Preparing for the meeting:**

Many parents feel both anxious and emotional about attending meetings to discuss their child's education. It is possible to reduce stress and anxiety by being well prepared for the meeting. Consider the following questions before the meeting:

What do you want the meeting to achieve? What are your main concerns? What is your child's strengths?

### **Next Steps:**

The targets in the support plan will be reviewed 3 times in further Support plan meetings. The provision in place will be reviewed and new targets will be set where a child has a achieved them.

The timescale can vary depending on the child's age or need.

After 3 cycles of review, it is decided of a child needs to apply for an Education, Health and Care Plan (EHCP).



## Education, Health and Care Plans

The EHC plan is for children aged up to 25 years old who need more than is normally available through special educational needs support in school. If, despite quality first teaching, targeted intervention, advice and specialist support from outside agencies that the school has provided from its own resources, it is felt that your child needs further or more specialist input to make progress, the school or you can request that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP). This is a legal process and you can find full details about this on the website of your residing local authority under their SEND/Local offer section. Even though we are Southwark Schools, it would be the borough you live in.

### Who can get an EHC plan?

Children and young people with the highest level of assessed need may be eligible to get an EHC plan.

### Who can request an EHC plan?

Requests for an assessment of education, health and care needs can be made by:

- The child's parents (or somebody on their behalf)
- The young person if aged 16 or over (or somebody on their behalf)
- An early years setting, school or post 16 institution (this should be with the knowledge and agreement of the parent or young person)

### What is the application Process?

A statutory assessment for an EHCP will be initiated by the class teacher/SENCO in discussion with you after cycles of the support plan have been completed, if your child is identified as needing a higher level of individual and small group support which cannot be provided from the resources already delegated to the school. This is done in full partnership with you and your child. After the school have sent in the request to the Local Authority (LA), including a range of information about your child provided by you as the parent as well as the school, the LA will decide whether they think your child's needs are sufficient to require a statutory assessment. If this is the case the local authority will ask you and all the professionals involved with your child to write a report, to which your child contributes, outlining your child's needs and how they should be met and the long and short term outcomes that are being sought. A meeting involving you and relevant professionals will also be held.

**What does it mean if a child has one?**

An EHCP is an official document that documents a child's special needs and notes what reasonable adjustments schools need to make, what extra support or therapy a child is entitled to, what kind of school can meet their needs. Everything documented in the EHC plan has to be met.

## How are children involved in their education?

### Annual review/ EHC plans

Children's views are sought before the annual review and feed directly into the meeting and, therefore, their wishes influence changes to their provision and support in place. How children's views are sought will look different from child to child and will depend on the age of the child and their ability to share their views in different formats. Children might complete a 'thoughts and feelings' worksheet independently or with the support of an adult; they might be asked to share their views through pictures and photos; they might be asked to reflect on a timeline and therefore project forward their wishes for the future; etc.

### Planning

Teachers ensure that planning reflects the needs of their class and will annotate specific adaptations for individuals and groups onto their plans. Plans are shared with adults working within the class and, through ongoing reflection and discussions, are adapted throughout the learning journey. Teachers ask children to give feedback regularly on how well they feel they are doing or whether they feel they need additional support in certain areas. Plans are also adapted according to this feedback. There are a range of methods/resources that children are able to access, depending on their learning styles and needs, e.g. sound buttons, alpha smarts, free-flow within reception, options for recording etc. In addition to their involvement across the curriculum, discrete PSCH/ Circle Time lessons are taught, where specific issues arising in individual classes are addressed. These times are also often opportunities for children to share any worries they have.

### Target Setting

Children know their targets for next steps in the core subjects and these are shared with them. They are actively involved in their target setting through IEP and SEN Support Plan meeting, high quality marking and opportunities to respond to marking built into the school day. Other strategies, such as verbal conferencing between the teacher and the child, are also used.

### School Council

All schools within the Federation have an active school council. Class representatives are elected by the class and act as the voice of the class. They listen to their peers and regular school council meetings provide an opportunity for all children to share their views and ideas. In the past, this has had a real impact upon school life, e.g. school dinners, raising money for charities.

### **School Ethos**

Within school, a safe environment which nurtures expression is established. Children know that they can share their thoughts and feelings with adults in school. Furthermore, many classes have worry/thought boxes, which allow children to communicate anything that may be on their minds. We have a robust and consistent approach to bullying, which makes it clear that bullying will not be tolerated. Students with SEND may be more vulnerable to bullying and harassment and so particular care is taken to ensure that they feel supported and that any incidents are dealt with promptly. For full information about how we deal with bullying, please see our behaviour policy.

## Support Staff

- Teaching Assistants (TA)
- Higher Level Teaching Assistants (HLTA)

Support Staff work alongside your child's class teacher and SENCO to support all children's learning needs.

Members of Support Staff may be allocated to work with a pupil with special educational needs and/or Teaching Assistant (TA) disabilities, or may provide specialist support in a particular area, for example literacy, numeracy, speech and language therapy. A child may receive support from a number of adults. You will be informed of any additional interventions your Special Educational Needs child is receiving. A conversation with the class teacher or SENCO will give you a full overview of this support. If you would like to speak to the support staff working with your child, please feel free to do so through your child's class teacher.

As a Federation, we welcome regular dialogue between parents and all staff on how a child's day has been and we actively encourage this continued feedback.

## Who are the other people providing services to children with SEN in this school?

<p><b><u>Directly funded by the school</u></b></p> <ul style="list-style-type: none"> <li>• Family Services Team</li> <li>• Reading Recovery</li> <li>• Numbers Count</li> <li>• Occupational Therapy (commissioned consultancy work)</li> <li>• Play Therapist</li> <li>• Pupil Referral Unit (PRU) reintegration/behaviour support</li> <li>• Occupational Therapy (SENP)</li> <li>• Speech and Language Therapy (independent)</li> <li>• Speech and Language Therapy (NHS commissioned service)</li> <li>• Educational Psychologist</li> </ul>	<p><b><u>Paid for centrally by the Local Authority but delivered in school</u></b></p> <ul style="list-style-type: none"> <li>• Autism Outreach Support</li> <li>• Hearing Impairment Outreach service</li> <li>• Visual Impairment Outreach service</li> <li>• SIAS (Southwark Information Advice and Support Team) service (to support parents through the SEN processes and procedures)</li> </ul>
<p><b><u>Provided and paid for by the Health Service</u></b></p> <ul style="list-style-type: none"> <li>• Occupational Therapy (NHS)</li> <li>• Speech and Language Therapy Core Offer (NHS)</li> <li>• Community Paediatric service (NHS)</li> </ul>	<p><b><u>Voluntary agencies</u></b></p> <p>We work with a number of voluntary agencies to support a child's individual needs.</p> <p>For example, National Autistic Society, MENCAP, bereavement services.</p>

If you have any questions regarding the above support, please feel free to speak to your child's class teacher or SENCO.

## **How is the effectiveness of provision made for children with SEND evaluated?**

- Termly observations of all staff
- Half-termly work and planning scrutiny
- Peer observations
- Impact of provision on the attainment and progress of each individual discussed at mid-term and pupil progress meetings
- Termly assessment windows to track progress and attainment of all pupils
- Termly pupil provision map meetings
- Informal conversations between professionals
- In-depth knowledge of children
- Interventions are monitored and evaluated for impact on pupil outcomes

## How are the adults in school helped to work with children with an SEND and what training do they have?

- The SENCO's job is to support the class teacher and support staff in planning for children with SEND.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND.
- This may include whole school training on SEND issues or to support identified groups of learners in school, such as children with ASD, dyslexia etc.
- The school delivers whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- Individual teachers and support staff attend training courses run by the school during INSET days, and through outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service or medical /health training to support staff in implementing care plans.
- Individual training can be arranged for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the school's performance management process.
- SENCOs access additional training to teaching staff to support them to train and support staff in the delivery of Quality First Teaching for all learners with SEND. This might include access to more specialised training on certain areas of SEN or a focus on pedagogies, approaches and resources for children with SEND. SENCOs also access wide ranging peer support from within the federation team, facilitated through centralised training opportunities as well as monthly federation SENCO meetings.
- Weekly training takes place for all teachers and support staff. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENCO/ Deputy Headteacher.



## What are the exam arrangements at the Mayflower Federation?

- Water provided for children
- Movement breaks
- Small group environment to support children with focus and concentration where appropriate
- Support reading the paper where appropriate
- Where necessary, applications will be made for the following access arrangements:
  - Additional time
  - Scribes
  - Dyslexic friendly paper
  - Transcript
  - Touch typing
  - EAL provision for those new to the country within the last year and a half and registered in official language

## **How have we made the Mayflower Federation physically accessible to children with SEND?**

- Where possible our schools are accessible to children with physical disability via ramps and a lift.
- Class allocations can be adapted to ensure rooms are accessible for children with disabilities.
- Where possible our schools have designated calm/sensory spaces for children to access.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Where appropriate staff will be trained to support your child's needs.
- For details and queries about accessibility plans, please speak with your school's SENCO.

## **Transitional Support:**

### **Starting at the Mayflower Federation**

#### **What should I do if I have been allocated a place in our schools by the local authority and my child has a SEND?**

Please contact the school SENCO as soon as you receive the offer of a school placement as we may not have details of your child's needs at this stage.

#### **When will I get the opportunity to speak to staff about my child's needs?**

We will invite you to visit the school with your child to have a look around and speak to staff and meet the members who will work with you and your child at school. If your child is starting in Nursery, the nursery staff will carry out a home visit to discuss your child's needs.

#### **What will happen at these meetings?**

To help your child to settle more easily, we may suggest adaptations to the settling in period, but this will be agreed with you and the class teacher. If your child has not already visited, and if appropriate, your child will be encouraged to visit the school in advance of starting to meet the staff they will be working with and their class mates.

#### **What happens once my child has started attending the Mayflower Federation?**

Following the settling in period, the class teacher may arrange an early meeting with you to review your child's learning and progress. The school operates an open door policy if you would like to meet with a member of staff. The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you.

#### **Admissions**

- We take all applications on an individual basis.
- Each child and their needs are considered on an individual basis.
- Reasonable adjustments will be made, wherever possible, if required, e.g. disabled access.
- Careful consideration is given to the most suitable class, with consideration being given to the current cohort and the support required.
- New children arriving mid-year have identified buddies within the classroom.
- Contact is made with the previous school as well as visits carried out where possible to ensure comprehensive handover of information.

## **Transitional Support:**

### **Leaving the Mayflower Federation**

**How will we support your child when they are leaving this school? OR when moving on to another class?**

We recognise that 'moving on' ('transition') can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

**If your child is moving to another school:**

- We will talk with your child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible.
- We will contact the new school's SENCO and ensure s/he knows about any special arrangements or support that needs to be made for your child.
- Where possible we will support a visit to the new school in advance of the move.
- We will make sure that all records about your child are passed on as soon as possible.
- Where appropriate, your child may be provided with a transition book to support them with the move to a new school.

**When moving classes in school:**

- You will be informed of your child's new teacher prior to the move and you will be invited to meet with them.
- Information will be passed on to the new class teacher in advance and any IEPs will be shared with the new teacher.
- Where appropriate, your child may be provided with a transition book to support them with the move to a new class.

**Transition to secondary school (Year 6 Pupils):**

- Our SENCO arranges meetings (telephone or face to face) with new schools to discuss the specific needs of your child with the SENCO of their secondary school.
- Your child will take part in circle times in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
- We work in partnership with secondary schools and parents to ensure that where possible all children will visit their new school.

## **What support do we have for you as a parent of a child with an SEN and/or disabilities?**

We would like you to talk to your child's class teacher regularly so we know what your child is doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.

The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.

If your child has an EHC Plan, their IEP will be reviewed with your involvement each term.

Home Learning will be adjusted as needed to your child's individual needs.

A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

### **In addition:**

We regularly hold workshops for parents of all children in the school, for example in relation to reading, phonics or maths. We will be happy to discuss any necessary adaptations for your child.

The external professionals involved with your child will be happy to meet with you on request.

We will be happy to consider any ideas that you may have to further support your child.

We run inclusion drop-in sessions at every parents' evening for you to come and see the staff who are involved in the many interventions that we provide.

## Useful links

- **Southwark Local Offer - Information for Parents and Young People: Special Educational Needs and Disabilities (ages 0-25)**

<http://www.localoffer.southwark.gov.uk/>

- **Children's Healthcare**

<https://www.evelinalondon.nhs.uk/Home.aspx>

- **The communication Trust; supporting children with speech, language and communication needs**

<http://www.thecommunicationtrust.org.uk/redirect/localoffer/>

- **National Autistic Society (NAS); supporting families of children with autism spectrum disorders (ASDs)**

<https://www.autismlinks.co.uk/support-groups/group-support-london/nas-southwark?region>

- **Family Lives; supporting families.**

[www.familylives.org.uk/how-we-can-help/in-your-area/london-and-the-southern-home-counties/](http://www.familylives.org.uk/how-we-can-help/in-your-area/london-and-the-southern-home-counties/)

- **Maths and English games:**

[www.ictgames.com/resources.html](http://www.ictgames.com/resources.html)

[www.purplemash.com/login/](http://www.purplemash.com/login/)

- **Maths games**

[www.topmarks.co.uk/maths-games](http://www.topmarks.co.uk/maths-games)

- **Twinkl; resources that can be printed**

[www.twinkl.co.uk](http://www.twinkl.co.uk)

- **Phonics games and resources:**

[www.phonicsplay.co.uk/](http://www.phonicsplay.co.uk/)

Glossary of Terms	
Attention Deficit Disorder	ADD
Autistic Spectrum Disorder	ASD
Attention Deficit and Hyperactivity Disorder	ADHD
Child and Adolescence Community Service	CACS
Child and Adolescence Mental Health Services	CAHMS
Common Assessment Framework	CAF
Education, Health and Care Plan (previously Statement)	EHCP
Educational Psychologist	EP
Education Welfare Officer	EWO
Higher Level Teaching Assistant	HLTA
Individual Education Plan	IEP
Occupational Therapy/Therapist	OT
Oppositional Defiance Disorder	ODD
Social Emotional and Mental Health	SEMH
Special Educational Need and Disabilities (previously SEN)	SEND
Speech Language and Communication Needs	SLCN
Speech and Language Therapy/Therapist	S&LT
Teaching Assistant	TA