

Name of School: Bawtry Mayflower Primary School

SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY'S LOCAL  
OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND  
DISABILITIES

Brief description of the school

*(age range, size of school, LA maintained/ Academy/Free School and any  
Mission Statement you wish to include)*

Bawtry Mayflower is a LA maintained primary school providing education for children from the age of 3- 11. We aim to be fully inclusive and to give every pupil the opportunity to achieve to their maximum potential by providing a broad and balanced curriculum, a flexible and differentiated programme and success in learning. When planning, staff provide opportunities for all pupils to achieve their full potential regardless of ability, gender, disability, social and cultural backgrounds and ethnic groups. Recognition is given to the fact that pupils learn at different rates and there are many factors which affect achievement, such as ability, emotional state, age and maturity. We know that at some time in their school career many pupils will experience difficulties which will affect their learning and these may be long or short term. We aim to identify these needs as they arise and provide the necessary teaching, learning and support to enable every child to achieve to their potential.

How we identify if your child may need additional help and/or has special  
educational needs (SEND)

The school identifies children as having Special Educational Needs through a variety of assessments such as: observation, data analysis, assessments, outside agency involvement and parental concerns. The progress made by all pupils is regularly monitored and reviewed in order to highlight children in need of additional support. Our Special Educational Needs Policy contains more information about how we assess and identify children with SEN. This can be found on the school website in our parent information section.  
<http://www.bawtrymayflower.doncaster.sch.uk/parents-information>

### How we involve parents and carers in meeting the needs of their child and in whole school developments

At Bawtry Mayflower we value the role of parents in supporting our children with SEN and work together as a team to ensure appropriate provision is made in order to meet the needs of the child. Ways we ensure this:

- Staff and parents/carers work together on shared outcomes.
- Teachers talk to parents about their concerns and vice versa.
- Parents can make appointments with the class teacher, SENCO or the head teacher to discuss the needs of their child.
- The SENCO will discuss including their child on the SEND list and what that means and involves with parents.
- At review meetings with parents, suggestions as to how parents can help at home are specific and achievable. All parents are made clear about the action to be taken, how they can help and the way the outcomes will be monitored and reviewed.
- Parents are asked to discuss their views of their child's progress at termly review meetings with the class teacher, these views are then recorded on SEN support plans.
- All SEN support plans and reviews are sent to parents after meetings.
- Regular communication between school and home ensure that concerns are promptly acted on.
- Parents are encouraged to take part in surveys/meeting.

### How we will involve your child in the planning and review of their support

Where appropriate, our school involves children in their SEN support meetings. Children's views are recorded on SEN support plans and as part of one page profiles. Pupil voice is at the heart of our school and, throughout, leaders use this as a way of developing classroom practice and the curriculum.

### How we match the curriculum, teaching and learning approaches if your child has SEND through Quality First Teaching

Our school is an inclusive school; we value each individual child and endeavour to provide the best education possible for each and every child regardless of needs (see our equality policy for more information). In order to do this:

- All staff have access to training, advice and resources to enable them to contribute to developing fully inclusive practice. Staff are given CPD to improve their understanding of a range of special educational needs and are able to adapt their teaching to suit a range of needs within their class

- Class staff teams know the profile of their class and individual needs ensuring that learning activities well matched to children's learning needs.
- The environment is stimulating, supportive and well resourced. Wall and interactive displays provide prompts and reminders to encourage children to learn and achieve independently.
- Children who need additional support when learning new concepts are taught using pre and post teach to support their learning.
- Classes are well resourced and for children with additional needs, specialised equipment can be arranged. Resources for SEN are purchased as appropriate. These are matched to the needs of the SEN children throughout the school.
  - All teachers working within the school are aware of the importance of identifying and providing for those pupils who have special needs.
  - All children with SEN are given access to join in the activities of the school together with pupils who do not have SEN.
  - Additional support is provided by LSAs and TAs within the classrooms. Individual children with Education Health and Care Plans (EHCP) are supported by LSAs within the classroom where this is appropriate to the Statement objectives and provision. We ensure that all staff know and understand the needs of all pupils. Details of adaptations to the curriculum and environment are recorded on SEN support plans and on Cohort Action Plans (CAPs) which are written by class teachers termly and identify the provision being made for children in their class. These are analysed by the SENCO and progress is monitored.

#### How we will use the Graduated Approach for SEND in order to additional support if your child has learning needs

Staff identify children who have additional needs or need additional support, through Cohort Action Plans and quality first teaching. If further support is required then a referral to the SENCO is made. As a school we use the Graduated approach;

- Universal Support- Quality first teaching for all learners with recognition that some learners may require very time-limiting support in addition to inclusive quality first teaching in order to secure effective learning and increase their rate of progress.
- Universal Plus Support- Quality first teaching for all learners with recognition that some learners may require time- limited intervention programmes in addition to inclusive quality first teaching in order to secure effective learning and increase their rate of progress.

- Targeted Support- Quality first teaching for all learners with recognition that some learners may require increasingly individualised intervention programmes in addition to inclusive quality first teaching to accelerate and maximise progress and close performance gaps.
- Specialised Support- Quality first teaching for all learners with recognition that a few learners may require significant amounts of additional to and different from provision in order to secure learning and increase the rate of progress.
- Children with learning needs will be supported through the use of evidence based interventions in either small groups or on a 1:1 basis. If assessments show that with this support the child still isn't making expected progress, then external advice will be sought. We work very closely with our Educational Psychologist to ensure that provision matches needs. Our Educational Psychologist supports staff with planning, attends SEN support plan reviews and annual reviews and also provides CPD for our staff. Some of this includes:
  - Specialist teaching advice may be requested where we do not have the necessary in-house expertise - for example in relation to children with autistic spectrum disorders, or severe emotional difficulties.
  - Teachers of children with communication difficulties support the school to improve provision. These teachers are involved in SEN support plan reviews and EHCP reviews.
  - Teachers of children with hearing and visual impairment support the school to improve provision.
  - We also liaise frequently with a number of other outside agencies:
- Educational Psychology Service
- ASCETS Team- Autism
- Play Therapists
- Children and Adult Mental Health Services
- Social services
- Educational Welfare Service
- School Nurse
- Community Paediatrician

- Occupational Therapist
- Physiotherapist
- Parent Partnership
- Integrated Family Support Services
- Behaviour Support Teams
- Visual Impairment Team
- Transition Team

How we will use the *Graduated Approach for SEND* in order to provide additional support if your child has social and communication needs

School staff have received training from the ASCETS team to ensure that they can provide the necessary support for children with social and communication needs. Two staff members have completed Cygnet Practitioners training. Staff from the ASCETS team are involved in: supporting teachers to plan effectively; attending annual review meetings, and attending SEN support plan meetings. Speech and language therapists also work in school to support children where this is indicated on their EHCP or where a referral has been made. They contribute towards SEN support plans targets and reviews where necessary.

How we will use the *Graduated Approach for SEND* in order to provide additional support if your child has physical, sensory and/or medical needs

In accordance with the Code of Practice and the guidance from the statutory document 'Supporting pupils with medical conditions in schools' all pupils with medical conditions will have a medical care plan written in partnerships with parents and teachers that ensures that all staff are aware of their needs. These are updated annually with parents. We work closely with the school nursing team and epilepsy team to provide specific medical training. We work in partnership with physiotherapists and occupational therapists to ensure that our environment supports children with physical or sensory needs.

How we will use the *Graduated Approach for SEND* in order provide help to support your child's emotional health and well being

Our school provides a caring and supportive environment where all children's needs are catered for. Our caring curriculum team focuses on wellbeing; the social, spiritual, moral and cultural curriculum, and ensures that our school works with agencies such as Child Line to deliver the correct messages to children. Children are aware that they can speak to adults in school at any time if needed and feel comfortable doing so. Staff take the social and emotional development of our children seriously and where there are concerns outside agencies may be called on, such as CAMHS- Children and Adult Mental Health Service, Play Therapists and the learning centre at Bentley High Street. We have a full time school learning mentor who works with children on a 1:1 and small group basis. She also provides guidance for members of staff and parents to support children. As a school we partake in Children's Mental Health Week each year and have a school mental health action plan in place. Through the curriculum we provide children with the time to nurture their emotional wellbeing through mindfulness, meditation and yoga activities.

How we measure and review your child's progress against their targets and longer term outcomes

As with all areas of SEN provision, in school we use assess, plan, do, review cycle to ensure that our children with SEN are receiving the best support and provision that they can. Class teachers hold the main responsibility for ensuring that the provision for their children is accurate and allows them to access all areas of school life and make progress. Teachers ensure this through rigorous monitoring of progress against targets and goals, both academic and social and emotional. Teachers use SEN support plan outcomes, tracking systems and assessment for learning to monitor the effectiveness of the provision made. Senior leaders in school evaluate the effectiveness of provision in a number of ways.

- Termly pupil progress meetings held with individual class teachers
- Termly inclusion meetings between class teachers and the Inclusion Manager to assess, plan, and review provision made
- Observations
- Learning walks
- Informal drop ins
- Data tracking
- Monitoring of SEN support plans and CAPs

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

The safeguarding and well-being of every child in our care is of utmost importance at all times. The designated (DSL's) for safeguarding and child protection are Mrs M Clarke, Mrs N Walker and Mrs B Parkes. All staff receive annual safeguarding training. The school is a secure site with access only possible through the main reception. All visitors are checked by the office and must wear lanyards at all times on the school site. Senior leaders and governors are involved in reviewing and updating our accessibility plan to ensure that we are a safe and welcoming school.

How we apply the Graduated Approach for SEND in order to access local authority support services. How we involve other bodies, including health and social care bodies, and voluntary sector organisations, in meeting your child's SEND and supporting you as their family

Children with learning needs will be support through the use of evidence based interventions in either small groups or on a 1:1 basis. If assessments show that with this support the child still isn't making expected progress, then external advice will be sought. We work very closely with our Educational Psychologist to ensure that provision matches needs. Our Educational Psychologist supports staff with planning, attends SEN support plan reviews and annual reviews and also provides CPD for our staff.

Some of this includes:

- Specialist teaching advice may be requested where we do not have the necessary in-house expertise - for example in relation to children with autistic spectrum disorders, or severe emotional difficulties.
  - Teachers of children with communication difficulties support the school to improve provision. These teachers are involved in SEN support plan reviews and statement/EHCP reviews.
  - Teachers of children with hearing and visual impairment support the school to improve provision.
- See above for the list of external agencies we work in partnership with.

How we deploy our resources to meet the needs of children with SEND (including reference to using the Graduated Approach, the SEND Notional (Element 2) and Element 3 Funding)

Using the graduated approach teachers will be able to assess children's individual needs. Each term a provision map is provided as a working document which matches to the children's personalised support plan. If it is evidenced that the provision is in addition to the £6,000 notional budget then Higher

Needs Funding can be applied for. If this provision is exceeding £10,000 then school will begin the EHCP (Education and Health Care Plan) process. If successful this additional funding will provide children with additional support which meets their individual needs (this may include 1:1, additional resources or interventions).

### How we include children with SEND in the life of our school

As an inclusive school, we believe that all children should have access to a range of learning experiences and ensure that children with SEND are included fully.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

*(basic awareness of SEND, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)*

In school we have a rigorous professional development program in which staff are trained in how to support children with SEN. These training sessions may be run by the Inclusion Manager or may be run by external agency where a more specialised session is needed. All staff have access to resources that support their delivery of accurate provision for our children.

External support and expertise we can call upon to help us to meet children's needs

Please see the list of outside agencies we work with in the section about how we provide additional support.

### How we prepare children to join our school

As part of our transition program for new starters to our school in Nursery/Reception, the children are invited in to spend mornings/days in school. In reception, the children are also invited to come and have lunch together in our dining hall. Visits are also made to other settings. During the COVID-19 Pandemic Foundation staff make phone and video calls to parents and nurseries.

For children with SEND, the school works closely with parents/ other schools/childminders/ private nurseries etc to find out as much information as possible so that we have the correct provision in place for when the children begin at our school. Extra transition is put into place to support the children in starting school.

As a school all children have time to transition to their new class, meet their new teacher and partake in activities.

#### How we promote developing independence

Our school's ethos and curriculum promotes independence; children are encouraged to take responsibility from an early age. Our learning powers, created with school council, include 'be responsible'. The children are expected to challenge themselves to be responsible at all times and earn rewards through our behaviour system for doing so.

#### How we prepare children to move on from our school

For children moving to The Hayfield School there is a transition period in which the children go to secondary school and follow their Y7 timetable. The staff from Hayfield will also come into school first to talk to the children about their new school. Children who are going to be attending a different secondary school will have a different timetable for transition which the school will accommodate.

Children with SEND may need extra transition and the school works closely with the secondary school to plan a sequence of transition meetings and events to ensure their needs are met. If children need travel training, the school liaise with the team for children with autism to provide this support.

Children who have an annual review in Year 5 will have staff from Hayfield attend.

We work closely with the transition team to support any children in year six who may need additional support with the move to secondary school.

#### How we deploy our resources to meet the needs of children with SEND

We have a range of resources for children with SEN and specialist resources are deployed to meet the individual needs of the children.

#### Contacts for more information

Executive Head teacher/ Principal: Julie Jenkinson

Acting Head- Mrs Walker

Chair of Governing Body: Nik Pratap

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SEND Policies and SEN Information Report link(s):

<http://www.bawtrymayflower.doncaster.sch.uk>