



Special Educational Needs and Disability School Information Report 2025

Dated: September 2025

Approved by Governors:

Head Teacher: Mrs E Bartholomew

Senco: Miss D Oddi

SEND Governors: Helena Pitcher

As part of our commitment to meet the Public Sector Equality Duty (PSED), under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

SENCO: Donna Oddi

Contact details: admin@mayflowerprimary.com

01255 502444

The kinds of SEND we provide for:

Mayflower Primary School is a mainstream setting for children aged 4 to 11.

At Mayflower Primary School we provide a range of support for all children and those with additional needs. As a school we ensure high quality teaching is at the heart of any classroom. We believe that every child has the ability to succeed and as teachers and support staff we are there to facilitate and provide the resources to enable this to happen.

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them above and beyond that of their peers.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

There are four areas of main need within the SEND Code of Practice (2015):

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

A child may have a primary area of need but have needs in all four areas, therefore children are not defined by this.

How does the school know if my child needs extra help and what should I do if I think my child has special educational needs?

As a team, Mayflower continually assess the children through a variety of means. The list below is not an exhaustive list of those we use.

- Standardised tests such as NFER and SATs
- A range of Speech and Language assessments including Speech Link's Language Link for understanding (receptive), Clearscore for speech (articulation), Renfrew Action Picture Test (RAPT) for expressive language, Blanks levels of language
- GL Assessment screeners for dyslexia

Assessments are an integral part of identifying a child's learning need, alongside this is the teacher's knowledge of the child and their learning and monitoring from the SENCO. At regular points during each term assessments are carried out, the SENCO holds drop in sessions during PPA sessions, learning walks and teachers are able to raise concerns with the SENCO at any point.

The SENCO is Donna Oddi.

She will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHCPs
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with previous and next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

If you, as a parent, think your child has a special educational need, first contact the class teacher via class dojo or the school office to discuss your concerns as they will have more in-depth knowledge of your child's learning needs. Next step, if you are still concerned, is to contact the SENCO who will be able to meet with you to discuss your concerns and worries. Following this there are different routes that could be followed.

What arrangements does the school make for consulting with children regarding their special educational needs and disabilities – and involving them in – their education?

At Mayflower we use a person-centred approach to ensure that the thoughts of the pupils are gathered and viewed as important in any decision that is made.

All pupils are frequently spoken with, alongside the adults in their classes, regarding the progress they are making within their learning. Pupils on the SEND register are not singled out to discuss progress but rather these discussions form part of our Ordinarily Available and normal teaching practice within the classroom.

For those with EHCPs, their views are gathered more formally once a year for their annual review. This is done with their trusted adult or they attend the annual reviews if everyone feels it appropriate.

What arrangements does the school make for consulting with the parents and carers of children/young people with their special educational needs and disabilities and involving them in – their child's/young people's education?

The monitoring cycle in school ensures that class teachers and the SENCO are in regular contact regarding pupils and their progress.

These SEND drop ins are where teachers are able to raise concerns they may have regarding a pupil. Discussions will take place about short term strategies that could be implemented, longer term support that may be needed and whether the parents are aware of these concerns.

Class teachers would make the initial contact either face to face or via class dojo to arrange a meeting that the SENCO will be invited to.

If a pupil is then placed on the SEND register additional communication will be put in place.

Parents will receive communication via parents' evenings, written reports and One Plans. If a parent is concerned, they can make contact via class dojo with the Class Teacher or SENCO to discuss needs further.

How will the curriculum be matched to my child/young person's needs?

Using a person-centred approach, each pupil's education will be considered by the Class Teacher. For all children, high quality teaching practices are used including but not exhaustive: paper resources, concrete resources, adult modelling, peer support. Pupils are able to access these as part of the Ordinarily Available.

For some children, further, more specific scaffolding within the classroom, the use of a mastery approach, concrete resources amongst a range of other strategies to support the pupil's learning would be implemented.

For those children with significant and complex needs, a personalised curriculum may be needed. When a pupil is on a personalised curriculum and significantly behind (3 years or more) an EHCP would be considered. This would be discussed between the SENCO and Class teacher and developed over time. Parents would be informed at parents' evening and in the pupil passports.

How accessible is the school environment?

Mayflower Primary School is wheelchair accessible – full details can be found in our accessibility policy. Access can be gained to the upstairs classrooms using the lift and there are disabled toilets on all floors.

Disabled parking spaces are available at the front of the school – these are accessible at the start of the day by showing a valid disability badge upon entry to the driveway.

For those children with additional disabilities, further adaptations can be made to ensure accessibility.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How is the decision made about the type and quantity of support my child/young person receives?

As a school, we are proud to say that we go above the Ordinarily Available for all of our children. When further resources and support are needed, discussions between the class teachers, SENCO and SLT will take place. Resources in school are finite and therefore need to be allocated appropriately for the children and the needs that they have.

Decisions regarding interventions and focused time will be communicated through the One Plans or One Page Profiles and where appropriate meetings with the parents/guardians and the SENCO will be arranged.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

Communication between school and home is vital to be able to fully support the children that attend our school.

3 points during the year, in accordance with the SEND Code of Practice 2015, there are formal parents' evenings and a written report made to all children.

For those on the SEND register, pupils will have a further 6 points of contact each year through teacher comments that accompany the One Plans sent home via dojo. Parents are encouraged to read and respond to the comments that the class teacher has made regarding the targets that are on the plan.

The SENCO is accessible on the gate at the start and end of the day for informal 'catch ups', Class Dojo can be used to contact the class teacher and/or the SENCO regarding pupils and appointments can be made to see the SENCO.

What training have the staff supporting my children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

All staff have had training in supporting the learning needs for a range of pupils. This is reflected in the school's own audit of the Ordinarily Available which is the Local Authorities basic requirements in school.

Our SENCO holds the National Award for Special Educational Needs and a Masters level in SEND and Inclusion. She has been in position for the past 5 years and previously SENCO at another school for 3 years.

We have a full-time Speech and Language Support Assistant (SALSA) who is able to provide high-quality sessions with all pupils who require it. The SALSA have strong links with NHS SALTs and are able to consult with them regarding any complex difficulty they are unsure of.

Mayflower is the Communication Hub for the Tendring area – there are a wealth of resources and additional support that can be accessed by the school.

Mayflower has good links with NHS SALT, Specialist Teachers for Visual Impairment and Hearing Impairment, Occupational Therapists as well as our Inclusion Partner and schools allocated Educational Psychologist.

How will the school prepare and support my child/young person to join school, transfer to a new school or the next stage of education and life?

Each transition is tailored to meet the needs of the pupil. This could include but is not extensive; additional transition sessions, videos to be viewed during holidays, transition booklets that include pictures of the rooms and adults due to be in there.

How will my child/young person be included in activities outside the classroom, including school trips?

All children are included in school trips where it is deemed safe for them to attend. Extensive risk assessments are carried out prior to the publication of trips to ensure that as many risks are reduced, and additional support is in place for those pupils who may need it.

Possible methods to reduce the risk could include but not restricted to: additional adults, use of the minibus rather than walking, walking aids if necessary,

What support will there be for my child/young person's overall well-being?

At Mayflower we have a wide range of well-being support for all pupils.

- Two Emotional Literacy Support Assistants (ELSAs)
- Two fully trained Forest School leaders
- A Therapy dog, Chunk
- Outdoor Play and Learning (OPAL)
- A comprehensive Personal, Social and Health Education (PSHE) curriculum
- And finally, an emphasis throughout the school where children and their well-being are at the heart of the school.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

The evaluation of provision is done through a triangulation of information; discussion with the class teacher; progress on One Plan targets and information gathered from learning walks and book looks.

Parents will be updated through the use of the One Plans that are sent out at regular intervals. Parents are able to message the class teacher if they would like further updates.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

The external services that Mayflower work closely with are:

- Social services
- Family solutions
- Home start
- Inclusion partner
- Educational Psychologist
- NHS SALT
- Occupational Therapists
- Specialist Teachers for specific Visual Impairments or Hearing Impairments

These services are accessed as and when required with the consent from parents.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

A complaint may be defined as ‘an expression of dissatisfaction however made, about actions taken or a lack of action’. (Complaints policy online)

If you feel the need to raise a complaint then please follow the guidance online however, in the first instance please approach the Class teachers, then SENCO about your complaint as we may be able to resolve this with an explanation quickly.

Where can I find the contact details of support services for the parents of children/young people with SEND?

There are many support groups locally that can provide services for parents. The list and links are below:

Essex County Council support group list - <https://send.essex.gov.uk/search-support-groups-and-activities>

The Maze parenting group - <https://www.themazegroup.co.uk/>

Extra Support for Families - <https://www.extrasupportforfamilies.co.uk/>

North Tending Parent Support - <https://send.essex.gov.uk/search-support-groups-and-activities/north-tending-parent-support-group>

Where can I find information on where the local authority’s local offer is published?

The Essex Local Offer can be found at: <https://send.essex.gov.uk/>

In addition, Essex has the Ordinarily Available and Targeted support, available at: <https://schools.essex.gov.uk/special-educational-needs-and-disabilities-send/send-services-and-support/send-advice-and-2>