



SET SAIL FOR SUCCESS

Mayflower Primary School SEND report

HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Acronyms in the report explained:

SEN/D : Special Educational Needs /Disabilities

EHC: Education and Health Care

EYFS: Early Years Foundation Stage

INCO: Inclusion Co-ordinator

EAL: English as an Additional Language

IEP: Individual Education Plan

PSHE: Personal, Social & Health Education

PATHS: Promoting Alternative Thinking Strategies

Our vision and how we hope to achieve it

At Mayflower, we keep children at the heart of all we do. We want all our pupils to be successful and feel welcome and included. We have high expectations of ourselves and all our learners and we do all we can to ensure that our school provides a stimulating and inclusive environment for all our pupils.

- We welcome difference and diversity – learning from and about diversity strengthens our community.
- We value, respect and celebrate the achievements of all children.
- We will always involve parents and children in the planning and reviewing progress.
- We know that the earlier we identify special educational needs and provide support, the more successful our children will be. Early identification of special educational needs and/or disabilities (SEN/D) is a strength at Mayflower.
- Our starting point is to guarantee a whole school approach to ensuring good provision for children with special educational needs and/or disabilities (SEN/D): we make sure that all staff have the knowledge and skills to support all children with SEN/D in our school. Most of the needs of pupils with SEN/D can, and should, be addressed through quality first teaching.

We will provide expert support and resources for children with SEN/D as appropriate.

Type of school/college we are

We are a Tower Hamlets primary school for the 3 - 11 age range.

We have a nursery for children aged 3-4 years which currently offers 30 full-time, and 15 part-time places.

Children start the main school in the Year they turn 5 in our Reception class.

We are a one and a half form entry school. We admit 50 children into each year group in our school from reception class to year 6.

In reception, year 1 and year 2, year 5 and year 6, cohorts are split into 2 classes which means we have smaller classes of 25 children in these year groups.

Our lower key stage 2 classes have 30 children in each class. These classes are year 3, a mixed year 3/4 class and year 4.

Our Ofsted rating

Our most recent 2017 OFSTED report noted:

“This is an outstanding school.”

“The school’s use of additional funding is used creatively to support learning. This includes the pupil premium and funding for pupils who have special educational needs and/or disabilities.”

“Pupils who have special educational needs and/or disabilities, who do not have an education, health and care plan, do especially well and make strong progress with their learning. Leaders use the assessment system very effectively to identify pupils who need help with their learning and to provide well-designed support. Those with an education, health and care plan make at least expected progress.”

How we give pupils a voice

We know that the only way we really find out if a child is happy, feeling safe and taking part in the full life of our community, is for the school to be certain that it hears from children, especially those who are most vulnerable.

We make sure that we listen to children in our school and respond to what they say in a number of ways, including:

- clear policies and systems to support children in expressing any worries or concerns that they have.
- implementing a strong, personal, social and health education (PSHE) curriculum in the school that encourages children to speak about their feelings and opinions.
- inviting children to plan and make personal contributions to their Annual Review meetings, for example, through making invitations or preparing presentations using ipads.
- completing an annual pupil questionnaire on ‘pupil voice’ as part of our PSHE curriculum– giving children their say.
- encouraging children to respond to feedback given through developmental marking
- agreeing individual targets with them in pupil conferences.
- making sure that our school council is inclusive and represents the whole of our community.
- ensuring that our safeguarding procedures are strong and that all staff are well trained.

How we know if a child has special educational needs

If a child is joining us in nursery or reception, the parents and child are invited to meet the head teacher. We ask whether parents/carers have any concerns about their children - for example, if they have a disability, special need or medical need. This helps us to plan how we will support their child once he/she starts school. The children will be invited into the early years classrooms in the summer term before commencing school. This poses an additional opportunity for staff to identify any special needs before the start of the academic year the following September.

In addition to the above, a home visit is carried out by our early years (EYS) staff. This allows staff to see the child in their own home and further discuss with the parents any concerns.

If a child has attended a different setting, we use the information provided by that setting to plan the best programme of support. Staff from our EYFS will visit the child in their setting. Our school inclusion co-ordinator (INCO) will liaise with professionals who have already been involved with the child in order for effective transition to take place. This is also the case for older children who may have transferred to our school in KS1 or KS2.

Our INCO meets with all class teachers regularly to discuss any concerns about children in their classes. Together, they will plan ways to support the child. We continue to assess and monitor progress regularly all through the child's time in school so that we can look out for any special educational needs that might arise later on.

We take great care to establish whether lack of progress is because a pupil has English as an additional language (EAL), for example by talking to the child (and parents) in their home language.

We also work with specialist services – for example Educational Psychologists and Speech Therapists - who provide expertise in finding out the type and range of the pupil's needs, for example, in terms of language and communication needs or slow progress in acquiring reading and number skills.

We are committed to personalised planning and regular assessment and review, to make sure that all children make progress.

If a parent has concerns about their child, they should initially discuss these with their child's class teacher who will always be happy to meet, listen to concerns and discuss how well the child is making progress in day to day lessons; and about friendships and personal development.

If parents have questions or concerns about the particular special educational needs of their child, the school's inclusion co-ordinator (INCO) will listen carefully to concerns, explain the different ways in which the school supports their child and when possible and appropriate, come to an agreement about changes to provision and/or support.

It will also be possible to meet members of the specialist services who are working with children – the INCO will organise these meetings.

What we do to help children with special educational needs

Whilst we acknowledge that children with special educational needs may need specialist support, our primary means of supporting children is always initially through quality first teaching, with carefully differentiated lessons and resources to meet the needs of all our learners. We are well equipped to support children with SEN/D within their classes as each class has an allocated full-time teaching assistant, in addition to a class teacher. This means we are able to provide a high level of support for all children. Our classrooms are well resourced to meet the needs of all children. We use visual resources and ipads amongst other specialist equipment as advised to support children.

In addition to full time classroom teaching assistants, we also have additional SEN/D support staff assigned to each phase (EYS, KS1, KS2) depending on the needs of the children in that phase. These staff will work alongside class teachers and teaching assistants to support individual children or groups of children as appropriate. Where possible, this support will always take place within the child's classroom. We do not encourage the removal of children with SEN/D from class unless there is a real advantage to the child in doing so. This is to ensure that they are constantly working under the supervision of a class teacher and also

so that they continue to develop friendships with their peers.

Class teachers are responsible for planning an appropriate education programme for all children, including children with SEN/D. As a school, we have access to a variety of services and experts who can provide us with advice on how best to cater for children with a variety of SEN/D. These include speech and language therapists, educational psychologists and occupational therapists amongst others. Details of other services can be discussed with the school INCO.

Children with EHC plans (currently known as statements of special educational needs) have individual targets set by class teachers, the INCO and other professionals. These are shared with parents and reviewed with the child regularly.

The progress of all children, including those with SEN/D, is reviewed by the school leadership team in pupil progress meetings and through the rigorous monitoring of assessment data. During their time at school, children may benefit from a form of educational or pastoral intervention (e.g speech therapy, additional reading support, play therapy.) Interventions with the child will run for a certain period of time and will be reviewed by the school INCO. Where appropriate children are assessed at the end of each intervention and data is collected about progress made. Professionals who work with children (e.g speech therapists, occupational therapists) have regular meetings with the INCO and also produce reports about children's progress and any future targets. Professionals will also meet with parents to discuss the progress of their child. The school INCO holds records of all interventions for children with SEN/D in the school.

Provision and interventions for children with SEN/D is reviewed constantly and adapted if necessary. We will also consult with parents and children about their provision and we encourage parents to approach us about any concerns they may have.

How we adapt our teaching for children with special educational needs

At Mayflower, we are committed to meeting the needs of all our pupils through quality first teaching. All our teachers differentiate lessons to ensure that learners of different abilities make good progress. We acknowledge that children with SEN/D may need personalised planning and resources and we will ensure this is provided when necessary. For example, members of the teaching team may prepare visual resources (pictures that match written words) to support a child with SEN/D to access a set task. We are able to provide this support through access to specialist advice and with the support of full time teaching assistants in each classroom, as well as SEN/D support staff who work across the school.

Lessons will set tasks at a variety of levels-for example a numeracy lesson may set maths problems under the categories of 'quite confident', 'confident' and 'very confident'. Children are able to make a choice as to which level they will work at. In doing so, the children are encouraged to take responsibility for their own learning and also to take risks. Teachers do not categorise children into ability groups and we find that this approach boosts the self esteem of all children and really encourages them all to constantly challenge themselves through their learning. They are monitored closely by teachers and teaching assistants to ensure they are working at a level which is appropriately challenging.

Within class, all children, including those with SEN/D, work together in small groups or with a 'Learning partner.' Learning partners are rotated regularly to ensure that all children develop friendships and can draw from each other's strengths. Children are actively encouraged to support one another and review each other's work. Research shows that support children receive from their peers is extremely valuable and makes a real difference to their learning.

How we decide what resources we can give to a child/young person with special educational needs

We use our SEN/D budget to purchase the services of professionals who can provide expert advice for our pupils. These include the services of the educational psychology service amongst others. The time we purchase goes beyond the core hours provided by the local authority and ensures we have a high level of support for the children who need it the most. We are well staffed with a full time teaching assistant in each class and we also use part of our SEN/D budget to employ additional staff who support children in each phase.

The school purchases specialist software to support pupils with SEN/D, for example, communicate in print. Part of our budget may be used to pay for specialist programmes, for example Lexia (a reading programme) which pupils can also access from home.

For individual children, we provide resources that match their needs-for example individual ipads. We make use of provision for children with SEN/D within our locality. For example, we will use our budget to cover the costs of additional swimming sessions for children with disabilities at our local leisure centre.

Sometimes a child with SEN/D will need additional funding to support their needs and in this case we will apply for a statutory assessment of their needs by our local authority. If an assessment is agreed, the authority will decide how much funding the child requires for their additional provision, and will direct the school as to how that funding should be used-for example, for additional speech and language therapy.

In deciding the SEN/D provision for groups of children or individuals, we consider the opinions of experts, who have up to date knowledge on what works to improve outcomes for children with particular SEN/D. We constantly review research, such as that undertaken by The Sutton Trust to inform us of the latest and most effective ways to help pupils. We consult with children and parents who will meet professionals working with their children.

We have a thorough assessment system for pupils with special needs which enables us to measure even the smallest steps in their progress. The school constantly reviews provision for children with SEN/D and adapts it to best suit their needs.

How we check that a child/young person is making progress and how we keep parents informed

It is very important for our school that ALL of our children enjoy success and achievement and make good progress in learning.

We use the information we have about each child who has been identified as having SEN/D to plan appropriate interventions (additional programmes of support) that will meet the needs of the child.

If a child is receiving additional support, this will be explained to parents/carers during parent evenings and they will also have the opportunity to meet with professionals working with their child.

For pupils with Education and health care plans (EHCs-currently known as statements of SEN), parents will have the opportunity to submit their views to the local authority on how their child should be supported.

Once a term we review how well all children – including those with SEN/D– are progressing. We call these our Pupil Progress Meetings. In addition to these meetings, the school INCO will hold termly meetings to specifically discuss with class teachers, the progress and support in place for children with SEN/D. These meetings are known as SEN highlighting meetings.

If your child has an EHC plan or a statement of SEN, teachers alongside the INCO and child will agree specific targets for the child. These will be detailed in the child's IEP or other planning documents. Targets will be shared with parents and regularly reviewed by the child and professionals supporting the child.

We make sure that parents/carers know the next learning steps for their child.

We will report formally once a year on the progress of all children, including those with SEN/D and for some pupils we will provide more frequent reports.

Support we offer for children's health and general wellbeing

At Mayflower, we have implemented the PATHS programme. PATHS stands for 'promoting alternative thinking strategies' and it is a social and emotional learning programme that teaches the skills of self-control, emotional understanding, positive self-esteem, relationships and interpersonal problem-solving skills. In addition to the whole school programme, some children will benefit from PATHS PLUS which is targeted at children who may struggle to make or keep friends.

We have weekly whole school assemblies during which attendance is celebrated and classes with the best attendance are rewarded, for example, with a trip or additional play time. If there are pupils with persistent poor attendance, we will explore the reasons behind this and do our best to support parents/carers. We have an attendance and welfare advisor who is able to support parents with any specific problems that may affect children's attendance.

At Mayflower, we have a behaviour policy which can be obtained from our school office. We aim to promote good behaviour through positive incentives such as, pupil choice. We discuss any concerns about children's behaviour with parents on a regular basis. We have access to a range of professionals who can advise us on how to address children's behaviour. Through having a robust behaviour policy in place, along with early identification and support for children, our incidents of exclusions are incredibly rare.

We are visited by a school nurse who is able to complete health care plans for any children with medication that they must have at school. We also have several staff who have completed first aid training.

Specialist external services we use when we think extra help is needed

We work with a variety of professionals to ensure we have expert advice about children with SEN/D in our school. Details of these services can be discussed with the school INCO.

Meetings with these professionals will be arranged by the school INCO.

The training our staff have had or are getting

We know that high quality teaching and well-matched support will make a big difference to the progress of children with SEN/D. Making sure that this happens in all classrooms is one of the most important things that our school leaders do. We make sure that all teachers and teaching assistants have a clear understanding of the learning needs of the children in their class.

Mayflower Primary school leaders – including the INCO - work with teachers and support staff to provide effective teaching and support for children with SEN/D in a variety of ways. These include:

- carefully differentiated (taking account of different needs) planning which ensures that all children are able to make progress.
- supporting the class teacher to take full responsibility for the learning and progress of all children.
- using a wide variety of teaching approaches, including guiding learning through demonstration; providing visual support material.
- providing a stimulating, rich and interactive classroom environment.
- using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding.
- using our marking policy to make sure that children know how to improve their work.
- providing additional adult support from well-trained and well supervised teaching assistants
- making available specialist equipment and digital technology to support access and participation in learning.

We help all children to develop their skills as learners – and to persevere when they find learning difficult.

How we include children in activities and school trips

Educational visits are an important part of children's learning and we will support all children, including those with SEN/D, in attending all class trips. We support children with SEN/D in participating in trips and school activities in a variety of ways. These include:

- consulting with specialist services if needed.
- arranging for additional adults to attend trips.
- arranging alternate travel arrangements if appropriate, for example using a cab or allowing a child additional time to get to their destination.
- asking parents about concerns and encouraging them to come on trips.
- running clubs after school and some during school lunch times.
- liaising with outreach teams working at specialist schools for children with SEN/D about activities children can join. We will make parents/carers aware of such opportunities.
- getting advice from our extended schools social worker. The social worker can help refer parents/carers to local projects and clubs for children with

SEN/D and young carers.

Our school environment

We work hard to make sure that our school building and all classrooms are safe, stimulating and accessible. We have an accessibility plan through which we are making improvements to the school environment over time. The plan can be obtained from our school office.

Specialist teams, for example physiotherapists, occupational therapists and professionals from the visual impairment support service, provide guidance, advice and equipment for a child with particular access or support needs.

We have a range of equipment designed to support the development of children's coordination and motor skills.

For some children with SEN/D, we provide specialist equipment including digital technology: IPADs and lap-top computers. We also have access to a wide range of equipment that is on loan from specialist schools.

How we prepare for children joining our school and leaving our school

We support children during periods of transition in a variety of ways. These include the following:

- The school head teacher meets all children and parents who are new to Mayflower.
- Children joining reception or nursery will receive home visits and also visit their new classrooms prior to their first day at Mayflower.
- Children attending other early years settings will be visited by our EYS staff at their setting.
- The school has a new arrivals policy which can be obtained from our school office.
- Pupils in year 6, have opportunities to visit local secondary schools and additional visits are arranged for pupils with SEN/D.
- We invite staff from secondary schools to annual reviews of children in year 6 with SEN/D.
- Our school INCO will ensure a comprehensive transfer of information about any children with SEN/D to professionals at any new school a child may join.

How parents are involved in school life

We know that the active involvement of parents/carers in supporting the education of their child is one of the most important factors in ensuring a child's success and achievement.

We will always involve parents and children in planning and reviewing progress.

We make every effort to communicate clearly and regularly with parents and carers of children with SEN/D about, for example:

- how we support their children;
- their achievements and their well-being and.
- their participation in the full life of our school.

We will also hold meetings where we help and advise parents/carers on how to help their children make progress at home, for example in mathematics and reading. We also arrange other parent groups, for example, parent and toddler groups.

We welcome and value feedback on how well we are working with our parents.

We try to communicate in plain English and have several bi-lingual staff who can assist parents/carers.

We invite parents to assemblies and special class event, and we also hold regular parent conferences where we discuss children's progress and any concerns.

Who to contact for more information or to discuss a concern

Frequently Asked Questions

Q. Who do I talk to in the school if I have questions about my child's SEN/D?

A. The first person to talk to is your child's class teacher who will always be happy to meet you, listen to your concerns and discuss how well your child is making progress in day to day lessons; about friendships and personal development. The class teacher will pass on any concerns they cannot address to the inclusion co-ordinator.

Q. Who is the INCO at Mayflower and how can I contact her?

A. The school inclusion co-ordinator (INCO) is Heba Al-Jayoosi. You can contact her by calling the school office 02079872782. You can also send emails to Heba: haljavoosi2.211@lgfmail.org

If you have concerns that you feel are not addressed by the inclusion co-ordinator, you may contact the deputy head teacher Adam Stock or the head teacher Dee Bleach, using the same telephone number given above or via email:

adam@mayflower.towerhamlets.sch.uk or head@mayflower.towerhamlets.sch.uk

Q. How do I raise concerns about my child?

A. If you have questions or concerns about the particular special educational needs of your child, the school's INCO will listen carefully to your concerns, explain the different ways in which the school supports your child and when possible and appropriate come to an agreement about changes to provision and/or support.

It will also be possible to meet members of the specialist services who are working with your child – the INCO will organise this meeting.

Q. How will you make sure I am involved in planning and reviewing?

A. We review every child's progress each term and we will invite you to come to the school to discuss progress and next steps with the INCO. The INCO keeps a careful record of all meetings and an overview of records, provision and the progress of your child.

Q. What can I reasonably expect from the school?

A. We will involve you when we are assessing your child's needs; when we are planning support and when we are reviewing progress. We make sure we tell you what is happening in terms of support for your child and how well they are progressing. We keep records of our work with children with SEN/D which you can look at and contribute to.

Q. Where can I find information about how the school works in partnership with parents and carers of children with SEN/D?

A. You will find information and support in several places, for example:

- our SEN/D policy which you can obtain from the school office.
- our weekly newsletter– contain information about meetings with teachers and presentations about how to help your child

You will also find lots of information about how different services in Tower Hamlets provide help and support to children and their parents - on the Tower Hamlets Local Authority web site <http://www.localoffertowerhamlets.co.uk/>

Q. What if I am unhappy about my child's provision or progress?

A. We always work hard to make sure that our parents are happy with what we provide for their child. However, we will address worries, concerns and complaints as soon as possible through face to face meetings where we will listen carefully to your concerns.

If you feel that we have not been able to address your concerns satisfactorily, we have a complaints policy and procedure that you can obtain from our school office. You can also view this policy on our school website: <http://www.mayflower.towerhamlets.sch.uk>

Our offer to children with special educational needs and disabilities was prepared in June 2017

It will be reviewed in June 2018