



SEN information report

Bankwood Primary School

Last reviewed on: November, 2019

Next review due by: November, 2020

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Introduction

Our SEN information report aims to set out how our school will support and make provision for pupils with special educational needs (SEN).

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice \(2015\)](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Special Needs Coordinator (SENCO)

The person with the day-to-day responsibility for the co-ordination of specific provision made to support individual pupils with SEN is the Special Needs Coordinator (SENCO).

The SENCO provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEN, and works closely with staff, parents and other agencies.

The SENCO works with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The SENCO plays an important role with the Headteacher and governing body in determining the strategic development of SEN policy and provision in the school in order to raise the achievement of children with SEN.

The SENCO is Miss Sally Pearce

This information report will be reviewed by Miss Sally Pearce **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Contact details for raising concerns

SENCO: Miss Sally Pearce

Bankwood Community Primary School, Bankwood Close, Sheffield S14 1LW

0114 2396711

enquiries@bankwood.sheffield.sch.uk

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with the child's teacher. This then may result in a referral to the school SENCO.

Parents may also contact the SENCO or Headteacher directly if they feel this is more appropriate.

SEN information report

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction,
- Cognition and learning,
- Social, emotional and mental health difficulties,
- Sensory and/or physical needs.

There are 4 high incidence needs that all schools will come across: ASD, communication, dyslexia and social emotional and mental health.

The school has the following provision to support the children:

- Special Needs Co-ordinator
- Inclusion team
- Speech and Language groups
- Support for social skills during unstructured and structured times
- Sensory resources
- Areas for children to complete targeted interventions

Identifying pupils with SEN and assessing their needs

Bankwood Primary School's SEN Policy clearly sets out the identification of pupils with SEN and identifying their needs.

- On admissions to school, information is gathered from parents, educational settings, health and care services. Records are required from Early Years settings prior to the child's entry into the school.
- We identify children with special educational needs through class teacher observations, learning walks and pupil progress meetings (which are held half termly). Continuous monitoring of all pupils will ensure that they are able to reach their full potential.
- The appropriate provision is implemented to support children's progress to bridge the difference. The curriculum is differentiated for the children within the classroom. For example, additional targeted groups to support reading, writing and maths. Children may also require interventions around speech and language (Language Activity Enrichment Programme – LEAP), social skills, fine and motor skills and emotional regulation. Our curriculum integrates these opportunities for all children.
- Parents are contacted to discuss the child's progress three times a year and if required, additional meetings are arranged.
- Parents/carers can also inform the school if they consider that their child has SEND.

If we notice a possible SEN, *then the school will:*

Review the child's progress

Children are provided with outcomes to support them in their areas of need. Outcomes are reviewed regularly three times a year with parents and the child. To aid the child to meet their outcomes, an accurate assessment is completed of their needs and a plan is implemented to ensure additional provision is put in place that is different from or additional to that of other children in the class. Children's learning is monitored through formative and summative assessments for example, standardised tests and profiling tools. Provision is reviewed in line with the developing needs of the child.

Working with parents

Working with parents helps the school to gain a better understanding of their child, and involves them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.

Work with outside agencies

Referrals are made to outside agencies when required for further advice and strategies.

Evaluating the effectiveness of SEN provision

The effectiveness of the SEN provision is measured by:

- Using targets to assess next steps in the SEN Reviews of Support Plans, My Plans and annual EHCP reviews
- Children's progress through standardised tests and profiling tools
- Book and planning scrutinies
- Observations of lessons and interventions
- Learning walks by the Senior Leadership Team
- Input and assessments from outside agencies
- Monitoring behaviour incidents (including bullying and racism)
- Logging of incidents/information
- Attendance and punctuality
- Talking to parents/feedback/Questionnaires
- Pupil conferences/Questionnaires
- Discussion with staff

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on observations, assessments and moderation of work. The assessment of the pupil will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the child will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

The cycle of assess, plan, do and review is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. It enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure barriers to learning are clearly identified and overcome and that the interventions are developing and evolving as required. Where external agencies are already involved, their work

will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO, parents and the pupil to agree the targets; the interventions and support that are required; the impact on progress that is expected. A date is agreed for a further SEN Review. Parental involvement is sought to reinforce or contribute to progress at home. Pupils will provide their views on their needs and useful support. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will work closely with teaching assistants and staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and difficulties, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher and the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need requires a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHCP will be taken at a progress review.

The application for an EHCP will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health and Education professionals

Information will be gathered relating to the current provision provided, previous action points, and the preliminary outcomes set. A decision will be made by a panel from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual students.

The school offers a high, quality first, teaching experience for all pupils. Our curriculum is adapted to meet the needs of all pupils. The curriculum provides a holistic approach as it is practical and inclusive curriculum supporting a wide range of needs. Additional support and resources are provided where necessary to ensure that children

remain healthy and safe. Children can access learning bays away from the classroom to receive additional interventions. Children will also receive:

- A differentiated curriculum to suit the needs of all pupils
- Adult support to access the curriculum at differing levels
- Interventions depending on SEND
- Resources to support learning
- Changes in timetable
- Strategies to support independence
- A range of learning styles
- Outside agency strategies and advice which are implemented in teaching and learning
- Seating arrangements and groupings to support focus and concentration
- A learning environment which provides a scaffold for learning
- Opportunities to support emotional regulation

Adaptations to the curriculum and learning environment

We also provide the following adaptations to ensure all pupils' needs are met:

The school offers a high quality first teaching experience for all pupils. The curriculum is adapted to meet the needs of all our pupils. We set appropriate individual targets that motivate pupils to achieve their best, and celebrating achievements at all levels.

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

In class provision and support are deployed effectively to ensure the curriculum is differentiated or a bespoke curriculum is delivered where necessary. We make sure that individual or group support is available where it is felt pupils would benefit from this provision. This includes pre teaching and opportunities for extended learning. Children may also require additional time to complete tasks. The seating of the children is adapted to suit the children's learning styles.

Reasonable adjustments are made to help learners to access the curriculum e.g. additional space, changes to the tasks (additional structure and instructions broken down further, use of lap tops, coloured overlays, additional resources, pencil grips and adaptations to recording the task).

The learning environment has visual aids and visual timetables in the classrooms. These are personalised for individual children when needed.

The school is adapted for children with physical difficulties, however there are limitations due to the structure and location of the school buildings. There are 2 buildings. There is a lift in the Foundation Stage building for the 2 and 3 year olds and there is access to the main building via sloping ramps. There are disabled toilets in both buildings. The steps have clearly painted yellow lines around school.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Additional support for learning

We have 7 teaching assistants from FS2 to Y6 who are trained to deliver interventions such as:

Read, Write Inc and phonics programmes
Early literacy support
Diminishing the difference in mathematics
Early maths support
Motor skills programmes
Speech and language programmes

LEAP (Language Activity Enrichment Programme)
VIP (Vocabulary Improvement Programme)
Cued articulation
Speech and language programmes
Emotional literacy support
Social skills support

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

Arrangements for the admission of disabled pupils

- The arrangements are the same for all pupils.
- Children with EHC Plans will contact the SEN Department.
- If children require reasonable adjustments to attend school, these will be implemented.

Engaging in activities

It is essential that all pupils are included in all curricular activities both for activities in school and extra-curricular activities including visits, competitions and out of school provision. Additional support and resources are provided where necessary as health and safety is paramount for the children. Staff in school receive training to administer medications. We do this by working closely with individual students, their teachers and carers to ensure all the pupils' needs are met by making reasonable adjustments to support pupils with SEND. Children will also receive activities and tasks appropriate for their level and need.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Staff received training to support and improve children who have Social, Emotional and Mental Health needs.
- Children are provided with strategies to identify and support their own emotional and mental health needs.
- In class, all children are treated with understanding and reasonable adjustments to ensure the curriculum is inclusive.
- We encourage children to understand their strengths and difficulties and to become aware and use their learning style. Teachers have received training for learning styles and independent learning.
- Forest School engages children through holistic learning and emotional well-being.
- We have a school council to share the voice of the child and allow children to make decisions about their school.
- Quieter areas are used in school where children can go to if they are upset or need calming time during playtimes and lunchtimes. They can also support with tasks/jobs or complete an activity.
- We offer activities at lunch time for children supporting friendships and team building.
- Children have responsibilities/monitors/play leaders who have received training from CAMHS which includes the implementation of emotional regulation games.
- 'CPOMS' (Child Protection Online Monitoring and Safeguarding System) ensures teachers log additional information which is received by the Inclusion team. The inclusion team work with individual and groups of children to promote self-esteem, self-worth and social skills.
- We work together with parents/carers to support the emotional and social development by developing individual programmes to support the child.

We have a strict anti-bullying policy which can be found on the website.

Expertise and training of staff

Our SENCO has 10 years experience in this role and she has worked as a Learning Support Teacher.

She is allocated 5 days a week to manage SEN provision.

We have a team of 12 teaching assistants, who are trained to deliver SEN provision.

In the last academic year, staff have been trained in

- Learning difficulties/differentiation
- Makaton, Communication in Print and Cued Articulation training
- Speech and language programmes/strategies
- Autistic Spectrum Disorder
- Attention Deficit Hyperactivity Disorder
- Fine and gross motor skills programmes
- Phonics training
- Support for children with Social, Emotional and Mental Health needs
- All TAs and some teachers have training to administer first aid and medicines
- Early literacy and numeracy support

Securing equipment and facilities

The school uses its own budget to provide the majority of resources and facilities that are needed to provide for the pupils.

Some specific resources come through the Visual Impairment Support Team.

Consulting and involving parents

Parents of children with SEND are invited to regular reviews of their child's progress.

Parents can speak to their child's teacher through appointments.

Some parents receive home-school communication books and behaviour report cards.

We communicate with families whose first language is not English through interpreters and translated letters.

Consulting and involving pupils

Children with SEND are encouraged to participate fully in the life of the school including the school council.

The school council contributes suggestions for school improvement along with ideas from their classes.

The views of pupils with SEN can be expressed either directly through their voice or advocated by staff through observation and their knowledge of the child.

Learners contribute views through regular feedback in class, structured conversations, pupil conferences, pupil questionnaires and discussions with their own teacher and teaching assistant.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher/SENCO/Headteacher/Deputy Head teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services and working with other agencies

The school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families.. The agencies provide assessments and strategies to support children with SEND. The agencies contribute towards the pupils' reviews and targets.

Contact details of support services for parents of pupils with SEN

Other Agency	Office Number	Address
Sheffield Autism Team	0114 2736412	Sheffield Autism Team, Floor 4, North Wing, Moorfoot Building, Sheffield, S1 4PL
CAMHS	0114 2262022	CAMHS Child and Adolescent Mental Health Service, Centenary House, 55 Albert Terrace Road, Sheffield, S6 3BR
Educational Psychology Service	0114 2506800	Sheffield Educational Psychology Service, Floor 4, North Wing, Moorfoot, Sheffield, S1 4PL
Sheffield SEN Disability Information, Advice and Support (SSENDIAS)	0114 2736009	Floor 6, North Wing, Moorfoot Building, Sheffield, S1 4PL
Ryegate Children's Centre	0114 2717651 / 0114 2717610	Ryegate Children's Centre, Tapton Crescent Road, Sheffield S10 5DD
Speech & Language Therapy	0114 2262333	Sheffield Childrens NHS Foundation Trust, Flockton House, 18-20 Union Road, Sheffield, S11 9EF

Supporting pupils moving between phases and preparing for adulthood

- The school has pupils from 2 to 11 years. Transition at all stages supports individual children as children meet their new teacher beforehand. Assessment information is shared.
- Children in the Foundation Stage are transitioned based on the individual needs with additional visits if required. The SENCo meets with the parents/carers to ensure the child receives the appropriate resources and support.
- All children joining the school in any year group have visits to our setting. Additional visits are organised for vulnerable children if required. Information is gathered from previous settings to allow the child to settle in successfully and quickly.
- Personal Social and Health Education addresses 'changes' and 'transition' to prepare the children for the next year group/setting.

- The school works closely with secondary provisions which provide visits and projects to prepare the children for Y7. Information about the children is shared with the feeder schools to ensure a successful start to the next part of their learning journey. Arrangements are made for children who require additional visits. All information is shared closely with the secondary provisions. Often, the teachers and the SENCo visit the Y6 children.
- For children leaving the school, information is shared with the new setting.

The local authority local offer

Our contribution to the local offer is: <http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/localoffer.page>

Our local authority's local offer is published here [Sheffield Directory – Local Offer \(SEND\)](#)