



Headteacher: Mr D. Sammels

SEND Information Report

1. What does having a Special Educational Need mean?

The definition of a Special Educational Need in the new Special Educational Needs Code of Practice is as follows:

A child or young person has SEND if they have a learning difficulty or disability which 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***
- ***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?

All pupils' progress is assessed and evaluated on a termly basis in order to identify those pupils who need further support, and to monitor the impact of targets and or additional support that is already in place. If a pupil is identified as not making progress they can be assessed against the SEN Code of Practice which has four categories of need which include:

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

All pupils assessed as having a Special Educational Need or Disability will have one or more of these categories recorded on the SEND 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)*



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Registered Address:

Prince Rock Primary, Embankment Road, Plymouth, PL4 9JF

Company No.
10285015

Registered
England & Wales



🏠 Mayflower Community Academy
41 Ham Drive, Plymouth, PL2 2NJ
☎ 01752 365730
✉ school.office@mayfloweracademy.org
🌐 www.mayfloweracademy.org
🐦 @Mayflower_MCA

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As well as termly assessment, a concern may be raised by any member of school staff at any time which will be discussed and assessed by members of the Inclusion team to decide on the best form of support. This assessment and evaluation can then be reported to parents via:

- Parent meetings
- School reports
- Annual reviews

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

Every teacher and teaching assistant has the responsibility for children with Special Educational Needs in their class. The SEND Co-ordinator and the SEND Team are responsible for ensuring support meets the needs of the children and also provide 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 Family Support Advisors (FSA) – Nicola Miller and Ella Price
- The Head of School – David Sammels

All can be contacted in the following ways:

By telephone 01752 365730 or via the school email school.office@mayfloweracademy.co.uk

4. What support can the school provide for children with SEND?

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

- Modification to a teaching approach
- Differentiation/Scaffolding
- Intervention
- Provision of specialist equipment to meet their need
- Advice or direct work with professionals from outside agencies

This could include:

Interacting

- PLB Resources – Personalised Behaviour Chart
- Personalisation Plans



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- *Safe Space within the classroom*
- *Social Skills Group*
- *Modelling*
- *Visual Timetable*

Processing Information

- *Visual Timetable*
- *Visual Cues*
- *Manipulatives*
- *Models and Images*
- *Multi-Sensory approach*
- *Interventions*

Sensory Processing

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

Communication

- *Makaton*
- *Cued Articulation*
- *Visual Timetable and Visual Aids*
- *Modelling*
- *Oracy resources*

6. What training or specialist expertise do staff have around SEND?

Academy staff have been trained to provide a variety of specialist support. Where a training need is identified and the expertise not present, the Academy is committed to ensuring that 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 SEND co-ordinator will ask your permission to seek advice and support from an appropriate agency. This will help the school and you to understand your child's needs better and be able to support them more effectively in school. This may include; The Educational Psychology Service (EP),



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Communication Interaction Team (CIT), School Nurse, Speech and language Therapy, Child & Adolescent Mental Health Service (CAMHS) and The Child Development Centre (CDC).

If your child's needs are deemed as severe, complex and lifelong, they may be awarded an Education Health and Care Plan by the Local Authority

8. Who 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 Plymouth Information and Advice for SEN for additional advice and support. More information can be found on the Plymouth Online Directory at www.plymouthonlinedirectory.com

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

The academy has a variety of ways to allow parents/carers to 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 they can phone the academy to make a specific appointment with a member of staff. In addition, the academy holds parent consultations three times a year.

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

If you have a concern you should speak to the class teacher, the SEND Co-ordinator or a member of the Mayflower Academy Leadership Team to share your concerns.

11. How accessible is Mayflower Community Academy?

Our approach to the curriculum complies with our duties in the Equality Act 2010 and the Special Needs and Disability Regulations 2014

- *The Academy is fully compliant with DDA requirements*
- *Please refer to our Disability Statement*
- *The school has easy access and double doors and ramps*
- *The front desk can be made accessible to Wheelchair users upon request as the doors can be opened and a member of staff can come and assist*
- *There is a disabled toilet in each block*
- *There is a lift to the first floor*
- *We ensure wherever possible that equipment used is accessible to all children regardless of their needs*



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12. How does the Academy support children with SEND and their families when they join or leave the Academy or transfer between phases?

All children with their Parents/Carers, joining Mayflower Community Academy will meet with our Family Support Advisor to fill in a form to allow us to share information between different agencies to enable us to provide the correct support to meet their needs. Records from the child's previous school will be sought 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 to advise them on any Special Educational Needs and send the relevant information and reports.

Transfer between phases is dealt with 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 involved professionals will be held 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.
- A transition passport for the child.
- Transitional meetings between teachers.

Key Stage Two to Key Stage Three

The school will engage with the 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 SEN co-ordinators.



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13. Where can I find information about the Local Authority's Local Offer for children with SEND and their family?

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

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

14. If I am not happy with the provision/school setting, how can I share my concerns or make a complaint?

- *Talk to the SENDCo or FSA*
- *Discuss your concerns with the Head Teacher*
- *Speak to the SEND Governor*
- *Write to the Chair of Governors c/o Mayflower Community Academy, 41 Ham Drive, Plymouth, PL2 2NJ*
- *If you are still unsatisfied with the response, contact the Local Authority, Plymouth City Council under the SEND Department.*



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