

Mayflower Federation SEND Information Report

The School Offer





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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"> • Communication and Interaction (speech articulation, stammering, speech and language delay, autism) • Cognition and Learning (global learning difficulties, dyslexia, dyscalculia) • Social, Emotional and Mental Health Difficulties (anxiety, depression, eating disorders, obsessive compulsive disorder) • Sensory and Physical Needs (visual impairment, hearing impairment, sensory needs, toileting issues, physical disability) <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>  |

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 includes ‘reasonable adaptations’, “additional to” or “different from” that provided for non-SEN learners (the typically 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 ilderton@mayflowerfederation.org.uk
- Phoenix Primary School: 0207 231 8622 phoenix@mayflowerfederation.org.uk

What is my child's class teacher responsible for?

- Making sure that all children have access to outstanding Quality First teaching with a broad, balanced, progressive curriculum that is personalised to meet your child's individual needs.
- Monitoring the progress of children and identifying, planning and delivering any additional support your child may need.
- Writing Individual Education Plans (IEP), for children with an EHC Plan (Education, Health and Care Plan) or for children with high levels of need for whom a more targeted approach may be needed.
- Working with the SENco to develop practice and monitor the progress of children towards IEP targets as part of the plan, do, review process, where an EHCP might not yet be in place. These are shared with and reviewed with parents at least once each term.
- Ensuring that all members of class team working with the children are aware of their individual needs and/or conditions to create personalised relationships and

opportunities for them to make progress. This may involve the use of additional adult, specialist support staff and individually planned learning and resources.

- Share transition information appropriately with class team and create one page profiles for children with significant need in order to ensure consistency of practice
- 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)



Agatina Marchese



Annik Poplett

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 request 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
- 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) and provision for children with an EHC Plan or 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



Executive Headteacher: Mr Assig

Head of school: Mr Ogunsola

Head of School: Ms Joines

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 special educational 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?

- To contact the SEND governor please email: TKelly@mayflowerfederation.org.uk

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 high quality teaching and learning for ALL children and regularly monitor the quality and impact of teaching and learning in the school. We use a range of methods to consistently ensure the standard of the planned learning journey, including regular lesson observations, pupil progress discussions and 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 consistently High-Quality Teaching and Learning
- Have the highest expectations for the progress of all children
- Ensure a personalised curriculum to meet all children's needs
- Offer a broad, balanced, systematic and progressive 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.
- Ensure that they are up to date with current knowledge and understanding regarding working with children with Special Educational Needs
- Ensure that all effort and progress is praised for ALL children.

What is our approach to learners who have additional needs?

Universal Support

What is universal support?

Universal support is embedded into the class curriculum and environment.

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, according to age and stage of development, could be put into place:

- EYFS: 'I can'/Little Wandle Foundations for phonics/Attention Autism
- Precision Teaching /Pre-Teaching
- Targeted Phonics/Reading programmes/keep up/catch up
- Maths/literacy intervention planning
- Zones of Regulation
- Chill-Out (additional play time support)
- Playground games set up to target children with specific need
- Key staff identified for specific children in the playground and lunch halls
- ELSA (emotional literacy support from a designated member of staff who has received additional training)

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. This is an additional provision.

- 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.
- 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?

- Seating arrangements such as workstations or wobble cushion
- Increased use of visual supports such as now/next
- Additional reading, writing or maths intervention/support
- Group or Individual Zones of Regulation support
- Targeted behaviour support/individual reward systems
- Fine and gross motor skills intervention/support
- Mindfulness and Movement opportunities
- 'Sensory diet' to promote attention and focus

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 is for individual children or groups who have been identified as having a learning difficulty that requires additional support with guidance from an appropriate clinician/professional.

It may be a programme of intervention or small steps targets which would be achieved following certain methods which they monitor. Typically, these are speech and language targets or following observation from the Educational Psychologist.

It can be either in or outside the classroom and will be run by school staff with training and monitoring from the specialist or outside agencies directly.

- Your child's teacher/SENCO will have carefully checked your child's progress and may decide that your child needs an assessment or observation by a specialist specialist to support their learning.
- Your class teacher/SENCO will discuss with you any specialist support that your child could receive, and you will be asked for permission.
- We encourage all parents to support the school and progress of children by agreeing to specialist referrals for us all to support your child's best learning interests. Some assessments will be in school and some in sunshine house or other offices.
- We ask that all parents who have agreed to these appointments attend with their child as directed or else the child will likely be discharged from that service and the process will have to start again. All attendance for appointments will be agreed so long as the office see the letters or text messages from the clinicians.
- These interventions will set clear targets or areas of development for the staff to follow at school and home.
- Specialist support from outside agencies may look different depending on the individual child's needs.

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

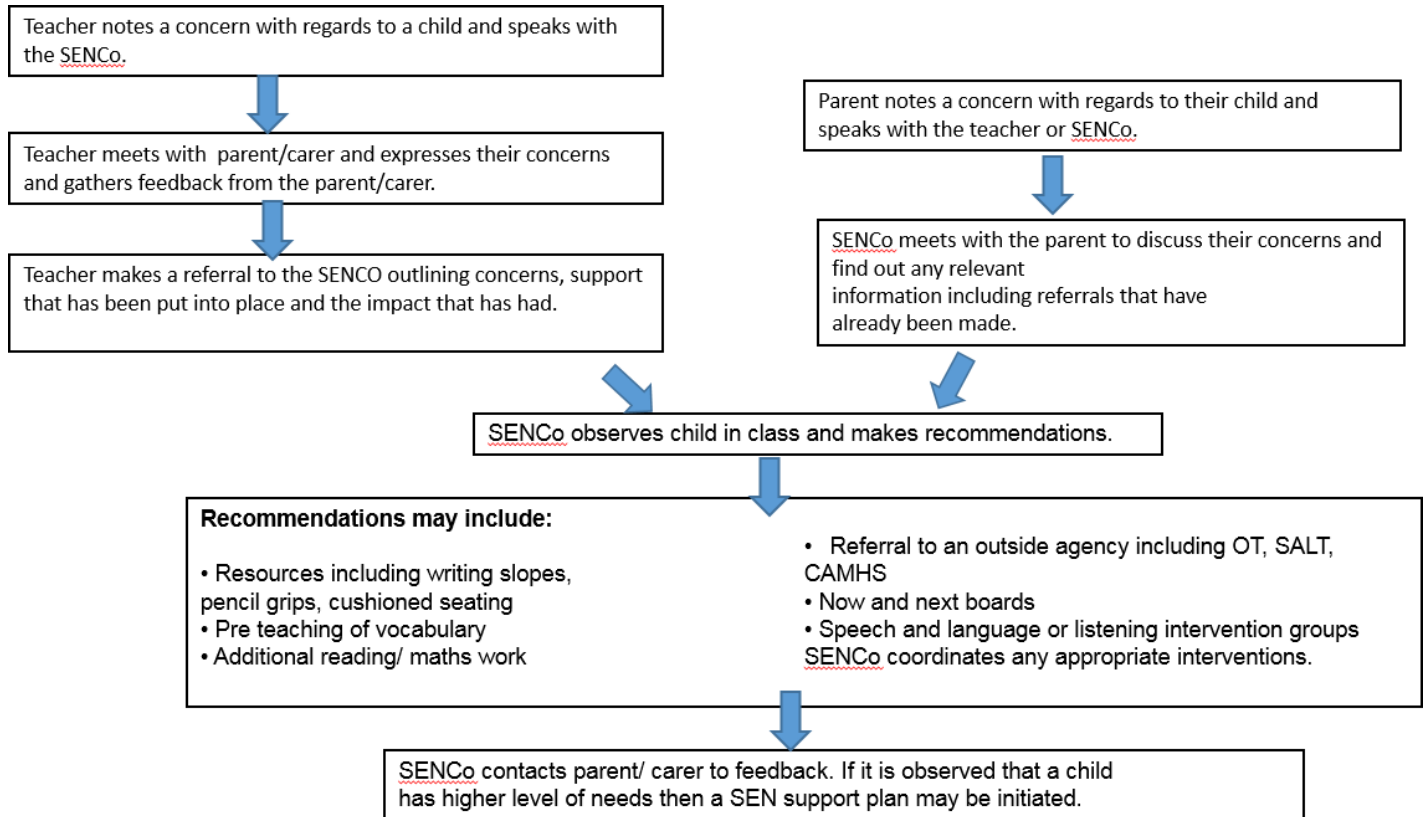
- Referral to Speech and Language Therapy for specialist advice, assessment and help for children and young people (0-19 years) who have difficulties with any aspect of their communication
- Referral to Educational Psychologist for consultation to explore issues that may interfere with learning
- Referral to CAMHS for social, emotional, mental health concerns and/or potential ADHD assessment
- Referral to Paediatric Consultant for developmental assessment or potential referral to the Autism and Related Disorders service
- Play Therapy- for improving social and emotional health
- Summerhouse Behaviour Support Service-
- Outreach Support Services: Autism Support Team, children with visual or hearing impairments or Cherry Garden Outreach for children learning/communication difficulties (not Autism)
- Occupational Therapy
- Physical Therapy

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.

Parents would be fully involved in these processes through TAC meetings (Team around the Child) and discussions with the school and professional teams.

These children will also be placed on the SEN register in order for the SENCO and senior leaders to track their progress, develop and maintain provision. This level of provision is called 'School SEN 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 Head of school. If you are still dissatisfied after you have contacted the Head of school, you can contact the executive head and further still, 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 class teacher will invite you in to discuss concerns and ask you for your support to help your child make progress-it may include different homework or permission to seek further advice.
- The teacher will formally 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 Pupil Progress 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 continues to have difficulty making progress in their wellbeing and or their academic learning, we will keep you informed and work together to get the best outcome possible.

- If significant additional provision is required to help your child in school, we may discuss applying for an Education Health and Care Plan to demonstrate level of need and fund some of this provision. This has very specific criteria that we would have to demonstrate your child needed at 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 and class team.
- Your child's progress is reviewed formally every term, through assessment weeks and pupil progress meetings as well as at half-termly review points.
- IEP targets are also reviewed termly.
- Speech and Language targets are monitored regularly by the speech therapist.
- Targets from EHC plans are reviewed formally at Annual Review.
- 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 not meeting age-related expectations against the standards of the National Curriculum, a more sensitive assessment tool e.g. Charry Gardens Branch Maps which shows smaller but significant steps of progress.
- At the end of each key stage 2 all children are more formally assessed through the SATs.
- 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
 - Phone Calls home

- Additional meetings as required
- Annual Reviews with specific members of the school team and relevant professionals
- Termly reports and parents' meetings.

Individual Education Plans

What is an IEP?

If your child has been identified by the class teacher/SENCo as needing a particularly higher level of individual or small group support which is highly specific, additional to the outstanding inclusive practice of the classroom or which may need professional consultation/intervention, an Individual Education Plan (IEP) may be initiated.

An Individual Education Plan is a targeted plan, intended to support your child to make progress against personalised and specific objectives. It supports the class team to implement reasonable adaptations and additional provision that will support progress.

The Class Teacher/SENCO will arrange to meet with you to discuss the IEP and to clarify targets and expectations for everyone working with your child.

If other professionals are involved it may be suitable to have a TAC (Team around the Child) meeting. Additional to the class teacher and SENCO this may also include a key member of staff, Family Support Officer, Early Help Worker, Speech therapist, Educational Psychologist or Social worker.

What will be discussed at the meeting?

A discussion will take place about we all intend to support your child in achieving their targets, what provision will be put in place and how parents can support at home.

Minutes will be taken to monitor the progress and support any further application to clinicians such as CAMHS, or to Southwark SSEN as part of an EHCP Application.

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 are your child's strengths?

How do they do their homework?

What strategies can you use at home?

Next Steps:

The targets in the support plan will be reviewed regularly to monitor the impact of the provision in place and your child's progress according to the targets. New targets may be set and a timescale discussed. The timescale can vary depending on the child's age or need.

If, after a cycle of plan, do review, and in consultations with outside agencies and professionals supporting your child, it may be decided that they meet threshold for an Education, Health and Care Plan (EHCP) application.

If they do not meet this threshold, provision will continue to be put into place for them and the process will continue.

Education, Health and Care Plans

The SEN Code of practice states:

"The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood."

Most children will make significant and accelerated progress with high quality teaching, targeted intervention and when required, implementation of advice and specialist support from outside agencies. These are all accessible within the school's own highly inclusive resources including staffing.

If there is evidence that your child needs further/more specialist support or a higher adult ratio/more specialised learning journey to sustain progress, the school, parent or professional can make an application to the Local Authority for a statutory assessment for an Education, Health and Care Plan.

This is a legal process, to which children's needs must meet certain criteria and or thresholds to be eligible. Full details about this are 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 a clinical diagnosis and or the highest level of assessed need e.g., 2 years or more behind the age-related expectations of their peer group, 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 such as SIAS)
- 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?

Typically, a statutory assessment for an EHCP will be initiated by the SENCO in discussion with parents and all professionals working together.

After an appropriate number of cycles of plan, do, review of the provision has been completed, if your child is identified as needing a continued higher level of provision from the resources already delegated to the school and with consultation of the Educational Psychologist, an application for a statutory assessment can be made.

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 parents, the school and the professionals working with your child, 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, where possible, your child contributes, outlining their needs and how they could be met.

What does it mean if a child has one?

An EHCP is a legal document that explains your child's strengths and difficulties in 4 areas of development:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory

It details your child's strengths and difficulties in the 4 areas plus health and transition.

It will detail long term and short-term goals for each area that all the team around the child (including parents) will work towards.

It also details the provision the school will develop and maintain for your child in order to support progress.

Typically, in Southwark, a co-production meeting involving you and the SENco will be held to write the document together. This is to ensure that it best reflects the needs and aspirations of your child at that time.

Please note that not all boroughs operate the same way.

Targets and progress will be formally reviewed Annually and the EHCP itself formally updated in year 2 and year 5.

Everything documented in the EHC plan must be met by all involved.

If a school is unable to meet the needs of a child within the EHCP plan, it will be discussed fully to with parents and professionals to agree to the best next steps that are in the best interests of that child.

How are children involved in their education?

Planning

Teachers ensure that planning and resourcing lessons reflects the needs of their class and will make specific adaptations for individuals and groups onto their plans.

Plans are shared with all adults working within the class and, through ongoing reflection and discussion, are adapted throughout the learning journey as required.

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.

Class provision is personalised to enable children access the environment and the learning depending on their learning styles and needs. In addition to their involvement across the curriculum, discrete PSHE/Circle Time lessons are taught, where specific issues arising in individual classes and situations brought by the children are addressed. These times are also often opportunities for children to share any worries they have and receive praise for effort from peers.

Target Setting

ALL children should know their targets and next steps in the core subjects and these are shared with them through high quality marking and feedback. Opportunities to respond to marking is built into the school day. Other strategies, such as verbal conferencing between the teacher and the child, are also used. Where appropriate, children with IEPs/EHCPs are involved in planning and TAC meetings.

Annual review/ EHC plans

Where possible, 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.

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 and communication is established. Children know that they can safely 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/antibullying 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 may provide specialist support in a particular area, for example phonics, reading, literacy, numeracy, speech and language therapy with oversight of a speech and language therapist or the SENCO. Additionally, our HLTA's are very skilled learning mentors who teach across the school providing pastoral support.

It is important to note that whilst we endeavour to ensure consistent adults, a child may receive support from several adults. You will be informed of any additional interventions your 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><u>Directly funded by the school</u></p> <ul style="list-style-type: none"> • Family Services Team • Reading Recovery • Numbers Count • Occupational Therapy (commissioned consultancy work) • Play Therapist • Pupil Referral Unit (PRU) reintegration/behaviour support • Occupational Therapy (SENP) • Speech and Language Therapy (independent) • Speech and Language Therapy (NHS commissioned service) • Educational Psychologist | <p><u>Paid for centrally by the Local Authority but delivered in school</u></p> <ul style="list-style-type: none"> • Autism Outreach Support • Hearing Impairment Outreach service • Visual Impairment Outreach service • SIAS (Southwark Information Advice and Support Team) service (to support parents through the SEN processes and procedures) |
| <p><u>Provided and paid for by the Health Service</u></p> <ul style="list-style-type: none"> • Occupational Therapy (NHS) • Speech and Language Therapy Core Offer (NHS) • Community Paediatric service (NHS) | <p><u>Voluntary agencies</u></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 working with your child by the SENCO or a member of the Senior Leadership Team
- Regular discussion with parents and carers
- Interventions are monitored and evaluated for impact on pupil outcomes by the speech therapist or clinician setting the objective
- Half-termly work and planning scrutiny and planning support
- Peer observations
- Termly assessment windows to track progress and attainment of all pupils
- Impact of provision on the attainment and progress of individual children discussed at mid-term and pupil progress meetings
- Termly pupil provision map meetings
- Formal and Informal conversations between professionals
- In-depth knowledge of children's progress over time

How are the adults in school helped to work with children with a Special Educational Need and what training do they have?

- The SENCO's job is to support the class teacher and support staff in planning and delivery of the curriculum for children with SEND. This includes, where necessary liaison with professionals feeding into the provision.
- The school has a school development plan, including identified training needs for all staff to develop the teaching and learning of children including those with SEND.
- Whole school training on SEND issues may include how to support identified groups of learners in school, such as children with ASD, ADHD, as well as theory and practice to develop trauma awareness and social, emotional difficulties that may cause children to struggle at school.
- The school delivers both weekly and termly whole staff training to disseminate knowledge, strategies, and experience, to ensure consistency of the school's approach for all children with a SEND. All staff are required to attend and agency staff are also invited for free.
- Whole school training can be delivered by the SENCO, Individual teachers and support staff with specialist knowledge/experience, and outside agencies that are relevant to the needs of specific groups of children e.g. Speech and Language Therapist, 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 support teaching staff in the planning and delivery of High-Quality Teaching for all learners with SEND. This might include access to more specialised training in certain areas such as Autism, ADHD and Social, Emotional Mental Health Difficulties. Access to wide ranging peer support from within the federation team, local SEN Hub and Local Authority.

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 individual papers where appropriate and according to guidelines
- Where necessary, applications will be made for the following access arrangements:
 - Additional time
 - Scribes
 - 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. This would be discussed fully with you but would be done in the best interests of your child.

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.
- Staff complete One-Page Profiles for children with high needs in order to focus on key information for new staff to know. Where possible, the children help writing these.
- 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. Please contact the office to make an appointment.

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, it will be reviewed Annually. Steps towards IEP targets will be reviewed at TAC meetings with the professionals involved.

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 (we use **Little Wandle** letters and Sounds) or maths (we use **NCETM and Oak Academy**). 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.

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/>

- **SIAS**

<https://www.southwark.gov.uk/schools-and-education/information-for-parents/southwark-information-advice-and-support-team-sias>

- **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/

- **Maths games**

www.topmarks.co.uk/maths-games

- **Little Wandle Letters and Sounds:**

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

- **Maths.co.uk**

<https://www.maths.co.uk/>

- **Oak Academy**

<https://www.thenational.academy/>

| 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< |
| Teaching Assistant | TA |