



'Pride, Progress and responsibility'

# **SEND information report**

## **Bankwood Primary School**

## Introduction

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

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, SEND co-ordinators (SENDCOs) and the SEND information report

### Special Needs Coordinator (SENDCO)

The person with the day-to-day responsibility for the coordination of specific provision made to support individual pupils with SEND is the Special Needs Coordinator (SENDCO).

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

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

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

This information report will be reviewed **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

SENDCO: Mrs Lindsey McGrath

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

0114 2396711

[enquiries@bankwood.sheffield.sch.uk](mailto: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 SENDCO.

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

# SEND information report

## Areas of need that are provided for

At Bankwood Primary School we strive to provide for all children, whatever their needs may be. The broad areas of needs as specified by the Code of Practice are:

- **Communication and Interaction** - this encompasses children with speech and language difficulties and/or children on the Autistic Spectrum (ASD)
- **Cognition and learning** - this encompasses children with specific learning difficulties such as dyslexia, dyspraxia and dyscalculia and children with moderate learning difficulties (MLD)
- **Social, Emotional and Mental Health Difficulties** - this encompasses children with a wide range of social and emotional difficulties and can include: depression, anxiety, attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), or attachment
- **Sensory and/or Physical needs** – this encompasses children with vision (VI), hearing (HI) or physical difficulties (PD)

## Identifying pupils with SEND and assessing their needs

Early identification of children with special needs is critical to their success (SEND Code of Practice).

When children are admitted to Bankwood Primary School information is gathered from parents, previous educational settings (including early years settings), health and care services.

When at school, SEND needs may be identified through:

- Classroom assessments
- Referral by parents/carers
- Referral by the class teacher
- Referral by outside agencies
- Failure to make the expected progress despite quality first teaching differentiated to meet the needs of the pupil.

We assess children's needs through:

- Targeted assessments
- Discussions with parents/carers, teachers, teaching assistants and, where appropriate the child themselves
- Tracking progress against personalised targets
- Tracking against interventions

## Our approach to teaching pupils with SEND

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

Quality first teaching is our first step in responding to pupils who have SEND. All lessons are differentiated by the class teacher and it is the class teachers' responsibility to ensure that lessons are differentiated appropriately.

Children with SEND will have a Support Plan which will help to personalise their learning further as they work towards specific targets. Personalisation is achieved through the adaptation of the curriculum so that all children can achieve. This may include additional resources to support such as:

- Communication mats
- Work scaffolds

- Visual timetables
- Individual work stations
- Timetables structured with sensory breaks.
- Personalised resources, for example, pencil grips
- Use of technological devices
- Coloured overlays

The first response to support is always quality first teaching targeted to the individual child's need. Where progress continues to be less than expected, extra teaching groups or interventions may be put in place to secure better progress.

This includes:

- RWI (Read, Write, Inc)
- Stories for talking
- LEAP (Language Activity Enrichment Programme)
- VIP (Vocabulary Improvement Programme)
- NELI (Nuffield Early Language Intervention)
- Curiosity Box
- Motor skills programmes
- Theraplay
- Lego Therapy
- Emotional Coaching
- Specific Speech and language support
- Behaviour mentoring
- Social Stories
- Dave's Place intervention hub

## **Inclusion of children with SEND**

Wherever possible, children with special educational needs or disabilities are integrated with their peers to achieve the best balance of educational and social progress. Within the school timetable, the balance of integration, support and withdrawal is negotiated for each individual to meet the requirements of their Support Plan, MyPlan or EHCP.

Children with SEND are included in all curricular activities in school time and encouraged to participate in extra-curricular activities and out of school provision. Every reasonable effort is made to facilitate this by providing any additional requirements or making adjustments to support.

### **Arrangements for the admission of SEND pupils**

The arrangements are the same for all pupils.

Children with EHC Plans will contact the SEND Department.

If children require reasonable adjustments to attend school, these will be implemented.

## **Support for improving emotional and social development**

It is part of our vision that all Bankwood children are nurtured to be healthy and happy individuals.

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

- Embedding the school vision in all aspects of school life
- Zones of emotional regulation
- Adopting the Sheffield RSHE scheme of work to all children
- Upholding our core value 'Responsibility' by providing opportunities for children to hold responsibilities in school, for example through monitoring roles
- All staff have received trauma-informed training
- Forest school sessions to promote emotional literacy through holistic learning opportunities
- Pupil voice through the school council impacts on school improvement planning
- Structured play activities at break and lunchtimes

For children requiring more personalised support, the following interventions may be used:

- Emotional coaching
- Behaviour mentoring
- Social stories
- Theraplay
- Lego therapy
- Unravel therapeutic services

'CPOMS' (Child Protection Online Monitoring and Safeguarding System) ensures teachers log additional information which is received by the Inclusion team.

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

## Assessing and reviewing pupils' progress towards outcomes

At Bankwood we follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

When a child is initially identified as having a special, educational need the class teacher and/or parent will alert the SENDCO. A plan will be put into action whereby the child will be monitored. The plan will follow the four-part cycle.

For some children, this increased monitoring and improved Quality First Teaching will be enough to overcome some barriers to learning. If not we may refer to outside agencies to offer further advice.

### SEND support

If a child is placed on the SEND register, parents will be invited to termly SEND review meetings. At the meetings the class teacher will discuss with parents, the child's strengths, what is working well, what would be even better, outcomes and targets that the child will work towards with the support of their family and school staff. Again, the support will follow the four-part cycle. The progress of the child will be tracked and analysed to ensure that the support is having an impact.

The views of the child are taken into account as part of their review. This may be done outside the meeting or for older children who may want to be involved in the meeting.

For children who are continuing to experience difficulties, we will use the Sheffield Support Grid to assess current provision and needs. This may lead to a MyPlan document being created to further support their progress by engaging with all professionals involved with the child.

## **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, planning provision and identifying resources, is required.

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

## **Supporting pupils moving between phases and preparing for adulthood**

All children have transition time at the end of each academic year where they are given the opportunity to meet and work with their new class teacher. The receiving class teachers are invited to the Summer Term SEND reviews to facilitate robust information sharing and continuity of provision.

At key points through school, further transition events are in place to secure smooth transitions including:

- Early years visits including parent play and stay sessions
- Full engagement in transition with all Secondary providers

For most children this is enough, however, we also endeavour to ensure that children who are more vulnerable or have special educational needs can access additional transition times, these are organised on an individual basis between the class teachers, child, parents/carers and SENDCO.

## **Expertise and training of staff**

All staff are involved in ongoing CPD to support their knowledge of SEND. Our locality is engaged in a package of CPD with the support of Fusion and Talbot Special School. In addition, we have worked with other agencies such as the ASD outreach team, SALT and Focus Psychology to further develop the expertise of our staff. Training has included:

- Precision Teaching
- Makaton
- Communication in Print
- Cued Articulation training
- Speech and language programmes/strategies
- Working with children with Autistic Spectrum Disorder
- Working with children with ADHD
- Fine and gross motor skills programmes
- Emotional Coaching
- Early literacy and numeracy support

Some staff are specialised in the delivery of bespoke learning programmes (for example Nuffield Early Language Intervention) and are deployed through school to meet the needs of the children.

## **Working with other agencies**

If appropriate, the school may want to make referrals to outside agencies for further support. This may be to support the identification of a special educational need; to assess a child or to support our current provision.

At Bankwood we value the support of other professionals and as such employ an in-house Speech and Language Therapist and have a contract with Focus Psychology which provides fortnightly visits from our on-site Education Psychologist.

Other agencies that we may involve include:

- Early Years Support
- Speech and Language
- Educational Psychology Service
- CAMHS (Child and Adolescent Mental Health)
- MAST (Multi-Agency Support Team)
- Autism Team
- Primary Inclusion
- Hearing Impaired Team
- Visual Impaired Team
- Physiotherapy
- Ryegate Children's Centre
- Fusion school2school support
- SENDIAS (Sheffield SEND Information Advice and Support)
- Social Services

## **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, including pupil premium funding when appropriate. Locality funding is requested for complex cases where budget constraints could otherwise limit provision.

Some specific resources are provided through collaboration with other agencies (for example Sheffield Children's Hospital or resources to support Visual Impairment).

## **Evaluating the effectiveness of SEN provision**

**The effectiveness of the SEN provision is measured through:**

- Internal and external reviews of SEND provision (latest external review July 2021)
- Tracking data, including achievement, progress, behaviour and attendance
- Governor challenge at the termly standards committee meetings
- Stakeholder views, including parent and pupil questionnaires

## **Consulting and involving parents**

At Bankwood Primary School we share the view from the SEND Code of Practice that 'parents know their children best'. We strive to involve parents as fully and openly as we can. This includes:

- Termly parents evening and
- Termly SEND reviews
- A written report at the end of each academic year
- Opportunities for parents to speak to their class teacher through telephone or face-to-face appointments

- Parent questionnaires
- Home-school communication books or behaviour report cards, where appropriate.

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

## Consulting and involving pupils

Children with SEND are asked their views in an age-appropriate way to contribute towards their SEND reviews.

Children with SEND are supported to compile a One Page Profile

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 SEND provision

Good communication is essential if we are to best meet the needs of our children and resolve any issues quickly.

If there are any concerns, parents /carers are invited to contact the school as follows:

- Speak to the class teacher in the first instance, or the SENDCO / Inclusion Manager
- If the issues are not dealt with satisfactorily, parents/carers may contact the Headteacher and then the chair of governors following the school complaints policy (available on the policies section of the website or via the school office)

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

## 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 \(SEND\)](#)

## 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 (SENDIAS)	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 Children's NHS Foundation Trust, Flockton House, 18-20 Union Road, Sheffield, S11 9EF