

# Bawtry Mayflower Primary School



SEND INFORMATION REPORT  
January 2024

Name of School: Bawtry Mayflower Primary School     Date of Report January  
2024

## SEND INFORMATION REPORT

The kinds of special educational needs and disabilities that are provided for in school

At Bawtry Mayflower School we have experienced several types of Special Educational Need and disability including:

- Autism Spectrum Disorder
- Speech, Language and Communication Needs
- Physical disability
- Cognition and learning difficulties
- SPLD (Specific Learning Difference). The most common SpLDs are dyslexia, dyspraxia, attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), dyscalculia and dysgraphia.
- Social, Emotional and Mental Health ( such as anxiety, attachment disorder, psychosis)
- Hearing Impairment (HI)
- Visual Impairment (VI)

The name and contact details of the SENDCO (mainstream schools) and further contacts where parents/ carers may have concerns

The school SENDCO is Mrs Wood

You can contact the SENDCO on 01302 710721

[Admin@bawtrymayflower.doncaster.sch.uk](mailto:Admin@bawtrymayflower.doncaster.sch.uk)

If you have concerns, please contact the school office on 01302 710721 and arrange an initial discussion with your child's class teacher.

## Policies for identifying children and young people with SEND and assessing their needs

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.

The school identifies children as having Special Educational Needs through a variety of assessments such as: observation, data analysis, assessment, 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 SEND.

This can be found on the school website along with our accessibility policy and plan.

<https://www.bawtrymayflower.school/page/send/134976>

## Arrangements for consulting parents of children with SEND and involving them in their child's education

At Bawtry Mayflower we value the role of parents in supporting our children with SEND 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, SENDCO or the Head Teacher to discuss the needs of their child.
- The SENDCO 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/meetings/ training on new initiatives in school so that their views are considered.
- 'Tea and Talk' mornings are held in school as an opportunity for parents to speak to the SENCO, Family Manger, With Me in Mind and School Nursing.

### Arrangements for consulting young people with SEND and involving them in their education

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.

### Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

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
- Staff 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.

- Classes are well resourced and for children with additional needs, specialised equipment can be arranged. Resources for SEND are purchased as appropriate. These are matched to the needs of the SEND 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 SEND are given access to join in the activities of the school together with pupils who do not have SEND.
- Additional support is provided by LSAs and TAs within the classrooms. Individual children with Education Health and Care Plans (EHCP) and Higher Needs Funding are supported by LSAs within the classroom where this is appropriate to the 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 .

The teachers ensure that through quality first teaching each child is able to access the learning of the classroom.

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

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.

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.

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 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 the school applies the Graduated Approach for SEND in school.

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 SENDCO 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.

The expertise and training of school staff to support children and young people with SEND and plans for professional development

#### How we 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.

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.

Any targets set by speech and language are worked on in the classroom. We have a Communication Champion in school who has regular training and supports staff with speech and language needs.

How we 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.

We work in partnership with physiotherapists and occupational therapists to ensure that our environment supports children with physical or sensory needs.

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

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.

The school identifies children as having Special Educational Needs through a variety of assessments such as: observation, data analysis, assessment, 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 SEND.

We provide sensory resources and have sensory areas in school to support children with their sensory needs.

This can be found on the school website along with our Accessibility Policy and plan.

<https://www.bawtrymayflower.school/page/send/134976>

How the school accesses local authority support services using the Graduated Approach and how this is co-ordinated through the 'Team Around the School' model. How the school involves other bodies, including health and social care bodies, and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

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 statement/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
- Speech and Language therapists
- Visual Impairment Team
- Transition Team
- With Me in Mind
- Parents are informed if any outside agency is involved.

The Community Paediatrics Pathways is the route for Doncaster's children and young people to get assessed for autism, ADHS, and non-global development delay via a General Development Assessment (GDA).

School will work with parents to create two Assess, Plan, Do, Review cycles. We will then contact the GDA pathway referral service.

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

As with all areas of SEND provision, in school we use an assess, plan, do, review cycle to ensure that our children with SEND 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 SENDCO to assess, plan, and review provision made
- Observations
- Learning walks
- Informal drop ins
- Data tracking
- Monitoring of SEN support plans and CAPs

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

The safeguarding and well-being of every child in our care is of utmost importance at all times. The designated people for safeguarding and child protection are, Mrs L Powell, Miss C Dunn and Mrs S Westerman . 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.

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

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. We have a full time learning

mentor who works with parents and children to with support social and emotional needs. In school we have a mental health action plan.

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 Behaviour Outreach Support Service(BOSS). With Me in Mind work with school to provide support for children through workshops and delivering assemblies.

Systems in place to ensure that the SEND Notional (Element 2) and the Element 3 Funding is directed to those children and young people with SEND to match their level of need

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).

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

Concerned parents or carers should consult the class teacher to try and resolve the issue. If the problem hasn't been resolved satisfactorily then a meeting can be arranged with the SENDCO, Mrs Wood (see contact details) or the Headteacher (Mrs L Powell). The SEND Governor is Melissa Vernon.

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

Headteacher: Lisa Powell

SENDCO: Megan Wood

Chair of Governing Body: Melissa Vernon

Address: Bawtry Mayflower Primary school

Station Road

Bawtry

DN10 6PU

Telephone:01302 710721

Email: office@ bawtrymayflower.doncaster.sch.uk

Website: <https://www.bawtrymayflower.school/>

SEND Policies and SEN Information Report link(s):

<https://www.bawtrymayflower.school/page/send/134976>

The schools contribution to the Local Offer can be found here

<https://www.doncaster.gov.uk/services/schools/local-offer-send>