

Mallard Primary School



Mallard Primary School
Cedar Road
Balby
Doncaster
DN5 9HU

01302 859116

admin@mallardschool.co.uk

www.mallardprimary.com



SEND Guide for Parents and Carers

What is Special Educational Needs?

Your child may have special educational needs (SEN) if they find learning more challenging than others and need extra support to achieve their full potential. For example, they may have difficulty with their:

- Behaviour or ability to socialise
- Reading and writing
- Ability to understand things
- Concentration levels
- Physical ability

We will assess all children to identify their strengths and needs and how we can best support them. Children who need extra help with their learning may receive additional support under one of the following categories:

- SEN support
- An education, health and care (EHC) plan

My child is on the SEN register

If your child is identified with a special need, they will be placed on our school's SEN register at SEN support level of provision. School will work in partnership with you as the parent or carer to assess your child to identify their strengths, needs and the extra help or support they require. Your child will be set targets so that their progress can be monitored closely. These targets will be discussed and reviewed with you three times a year through an SEN review meeting with your child's class teacher and any other members of professionals who support your child.

Additional support for parents

- Doncaster Local Offer:
<https://www.doncaster.gov.uk/services/schools/local-offer-send>
- SEND: guide for parents and carers:
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- SEND code of practice: 0 to 25 years
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- The SEND Service (01302 737210 or 737211)
sen@doncaster.gov.uk
- Doncaster SENDIAS (01302 736920)
sendias@doncaster.gov.uk
- Doncaster Parents Voice
<https://www.doncasterparentsvoice.co.uk/>
- CAMHS
<https://camhs.rdash.nhs.uk/doncaster/>

We work in close partnership with the following multi agencies:

- Speech and Language Therapy Service
- Educational Psychology Service
- Autism and Social Communication Education and Training Service (ASCETS)
- Child and Adolescent Mental Health Services (CAMHS)
- Behaviour Outreach Support Service (BOSS)
- Outreach Support from Special Schools
- The Special Educational Needs Team
- Occupational Health Service
- Physiotherapist Service
- Visual and Hearing Impairment Team
- Special Educational Needs & Disabilities Information Advice & Support Service (SENDIASS)

Useful contacts and further information:

- Head teacher: Kate Atkin
- SENDCO: Carol Edwards
- Chair of Governors: John Dougherty
- SEND Policy and SEN Information Report:
<https://www.mallardprimary.com/key-information/sen-report>

The SEN Code of Practice says:

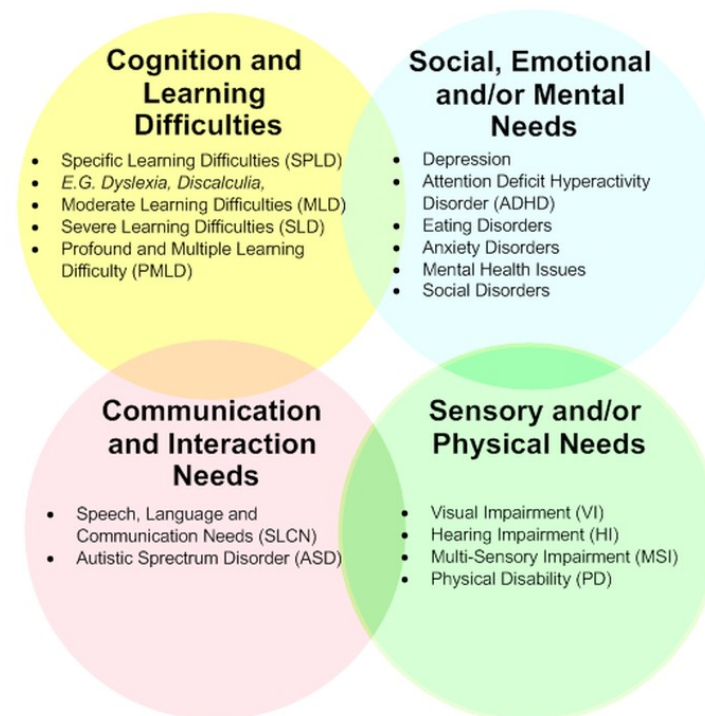
‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made...

A child of school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of the same age in local schools, or
- 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.

There are four broad areas of SEN need. These are:

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



What does the school do to help?

As a school, we assess all children to identify their strengths and needs and how they can best be supported. All children learn and develop in different ways and their needs may change over time. Teachers recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. This is called Quality First Teaching and is something schools must provide for all children. At Mallard Primary School support is offered in a graduated approach, taking the form of a four-part cycle, assess – plan – do – review.

We recognise that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. This differentiation may involve modifying learning objectives, teaching styles and access strategies. If, following appropriate teacher assessments and support, a child does not make satisfactory progress the class teacher will make a referral to the SENCO who may carry out assessments and observations and then suggest next steps and additional ways in which the child can be supported.

- **Universal Plus Support**—Many children may receive support help in class through work, which matches the way they learn and / or short term 'interventions'.
- **Targeted Support**—Some children will have extra help, on a longer-term basis, from members of school staff in order to accelerate progress and ensure they achieve the targets set. They will be placed on the school's SEND support register and targets will be set, monitored and reviewed. Some children at this stage may benefit from support and advice from other sources and specialists.
- **Specialist Support**— A very small number of children will have exceptional long term and complex needs and will require an EHC plan.

Pupils' needs change over time, and your child may only need SEN support for a short time. We will regularly reassess your child's needs and, in conversation with you, decide what level of support they'll need.

What is an Educational Health Care Plan (EHCP)?

Sometimes children need a more intensive level of specialist help that cannot be met from the resources available to schools. In these circumstances, Parents or school could consider asking the local authority, for an Education Health and Care Plan needs assessment for your child (EHCP).

If the LA agrees that an assessment needs to take place, it should be completed within 20 weeks from when it was requested. This assessment could lead to your child getting an Education, Health and Care (EHC) plan. This EHC plan brings all of your child's education, health and social care needs into one legal document.

An EHCP is reviewed annually,. However, where a child is not reaching set targets or there are concerns with the progress against the EHC targets, an early review will be held. These plans are reviewed annually and can stay with the child up to the age of 25.

Who may become involved with my child from outside the school?

Experts from outside agencies may be asked to assess your child's needs if, despite the support put into place, their progress is slow and they continue to have difficulties. These assessments are generally focused on giving the school and parents additional advice on the best way to support the child, rather than on giving a 'diagnosis'.

The SENCO will ask for your permission to seek additional advice from outside specialists such as health professionals, specialist teachers or an educational psychologist who would:

- Carry out further assessment of your child's needs
- Observe your child
- Provide advice to the school on how best to support your child
- Suggest resources that would help your child to make progress

What is SEN support?

Pupils who are on SEN support might get the following to help them access the curriculum:

- Adapting the way your child is taught, e.g. giving instructions in a different way, visual timetable, multisensory resources.
- Using specialist equipment e.g. coloured overlays, writing slope, wobble cushion, ear defenders and timers.
- Participating in specific interventions (1-1 or in small groups) for some of the time to address your child's specific needs.
- Carrying out in-house assessments by staff and/or by external professionals
- Support from specialists, such as speech and language therapists

A Graduated Approach

A graduated approach is followed for SEN support and there are 4 stages:

Assess- your child's difficulties must be assessed so that the right support can be provided. This will include, for example, asking you what you think, talking to professionals who work with your child (such as their teacher), and looking at records and other information.

Plan- The school will agree, with your involvement, the support that can be provided and how your child will benefit from the support they get.

Do- The school will put the planned support into place. The teacher remains responsible for working with your child on a daily basis, but the SENCO and any support staff or specialist teaching staff involved in providing support will work closely to track your child's progress and check that the support is being effective.

Review- The support your child receives will be reviewed at the time agreed in the plan. The school, parents/carers and relevant external agency members will work together to see if the support is having a positive impact, whether the outcomes have been, or are being achieved and if or how any changes should be made.

