

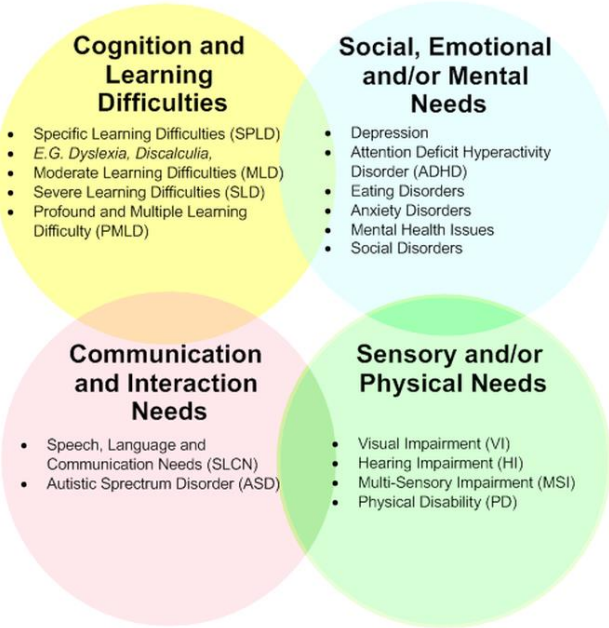
SEND INFORMATION REPORT 2023 - 2024

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the **implementation of the governing body's or the proprietor's policy for pupils with SEND**. The information published **must be updated annually** and **any changes to the information occurring during the year must be updated as soon as possible**.

The information required is set out in the Special Educational Needs and Disability Regulations 2014 (and in the updated 2015 Code of Practice).

The SEN Information Report must include the following information and be cross-referenced to the School's SEND Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012).

This document includes recommendations for points to include following the introduction of Doncaster's Graduated Approach for SEND.

The kinds of special educational needs and disabilities that are provided for
<p>Mallard Primary School is a mainstream school.</p> <p>In line with the SEND Code of Practice Mallard Primary School, currently provides additional to and/or different provision for a range of needs, including:</p> <ul style="list-style-type: none">• Communication and interaction• Cognition and learning• Social, mental and emotional health• Sensory and/or physical  <p>Cognition and Learning Difficulties</p> <ul style="list-style-type: none">• Specific Learning Difficulties (SPLD)• E.G. <i>Dyslexia, Dyscalculia</i>,• Moderate Learning Difficulties (MLD)• Severe Learning Difficulties (SLD)• Profound and Multiple Learning Difficulty (PMLD) <p>Social, Emotional and/or Mental Needs</p> <ul style="list-style-type: none">• Depression• Attention Deficit Hyperactivity Disorder (ADHD)• Eating Disorders• Anxiety Disorders• Mental Health Issues• Social Disorders <p>Communication and Interaction Needs</p> <ul style="list-style-type: none">• Speech, Language and Communication Needs (SLCN)• Autistic Spectrum Disorder (ASD) <p>Sensory and/or Physical Needs</p> <ul style="list-style-type: none">• Visual Impairment (VI)• Hearing Impairment (HI)• Multi-Sensory Impairment (MSI)• Physical Disability (PD)

Mallard Primary School is an inclusive school and believe that all children are entitled to a high standard of education. As a school we are committed to ensuring all children have the opportunity to achieve their full potential and to have aspirations for their future. The achievements, attitudes and wellbeing of all our pupils is paramount.

Special education provision is educational provision that is additional to or different from that made generally for others of the same age. This provision may take the form of additional SEND support from within the setting or require the involvement of specialist staff or support services from outside the setting.

Mallard Primary School will make reasonable adjustments to meet a range of special educational needs within its mainstream setting by adapting its equipment and facilities, as necessary.

The name and contact details of the SENCO and further contacts where parents and carers may have concerns

For issues or concerns relating to SEND and inclusion, parents/carers are encouraged to contact the class teacher in the first instance but may directly contact the SENDCO if they have any concerns.

The SENDCO for pupils across school is:

- Miss Carol Edwards who can be contacted at the school on 01302 859116

Other Useful Contacts :

- Educational Psychology Service – 01302 737291
- Local Authority SEN Team – 01302 737210
- Attendance and Pupil Welfare Service – 01302 736504
- School Nursing Service – 01302 566776
- Parent Partnership (SENDIAS) - 01302 736920
- Doncaster Parents Voice - 01302 637566

Policies for identifying children and young people with SEND and assessing their needs (mainstream schools)

The following policies are relevant to the assessment and identification of SEND

- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Accessibility Plan
- Behaviour Policy
- Intimate Care Policy
- Equality and Diversity Policy

Mallard Primary School aims to ensure that all children's needs are identified and met as early as possible by:

- Listening to and addressing parental concerns;
- The class teacher raising concerns with the SENDCO through the internal referral process
- The class teacher, working with the SENDCO to assess if the child has a significant learning difficulty
- Monitoring progress at regular intervals - where pupils are falling behind or making inadequate progress, work will be differentiated/adapted to meet individual needs
- Liaising with and involving a range of external agencies

Arrangements for consulting parents and carers of young people with SEND and involving them in their child's education

At Mallard Primary School we value building positive relationships with parents.

If there are any concerns regarding the progress a child is making, this is shared with parents as soon as possible to enable discussions to be focussed on the best way to support the child. This will be an opportunity to share information and discuss concerns and plan any additional support the child may need.

The involvement of outside professionals may also be discussed if it is felt that these would benefit the child.

Parents are actively involved in the planning, target setting and reviewing the progress of pupils who are supported with a SEND Support Plan or Education Health & Care Plan (EHCP).

Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents/carers and young people as part of this assessment and review

We promote a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEN and that where necessary, increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

If your child has a SEND Support Plan they will have their targets outlined with specific details on how they are being supported in achieving them. This will be reviewed with you a minimum of three times a year. Children with an EHCP will have an Annual Review as part of this process which will be reported to the Local Authority.

Children identified with SEND will usually have a SEN Support Plan (with targets set that are designed to accelerate learning and close the gap between themselves and their peers. Progress towards these targets will be reviewed at least termly with the child and their families, following an 'Assess, Plan, Do, Review' model.

In addition to the termly SEND Support Meetings, pupils who currently have an EHC Plan will be formally reviewed at an Annual Review, with the pupil, parents and all adults involved with the child's mapped provision.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

We recognise that transitions can be difficult for any child and take steps to ensure that *all* transitions are as smooth as possible for all children.

Starting School:

Home visits will be arranged for all children starting our Nursery in September in order to foster good relationships and exchange information. Staff will liaise with outside agencies and visit other Early Years providers where appropriate.

When moving classes in school:

Your child will make the transition into their new class the week before the end of the school year. This arrangement enables children to become familiar with new staff and environments while not being too far removed from their current arrangements and means they will not spend the summer holidays worrying about the change. It also enables staff to pass on information on children's needs more easily.

Transitioning to Secondary School:

Where it is appropriate the SENCO will arrange for relevant staff from your child's proposed Secondary School to be part of the SEND Support Plan Meeting/EHCP Meeting process during their final year at Mallard. If your child needs additional time to adjust to this change, wherever possible they will make additional visits to their new school to help familiarise them with the setting and the staff. Records will be transferred prior to your child starting their new school.

Moving from another school:

If your child is moving to Mallard Primary from another school, the SENDCO will liaise with the previous school/setting to ensure approaches and support remains consistent (wherever possible) and arrangements to support the child will be made. Information will be shared and discussed.

Moving to another school:

If your child is moving to another school then once we are provided with the contact details of the new school, the SENDCO will contact them and discuss the specific needs of the child and share information, before official documentation is sent to the new school.

Approach to teaching children and young people with SEND

Mallard Primary School will make reasonable adjustments to meet a range of Special Educational Needs and Disabilities within its mainstream setting.

All children with SEND are provided with the opportunity to access to a broad and balanced curriculum that is differentiated/ supported to meet individual needs. Where necessary learning is personally planned for groups or individuals

We endeavour to be flexible in our approach to removing barriers to learning and will utilise resources and staff across the whole school to best meet an individual's need no matter what year group.

Needs may be met through:

- The use of additional adults to support individuals/groups of learners.
- Adjusting activities according to pupil response, to ensure differentiation and challenge.
- Promoting and encouraging independent learning.
- Engaging with other professionals and outside agencies.
- Additional interventions including support with speech and language development, occupational therapy and physiotherapy sessions, social and emotional development, gross and fine motor skill development.

How adaptations are made to the curriculum and the learning environment of children and young people with SEND; how the broad and balanced curriculum is adapted or made accessible for pupils with SEND

We aim to adapt the curriculum wherever necessary to ensure it can be accessed by all pupils regardless of need. This may be achieved through use of adaptive resources or altering tasks to ensure all pupils can access learning appropriately. This may also involve reasonable adaptations being made to the learning environment, as far as this is practical to do so.

Class trips and in school activities are planned to include all pupils with SEND. Where necessary, parents and carers are involved in planning such activities to ensure safety and inclusion wherever possible.

The expertise and training of school staff to support children and young people with SEND, including how specialist expertise will be secured

Students with special educational needs and their families, have the right to be supported by high quality skilled professionals. The school supports this principle by ensuring that staff have access to relevant professional development which directly addresses the development of expertise in SEND. Some of this professional development will consist of the exchange of best practice between schools.

The SENDCO works closely with outside agencies from services such as Physiotherapy, Speech and language, Occupational Therapy, Educational Psychology and ASD and ensures that all staff who are required to meet specific needs, receive specific training.

Teaching staff are encouraged to develop their understanding of special needs and to develop their teaching expertise in providing for pupils with learning barriers. They are also encouraged to develop a secure knowledge of adaptation and scaffolding to provide high quality teaching and learning for all pupils.

Evaluating the effectiveness of the provision made for children and young people with SEND

Individual SEND Support Plans which are reviewed at least termly with parents and interventions are regularly evaluated. The effectiveness of this training and interventions are evaluated in terms of progress made by individuals or groups of pupils. If progress is not sufficient enough all parties come together, and alternative arrangements are made whether it means an alternative intervention or the need to refer on to other agencies. If necessary, the SENDCO may refer on for a statutory assessment.

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

Our aim is to provide an accessible curriculum for all pupils, regardless of their individual needs. Advice is sought from outside agencies to ensure that all pupils can engage in quality first teacher and employ a range of strategies and resources to meet individual needs, wherever possible. Pupils with SEND are actively supported and encouraged to participate in all school events and activities alongside the rest of the school community.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

At Mallard, we pride ourselves on being a caring, nurturing and supportive school. We believe that children need to feel happy, secure and safe in order to meet their potential. Every child is treated as an individual and pastoral arrangements can be made discreetly as required.

We are a Thrive School and use the Thrive Programme to assist in identifying, setting targets and supporting pupils with SEMH needs in school. Pupils are initially baselined against a set of criteria (this is done alongside a Thrive trained practitioner and the Class Teacher) this information is then used to set targets and strategies/ activities that will support a child with their specific area of need. If a child is exhibiting challenging behaviour we will seek to identify the causes and look to adapt the environment, learning and other possible contributing factors to alleviate some of the behaviour. We use a variety of reward systems focusing on incentives that matter to the child. We have interventions in school that focus on feelings and managing anger. Where relevant we will work as parents to identify needs of the family as a whole.

We implement a PSHE Programme of Work which brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning helping children to know and value who they are and understand how they relate to other people and the world.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

We work closely with a number of outside agencies including:

- Speech and Language Therapy
- Educational Psychologists
- ASCETS service (ASD)
- Occupational Therapy
- Physiotherapists
- Child and Adolescent Mental Health Services (CAMHS)
- Support Service (supporting physical difficulties, hearing and vision impairments)
- Outreach Support from Special Schools
- School Nursing Team
- Child Epilepsy Nurses
- Child Diabetic Nurses
- Stronger Families
- Early Help

Arrangements for handling complaints from parents and carers of children and young people with SEND about the provision made at the school

The provision made for all children, including those with SEND, is carefully planned and mapped out with a focus on enabling children to achieve their full potential and planned outcomes.

If you feel that you would like to discuss the provision in place for your child then please contact Miss Carol Edwards (SENDCo).

If you still need to discuss concerns, then you can ask for a further appointment with the Mrs Atkin (Headteacher)

Please see the school complaints policy for any further information

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

What is the Local Offer?

- In accordance with the Children and Families Act 2014, Local Authorities are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- The Local Authority has gathered information from a variety of providers, including schools, about the services on offer in the local area.
- This School SEN Information Report utilises the Local Authorities 'Local Offer' to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet.

To view the Doncaster's 'Local Offer' please view;

<http://www.doncaster.gov.uk/services/schools/schools-contribution-to-thelocal-offer>