

**Name of School: Mallard Primary School**

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

**Brief description of the school**

Mallard Primary School is an inclusive school. It is a larger than average Local Authority maintained primary school (4-11), with 2 form entry through school and a 39 place nursery.

At Mallard Primary we are committed to develop in children a caring nature, responsive to other people's needs; to respect others, whatever their colour or creed; to work in co-operation developing tolerance and understanding – thus reinforcing a child's spiritual, moral, cultural and social development.

At Mallard Primary School we promote high achievement and learning for life by working with children to

- become highly motivated lifelong learners
- be flexible and adaptable for the modern world
- develop lively enquiring minds and a spirit of curiosity
- have high self esteem, respecting themselves, others and the environment
- be able to work independently and collaboratively
- achieve high standards in all areas of the curriculum
- become confident with technology
- challenge themselves to do well
- develop social skills
- develop their creativity and unlock their creative potential
- be able to enjoy school and make friends

We believe that each child will succeed through experiencing quality in

- a broad and challenging curriculum
- an enriching programme of extra-curricular activities and visits
- a stimulating learning environment
- a rich up to date range of learning resources
- innovative teaching and an investigative approach to learning
- learning partnerships between school, home and the community

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

At Mallard Primary School we monitor the progress of all pupils closely. Through termly monitoring of progress and discussions with class teachers and parents we are able to identify children who require support in addition to and different from others in their year group.

If there are any concerns regarding the progress your child is making, this will be discussed with you as parents. This will be an opportunity to share information and discuss concerns and plan any additional support your child may need. The involvement of outside professionals may also be discussed if it is felt that these would benefit your child.

Pupils are regarded as having a SEND if:

- They have a significantly greater difficulty in learning than the majority of pupils of the same age;
- They have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area served by the LA

Mallard Primary School will have regard to the SEND Code of Practice when carrying out its duties towards all SEND students and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

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

At Mallard Primary School we believe that working in partnership with parents is key to aiding the development of their child. In working towards this key principle, we will:

- Assist parents/carers in their understanding of SEND procedures, provision and support through meetings and sharing updated policy and practice.
- Provide opportunities for discussion by encouraging parents/carers to attend regular meetings and school events.
- Ensure that the APDR process seeks and takes account of the parent/carer's view as well as the child.

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

At Mallard Primary School we value the importance of involving your child in the right to have their views and opinions incorporated into the assessment and review process. All our children with SEND will be involved, wherever possible and appropriate, in review discussions as part of the process and in setting their targets. This may be through their views being brought to be shared at the meeting or by the child's attendance.

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

All teachers are teachers of SEND and as such provide quality first teaching which takes into account the particular needs of pupils with SEND in the classroom. Planning considers the learning styles of pupils and additional support and resources are used to ensure that pupils can achieve the best possible progress. 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.

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

Additional support will be planned for through the SEN support plan. The support is provided by the staff at school and tracked and monitored by the SENCO. If the child's additional support goes beyond the school's allocation, then we can apply for Additional Top-Up Funding or Early Intervention Allowance from the Local Authority. If a child required an Education Health Care Plan, this would be furthered through the use of the Local Authority's Educational Psychologist along with other involved professionals

**Universal Support**

All children have access to whole school quality first teaching

- Small group learning where needed
- Additional resources; adults, technology, manipulatives
- Lessons will be differentiated to support, challenge and extend children's learning.
- Specific interventions will address gaps in children's learning.
- Visual prompts and reminders will be used.
- Effective teacher feedback will be provided.

**Universal Plus Support**

- Whole class teaching and learning will be personalised.
- Small group interventions will be offered where needed.
- Pre-teach and over learning groups will be provided.
- Short term specific provision and interventions will be used to address the gaps in learning and understanding.

**Targeted Support**

- An SEN Support plan will be written by school. This will record additional to and different from long-term provision.
- The APDR process will be followed to ensure the plan is regularly reviewed.
- Support of other an Educational Psychologist will be sought.
- A balanced and personalised curriculum will be provided.

### **Specialist Support**

If the child's additional support goes beyond the schools allocation then additional support in the form of an application for Additional Top-Up Funding or Early Intervention Allowance may be submitted to the Local Authority. An Education Health care Plan would be furthered through the use of the school's Educational Psychologist and Outreach support from the Special Schools Team

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

Pupils identified with social and communication needs have access to a range of social programmes in school delivered by teachers and support assistants. We work closely with external agencies including the Speech and Language Therapy Service (SALT), Autism Social Communication Education Training Service (ASCETS) and the Educational Psychology Service (EPS) to gain additional expertise and advice on programmes of support. All external service support teachers to plan effectively; attend annual review meetings and discuss progress and next steps with school staff and parents.

### **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 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 to provide help to support your child's emotional health and well being**

Mallard Primary school is a Thrive school and currently have two trained practitioners offering SEMH support to children. We run nurture groups to improve the social and emotional development of those children who need extra support. Children with social and emotional health issues may access 1:1 support from a Thrive Practitioner or a member of the Inclusion Team. Our Inclusion Team is on hand to support families and liaise with other agencies as well as working collaboratively with the SENDCo and Thrive Practitioners. We work closely with external agencies including the Child and Adolescent Mental Health Services (CAMHS), Autism Social Communication Education Training Service (ASCETS) and the Educational Psychology Service (EPS) to gain additional expertise and advice on programmes of support. All external service support teachers to plan effectively; attend annual review meetings and discuss progress and next steps with school staff and parents.

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

Staff deliver quality first teaching to all pupils with teaching methods, resources, activities or targets adapted to the needs of the children. Peer and adult support may be employed to boost confidence, self-esteem and create an active learning environment. All pupils are given the opportunity to partake in extra-curricular activities the school offers.

We also aim to adapt the learning environment wherever necessary to ensure it can be accessed by all pupils. Advice is followed from a range of services such as the HEAT Team, Educational Psychology Service, ASCETS, Occupational Therapy Team and the SVCI and SCHI Teams as needed.

**How we promote developing independence**

At Mallard our whole school ethos is built around enabling all children to become lifelong learners, confident in themselves and their ability to contribute to their local community and the world they live in.

We recognise the need to promote independence alongside the support that we provide to children. All pupils are encouraged to have a level of independence and to be able to make their own choices. This is done through the organisation of classroom environments and visual aids to promote independence. Across the school there are high expectations in terms of learning behaviour and our staff support pupils well in self-regulation. They also provide regular feedback for each child and helping them highlight the progress they have made to encourage successful, independent learners.

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

We aim to provide every child with high quality teaching and this is monitored by the Senior Leadership Team. The school tracks pupils individually and measures targets against progress set. Targets for each child are set based on their prior attainment group. Each child's progress is tracked against the objectives for the years' curriculum. During termly parent meetings your child's progress towards these will be discussed. It may be necessary for SEND pupils to be supported through interventions to achieve targets set.

Tracking data is maintained by our staff and monitored by the SLT during Pupil Progress meetings. For children with SEN Support plans or EHC plans, parents and pupils are involved in the agreement of the targets set and the provision allocated. Measurements of progress towards targets are then taken at strategic points, three times a year and effectiveness monitored through assessment tracking and pupil progress meetings. This allows for the class teacher or SENCo to adapt or change the intervention to maximise progress.

**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**

Mallard Primary school we follow the Graduated approach moving from Universal to Targeted support. We ensure external agencies are involved where necessary and a Holistic view of the child is taken to ensure intervention is appropriate to meet all the needs of the child.

**Universal Support**

All children are entitled to Universal Support from their class teacher through high quality teaching. This includes: high expectations and aspirations for all learners, secure subject knowledge, clear presentation of subject matter, promoting discussion, systematic checking of learners understanding, identifying and addressing misconceptions through clear feedback, adaptation of teaching as necessary, building upon previous learning to enable learners to remember long term content, designing learning environments to support learning.

**Universal Plus Support**

If a child does not make progress in line with expectations, and further support is required, the class teacher will then refer to the school SENDCo for observation and further assessment. Interventions may be suggested with small groups or one-to-one support and the child is monitored for a period of time.

**Targeted Support**

After this period of time, if the child does not make progress, or has a diagnosed special educational need, the child is placed on the SEND register. They are deemed as requiring provision which is different from and additional to their peers. They may require individualised intervention or support programmes which are recorded on a SEND support plan. External agencies may then be called upon to seek further advice and assessment. These agencies will then be involved in at least termly assess APDR meetings alongside parents/cares and suggest outcomes to meet the child's needs.

**Specialised Support**

Finally, if a pupil has a high level of need and it is deemed necessary by all professionals and parents supporting the child, an application for an Education Health Care Plan assessment would be required. This is Specialised Support, which will involve a multiagency evaluation of the plans and provision through ongoing APDR cycles

We work in close partnership with the following multi agencies:

- Speech and Language Therapy
- Educational Psychologists
- Autism and Social Communication Education and Training Service (ASCETS)
- Occupational Therapy
- Physiotherapists
- Child and Adolescent Mental Health Services (CAMHS)

- Support Service (supporting physical difficulties, hearing and vision impairments)
- Outreach Support from Special Schools
- Behaviour Outreach Support Service (BOSS)
- CAMHS

**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**

Pupils identified with SEND will have regular Assess, Plan, Do, Review (APDR) meetings. It is during these meetings that resources may be discussed to meet the needs of the child.

SEND Support Plan – The class teacher will discuss with parents the support their child needs and place a child on SEND register. A support plan is written with SMART targets. The child may require the involvement of the SENCo and outside agencies to aid with a more detailed plan and resource allocation.

The SENCO will discuss with the Educational Psychologist any child who requires their involvement at planning meetings with consent from the parent.

Mallard Primary School operates the Graduated Approach system for allocating resources:

- Universal (all children led under the direction of the class teacher),
- Universal Support (time-limited intervention programmes led by trained members of staff),
- Targeted Support (provision that is different from and additional to peers).

Where the provision on the child's provision map goes above the notional element 2 funding, an application for Additional Top-Up Funding or Early Intervention Allowance may be submitted to the Local Authority to for Element 3 funding. If more specialist support is required to support the child's needs in school, an application for an EHC assessment will be made by the SENCO in conjunction with the external professionals and parents / carers involved with supporting the child.

Further information can be found here:

<https://www.doncaster.gov.uk/services/schools/local-offer-forms-and-guidance>

**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)*

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 within our school team or by working alongside other school, including special school.

The SENDco works closely with outside agencies from services such as Physiotherapy, Speech and language, Occupational Therapy, Educational Psychology and ASCETS to ensure that the best possible provision is secured for all pupils with SEND within the setting.

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

As an inclusive school, we aim to include all pupils with SEND in the life of school, regardless of their individual needs. Children identified as having SEND are, as far as practicably possible, fully integrated into mainstream classes. Every effort is made to ensure they have full and equal access to the National Curriculum and that they are integrated into all aspects of school life including trips and after school activities/ clubs etc. Peer and adult support may be employed to boost confidence, self-esteem and create an active learning environment. The SEN Code of Practice makes it very clear that ALL teachers are teachers of child with additional needs. Where necessary, we will ensure that any child who requires 'reasonable adjustments' to be made which will enable them to access every part of school life, we will do so. This includes adaptations made to the physical environment as well as to the curriculum.

**How we prepare children to join our school**

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.

**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.

**Contacts for more information**

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SEND Policies and SEN Information Report link(s):  
<https://www.mallardprimary.com/key-information/sen-report>