

Mayflower High School: SEN Information Report 2022

School Ethos

Success and opportunity for all

The core aim of Mayflower High School is to maximise success, well-being and achievement by delivering outstanding provision for all within a culture of equality, understanding and mutual respect and to prepare our students for their roles as global citizens.

To achieve this core aim, we undertake:

- To create and sustain a caring, positive and stimulating learning environment for all;
- To maximise the learning potential of all, academically, socially, culturally and spiritually, and celebrate their successes and achievements;
- To encourage self-esteem, respect for others and for the modern world in which we live.

The arrangements for consulting parents of pupils with special educational needs.

Please visit the school, meet the SENCO, and review our attainment data. Throughout your child's time at Mayflower High School, parents are given regular opportunities to meet and discuss your child's needs, progress and concerns. This includes:

- transition arrangements and support (KS3 into KS4 and KS4 to Post 16)
- School and statutory reviews of student progress with a member of staff.
- In response to a request for a meeting

The young person is central to the planning for, and the review and evaluation of the support they have been given to support their progress. The school is committed to hearing their voice and to ensuring their needs are met. Mayflower School seeks to ensure that each student is empowered to bring to the attention of staff their needs and the best ways in which they can be supported. This is achieved through:

- The use of student passports
- Participation in statutory meetings or annual reviews

Discussions about changes to the physical environment which would support the young person, such as the Multi Schools Council.

The name and contact details of the SEN Co-ordinator.

- Mr Richard Griffiths– Assistant Headteacher for Student Welfare & SENCO
- Mrs Sally Nichols – Assistant SENCO
- Miss Kate Bunyan- Assistant SENCO
- Mrs Angela Barker– SEN Admin Assistant
- 14 Teaching Assistants (TAs)

Tel: 01277 623171 (Ext 3)

Email: educate@mayflowerhigh.essex.sch.uk or SENCO@mayflowerhigh.essex.sch.uk

How are problems addressed so they do not have to become complaints?

Please talk to us if you have any concerns

Read and follow our complaints procedure within the SEND Policy

Local Offer

To obtain details of the Local offer please refer to the EEC Website.

<http://www.essexlocaloffer.org.uk/>

Identification and early intervention

Students who are thought to have SEN are identified and assessed as early and thoroughly as is possible and necessary.

Students' special educational needs are identified as a result of:

- Consultation with their Y6 class teacher and / or the SENCO of their Primary school (for students joining in Y7)
- Examination of school records
- Observations by staff during the Induction process
- Literacy assessment on entry
- Cognitive assessment (CATs) on entry to Year 7
- Detailed assessments and follow-up interviews where appropriate during their first term at Mayflower High School
- Monitoring of progress, consultation with Tutors, and subject teachers
- Discussion with pastoral staff including Head of Year or Year Manager,
- Observation and feedback from support staff and external agencies

The process starts through liaison with our Primary feeder schools. If necessary the SENCO visits these feeder schools to meet the Primary SENCOs and after attends the Annual Reviews of statemented students during the year prior to their transfer to the secondary school.

Extra transition visits for pupils and training for staff are arranged according to need. During the first three weeks of September all Year 7 students are given a standardised Reading Test (indicating reading ages), a Spelling Test and CAT Tests. The existing Graded levels of intervention placements are also considered, together with KS2 results and outside agency reports. Identification of students needing support will be largely based on the results of these tests, which are culturally neutral and useful for a range of ethnic groups. Specific requests for support are also considered from various sources.

The School endeavours to identify, assess and intervene as far as is possible within the limits of the resources. Working with the student and their parents/carers a student passport is drawn together identifying the ways in which a teacher can support the learning of the student, as well as identifying their area of need.

All students, including those with SEND, will have access to a broad and balanced curriculum. The Governing Body of the school is ultimately responsible for ensuring that all students receive the curriculum to which they are entitled. Special educational provision is additional to or different from that which would normally be provided for students of the same age in the school. It might include support from a specialist teacher or a teaching assistant, access to a specialist teaching programme or specialised equipment and materials.

Reasonable Adjustments

By law, the school must use its best endeavours to ensure that the special educational provision that is called for by a student's special educational needs is met.

Schools have a duty under the Equality Act 2010 to make 'reasonable adjustments' for disabled persons. The duty is 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled person caused by a provision, criterion or practice applied by the school, or caused by the absence of an appropriate auxiliary aid or service.

Information on the kinds of special education and disability provision made in the school.

In order to fulfil its commitment to supporting children with SEND, the school already has in place a range of interventions. Examples of the kind of support we can provide are:

- Small reading focus group
- Small group literacy support
- Small group numeracy support
- GCSE study intervention groups
- Social skills
- Travel training
- Individual mentoring

The school works hard to ensure that no student is disadvantaged in terms of facilities and equipment. To achieve this, we work with outside professionals such as specialist teachers and OT.

Through our inclusive approach the school seeks to support students at all stages of transition and preparation for life as an adult. This could include:

- Alternative KS4 curriculum provision
- Personalised KS4 Programmes
- Preparing for Adulthood service (Yr 9 & Yr 11)

In addition, the school hosts an enhanced provision for Persistent Literacy Difficulties (Dyslexia Centre). More information can be found on the schools' website regarding this provision.

How do we evaluate the effectiveness of the impact of the provision?

- Use of 4matrix and SIMs reports to track students against expected progress
- Student progress is reviewed each report cycle.
- Start and end point assessments are made for each intervention.
- Review meetings are held to monitor progress with students and parents/carers.

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The school uses its best endeavours to ensure that the special educational provision that is called for by a student's special educational needs is made.

Teaching Assistants (TAs) are employed to support students in accessing the curriculum. This may take the form of in-class support, small group work or one to one delivery of planned units of work. TAs are allocated on a Faculty basis to support student learning within each subject area.

