



## SEND Information Report 2017/2018

### 1. What is SEND?

The Special Educational Needs Code of Practice (2015) defines a Special Educational Need as:

***“A child or young person has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for him or her.***

***A child of compulsory school age or a young person has a learning difficulty or disability if 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.”***

### 2. How does the school identify that a child has a Special Educational Need?

The SEN Code of Practice has four categories of need:

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

All pupils assessed as having a Special Educational Need will have one or more of these categories recorded on the SEN register.

However, all pupils' needs can also be looked at within these four areas:

- Interacting (Play and the development of relationships)
- Processing Information (Level of understanding/time needed to process)
- Sensory Processing (Sight, Sound, Movement and Touch)
- Communication (Speaking and Listening)



### **3. Who is responsible for children and young people with Special Educational Needs at Mayflower Community Academy?**

All teachers and teaching assistants have a responsibility for children with Special Educational Needs in their class. The SENDCO and the SEND Team are responsible for ensuring support meets the needs of the children and provides support and advice to teaching staff and parents/carers where required.

If you have a cause for concern or worry regarding your child's education or social and emotional development you can raise a concern via any of the following people:

- Your child's teacher
- The SENDCO – **Penny Peters**
- The Assistant SENDCO – **Donna-Marie Wood**
- The Family Support Advisor (FSA) – **Chris Lang**
- The Deputy Head – **Helen Jennings**
- The Head Teacher – **David Sammels**

### **5. What support can the school provide for children with SEN?**

Once a child's need has been identified, some of the following adaptations to your child's education could take place:

#### Interacting

- PLB Resources – Personalised Behaviour Chart
- Personalisation Plans
- Safe Space within the classroom
- Social Skills Group
- Modelling
- Visual Timetable

#### Processing Information

- Visual Timetable
- Visual Cues
- Manipulatives
- Models and Images
- Multi-Sensory approach (e.g. 5 Minute Box)
- Interventions (Language Link)

#### Sensory Processing

- Safe Space
- Wobble cushion
- Wrist weight
- Time out/You Choose
- Running/movement/weights



- Sensory room

### Communication

- Speech and Language Link
- Cued Articulation
- Visual Timetable and Visual Aids
- Modelling
- Oracy resources
- Functional Language Booklet

## **6. What training or specialist expertise do staff have around SEN?**

All Academy staff have been trained to provide a variety of specialist support and a Specialist SEN Team is available to provide more in-depth help and knowledge to all staff. However, where a training need is identified and the expertise not present, the Academy is committed to ensuring that this training gap is addressed.

## **7. What further external support can Mayflower Community Academy access?**

The Academy has access to several external agencies that can provide additional support. Where a need has been identified, the SENDCO will seek advice and support from the appropriate agency in order to meet the needs of the child.

## **8. Whom can I contact to provide additional advice and support for my family?**

You can contact the Academy's Family Support Advisor (FSA) or agencies such as PIASS (Plymouth Information and Support for SEND) for additional advice and support. More information can be accessed on the Plymouth Online Directory at [www.plymouthonlinedirectory.com](http://www.plymouthonlinedirectory.com).

## **9. How are parents/carers and children with SEN supported to share their views and concerns and work alongside the academy?**

The Academy has a variety of ways that parents/carers can share their views and concerns. Teachers endeavour to be available at the end of the school day if parents/carers wish to discuss their child; alternatively, parents/carers can call the academy to make a specific appointment with a member of staff. In addition, the Academy holds parent consultations three times a year; surveys and Questionnaires are sent out via Parentmail; Chofsted (children's Ofsted) is used as a platform for pupil's views and concerns as well as Annual Reviews for pupils with statements and EHC Plans.



## **10. Who should I talk to if I have a concern about the support being provided for my child at school?**

If you have a cause for concern or worry regarding your child's education or social and emotional development you can raise a concern via any of the following people:

- Your child's teacher
- The SENDCO – ***Penny Peters***
- The Assistant SENDCO – ***Donna-Marie Wood***
- The Family Support Advisor (FSA) – ***Chris Lang***
- The Deputy Head – ***Helen Jennings***
- The Head Teacher – ***David Sammels***

## **11. How does the Academy support children with SEN and their families when they join or leave the Academy or transfer between phases?**

All children, joining Mayflower Community Academy, along with their Parents/Carers, will meet with our Family Support Advisor to fill in a CAF form, which allows us to share information between different agencies in order to enable us to provide the correct support to meet their needs. Records from the child's previous school will be requested and if a Special Educational Need has been identified appropriate advice and action will be sought.

On Leaving Mayflower Community Academy, staff will liaise with the child's new school, advise them on any Special Educational Needs, and send the relevant information and reports.

**Transfer between phases happens in the following ways:**

### ***Early Years***

If a pupil has already been identified as having additional needs in their Early Years Settings, a transition meeting with all involved professionals will be held. This meeting is to ensure that the school fully understands the needs of the child and that a relevant person centred approach to support can be put in place.

In addition to transition meetings, all children will also have access to:

- A parent's meeting
- A home visit

### ***Key Stage One to Key Stage Two***

Children already identified as having a Special Educational Need will have an enhanced transition package, which could include:

- Additional visits to meet with their new teacher and become familiar with their new environment.

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- A transition passport for the child.
- Transitional meetings between teachers.

### ***Key Stage Two to Key Stage Three***

The school will engage with local guidance on the Universal and Transition Plus 1, 2 and 3. Children already identified as having Special Educational Needs may have an enhanced transition package, which could include:

- Additional visits to meet with their new teacher and become familiar with their new environment.
- Transitional meetings between teachers and SEND Co-ordinators.

## **12. Where can I find information about the Local Authority's Local Offer for children with SEN and their families?**

Information regarding the Local Authority's Local Offer can be found on the following Plymouth City Council Websites:

<http://www.plymouth.gov.uk/homepage/education/htm>

[www.plymouthonlinedirectory.com](http://www.plymouthonlinedirectory.com)