

SEND Information Report

- The kind of SEN that is provided for:**
The Progress Centre at Mayflower High School offers a broad and balanced curriculum to the students with a wide range of needs. There are 44 students with an Education Health and Care Plan (EHCP). This includes 19 students in the enhanced provision unit – Dyslexia Centre. 157 students requiring additional SEN support (K). This is approximately 10% of the school population. A further 96 students are on our monitoring as part of the graduated response to SEND. The School meets the needs of students with Physical and Sensory Needs, Autism, Speech and Language Needs, Communication and interaction, Cognition and learning and Social, emotional and mental health needs. Students are fully integrated into the life of the school, with student undertaking leadership roles.
- Policies for identifying students with SEN and assessing their needs:**
The Special Educational Needs and Disability policy is available on the school website.
<https://www.mayflowerhigh.essex.sch.uk/policies-and-documentation>
The role of Senco is Mr. Richard Griffiths – Assistant Head Teacher – Student Welfare
Head of Dyslexia – Mrs. Carla Thorogood
- Arrangements for consulting parents of students and involving them in their child's education:**
All students at Mayflower High School have a parent/ teacher evening once a year at which there is an opportunity to speak to subject teachers. Reports are issued every term. In Y9 there is an options evening with opportunity to discuss personalised GCSE choices with subject teachers and the head of Dyslexia. In the autumn term of year 7, parents have an early opportunity to attend a SIP meeting (EHCP implementation meeting).
Annual Review meetings are conducted on the school site for all year groups.
For those students with an EHCP:
In Y9, Marion Garrett (Preparing for Adulthood Advisor from the Children and Young People with Disabilities Service) is also invited to attend. This Annual Review is a transition review from KS3 to KS4 with a focus on GCSE choices and career opportunities.
In Y10 Marion provides a 1hr consultation giving careers advice, to which parents are invited.
In Y11, Marion also attends a KS4 to KS5 transition meeting.
In Y13, Marion attends the Annual Review meeting.
Formal parent and family contribution paperwork is sought at each Annual Review.
The Progress Centre is proud to offer an 'open door' policy through which parents can contact the school via telephone or email to arrange a meeting to address a student's needs. At the end of each year the parents are asked to complete a parent questionnaire so that the Centre can gauge responses and act accordingly.

□ **Arrangements for points of transition:**

Y6 Transition

The Progress Centre offers additional opportunities for individual visits and tours. The new intake cohort is also invited in for a group taster lesson. Further visits can be arranged by appointment.

In Y9/10 students have access to Fast Tomato (<https://www.fasttomato.com/>). Fast Tomato offers career guidance for 12-18-year olds. It offers popular online career guidance programmes for young people, helping students explore the many different career opportunities open to them.

Throughout the years students have access to careers fairs, and timetabled Life Skills lessons. Y10 and Y11 students have an opportunity to choose Work Skills. As part of the Workskills course students have the opportunity to engage with colleges and apprenticeships. Other targeted SEND students are included in this.

Transition to college post 16 is supported with a liaison with the college, parents and students. This is also in place for those entering the Sixth form at the school.

Those students identified as EAL are also supported by a Key worker with their transition to school.

Students are encouraged to share any concerns or ideas about their learning/education with Centre Staff.

□ **Arrangements for assessing and reviewing students' progress towards outcomes:**

All subjects assess 6 times a year, half termly in addition to and/or including formal end of year assessments.

Student progress Meetings are held to review the progress of students with SEND, this is assessed against targets and outcomes for the students. This is also reviewed with parents in review meetings and with subject teachers in parent teacher consultations and progress reports.

The Cognitive Ability Tests (CATs) and this data is included on their student passports.

□ **How adaptations are made to the curriculum and the learning environment of pupils with SEND:**

Year 7: Identified student, those with an EHCP receive 1:1 as required to meet their needs as set out in the EHCP, such as Speech and Language therapy or reading skills. The students may be withdrawn from a lesson or receive a 6-8 week programmed intervention for reading, spelling or SEMH support. (often these will continue for a student into other years depending on their needs and progress)

Maths: SATs used to identify students for Maths small group in Yr 7 as well as screening test, and CATs. Also information from Primary School and feedback from teachers. These lessons are currently predominately taught by staff from the Progress Centre (Assistant SENCOs and TA)

Year 8 & 9: Identified students based on SATs, CATS and teacher assessment are withdrawn from French and Spanish and receive small group literacy and numeracy lessons in the Progress Centre.

Year 10 & 11: Identified students are selected for the Foundation Pathway, undertaking a Workskills based course in place of one GCSE.

In addition, selected students are able to undertake Studyskills, in place of one GCSE, to support their understanding and to assist with preparation for assessments in their other GCSEs.

Teaching Assistants (TA) are allocated on a Faculty basis to support student learning within each subject area. This may take the form of in-class support, small group work or one to one delivery of planned units of work. This is very successful as the TAs build relationships with the teaching staff and have a greater understanding of the content and assessment criteria required for the subjects. However, this is becoming increasingly more difficult due to the reduction in TAs and the complex needs of the students we have in our intake.

When allocating support students with an EHCP take priority with those with the highest level of need timetabled first. Then Year 11/10 followed by Year 7 and the 8 & 9. Core subjects are given priority depending on need and often those subjects with a high level of literacy or those subjects in which there is a health and safety concern. However, we have an increasing number of students in the Sixth form with EHCPs that require TA support, which reduces support for all students. This means that those students identified as K (additional Support) receive very little support from the department.

Additional support for learning that is available for students:
Examination Access Arrangements are provided for students in order to meet their needs. This may mean that they will have entitlement to a reader/scribe, extra time or prompt for external exams. Access arrangement testing is carried out by members of staff who have a CPT3A qualification (Certificate of Psychometric testing Assessment and Access Arrangements) or the APAAC award (Award for Proficiency in Access Arrangements). In Y7-9 TAs are available to act as informal readers and scribes during an end of unit assessment.
TAs are also assigned to subject lessons where they will support the reading, recording and organisation of the students.
All students from Y7 upwards will aim to complete all subject set homework. This is supported by TAs and there is an option to attend the twice weekly homework club in the Library

The expertise and training of staff:
Richard Griffiths, Sally Nichols, Kate Bunyan and Stella Gard all hold the SENCO Award.
Richard Griffiths and Sally Nichols hold the CPT3A qualification (Certificate of Psychometric testing Assessment and Access Arrangements)
The Dyslexia Centre teachers (Mrs. C Thorogood and Mrs. S Gard) both hold a Level 7 Post Graduate Certificate in Structured Teaching Intervention for Dyslexia and Literacy
Progress Centre staff contribute and participate in whole school CPD training and the Centre has an open-door policy for subject teachers to drop in for help /advice.
In 2021/22 the whole school CPD emphasis was on the teaching of reading across the curriculum and Disciplinary Literacy.

How the effectiveness of the provision made for pupils with SEND is evaluated:
Measured against target grades – use of 4Matrix to monitor Progress at KS4 & 5. SIMs tracking for KS3.
Progress 8/attainment 8
Reading age /spelling age – Progress
Lexia and Distar baselines

Support for improving emotional and social development of students in the Centre
The Progress Centre have a range of interventions which include Fitbods before school, Social Skills, Study Club at break and lunch each day as well individual mentoring as required. The Bridge providers support for students who have SEMH needs and well as those with Anxiety based school avoidance.
The Progress Centre liaises closely with the pastoral team managers. Referrals made to in school counselling when required and to additional agencies.
Students are supported with their requests to have time out or toilet passes.

□ **External Support Agencies:**

It may be necessary for the school to work with outside agencies to secure specialist support. This may include the following services:

- Inclusion Partner
- Specialist Teachers
- Educational Psychology
- Children's Support Services (CSS)
- SAS (Statutory Assessment Service),
- EWMHS (Educational Well-being and Mental Health Service)
- Education Access Service
- Speech and Language Therapy
- Virtual School
- Children's Social Care
- School Nurse
- School's counselling service
- Evolve
- Marion Garrett (Preparing for Adulthood Advisor from the Children and Young People with Disabilities Service)