

Bankwood Primary SEND Report 2023 2024

Contact details:

Bankwood Primary School
Bankwood Close
Sheffield
S14 1LW

0114 2396711

enquiries@bankwood.sheffield.sch.uk

Inclusion governor: / SEND governor

SENCO is Anne Robson
senco@bankwood.sheffield.sch.uk

A brief overview of our educational provision

Bankwood Primary is a mainstream academy for children from 2-11. There are **353** children on role. The average class size is **30**.

It is largely a two-form entry school with a range of teaching assistants who support across each year group. The school also has a learning mentor who monitors attendance she is supported by another member of staff within the school. The learning mentor supports some of our vulnerable learners. The school curriculum is based on the new national curriculum subjects.

We have academy status and are part of Steel City Schools Partnership (SCSP). SCSP comprises: Bankwood, Fox Hill, Greenhill, Mansel, Montenev, Windmill Hill and Woodseats primary schools, and Brookhouse Junior and Lound Infant and Junior Schools (10 academies in total).

For new starters, visits to the school can be arranged by contacting the school office.

Please also see the latest SEND Policy on the website for more information.

Our current Ofsted rating:

Our Ofsted rating is Special Measures. (March 2022)

Our current provision for children with SEND:

We have, and will endeavour to support children with the following additional needs:

- Social, emotional and mental health needs
- Speech, Language & Communication needs
- Visual impairment
- ADD/ADHD
- Autistic Spectrum Disorder
- Multi-Sensory Impairment
- Dyslexia
- Hearing impairment
- Moderate Learning Difficulty

Identifying learners with SEND:

In our school we track our pupils' progress very carefully. We hold termly Pupil Progress meetings with each class teacher to look at the progress children are making. If a child is making less than expected or less than usual progress, or is noticeably below age-related expectations we will put extra support in place. If, after intervention and continued close monitoring a child is not responding, then we will, again, in liaison with parents, seek advice from outside specialists such as: Speech and Language therapists, the Early Years Inclusion Team, the Autism Service, Educational Psychologists, the Learning Support Service (Fusion) and Locality SENCOs. We use their expertise and advice to ensure that we are correctly identifying those students with SEND. We also work closely with GPs, the Child and Adolescent Mental Health Service (CAMHS) and Ryegate Children's Centre. From this, the child is (in liaison with parents) placed on the Special Needs Register, with a SEND Support Plan (SSP). The support plan is written by the class teacher in discussion with the SENDCo to give the child small step targets to work on throughout the year.

We use the Sheffield Support Grid to identify the level of need and how we can best support a child in school.

If a child is a level 3 or above in more than 2 areas on the Sheffield Support Grid, we may use the information, along with the information from the outside agencies, to create a document called an 'Extended Support Plan' (Previously called a 'My Plan') for a child, which has greater depth of information than an SSP. Children with high complex needs may have an EHCP (Education Health Care Plan). All plans are reviewed termly to ensure we support the child as closely as possible. Identification of children with SEMH difficulties is also informed by our half termly Every Child Matters (ECM) meetings.

Physical accessibility:

Bankwood Primary School is set across 2 buildings within the school.

There are no specific adaptations that have been put in place to support children with auditory or visual impairments, but all rooms have blinds to ensure the whiteboard can be better seen in bright light. We also liaise closely with the VI & HI teams when we have children with significant hearing or sight difficulties to ensure we are inclusive. All classrooms and learning environments use visual timetables and these are used on a daily basis.

In the junior building, there is an accessible toilet.

The playground is secure and is fully surrounded by a fence. The main entrance to the school building can only be opened by staff using a key fob.

There are two specific quiet spaces available for learners to access if children cannot cope with noisier environments, and children do access support in the calm room.

How we adapt the curriculum for learners with SEND:

The curriculum provided at the school is adapted for all learners including those with SEND. Our ethos (and in line with the SEND Code of Practice) is that ALL teachers are teachers of pupils with SEND. All lessons are personalised and children's individual needs are taken into account when planning individual lessons. All children identified as having SEND have an identified plan with a clear set of targets which are reviewed termly (and more frequently in some cases).

Children with identified SEND have the same access to activities within school as all other children. Teaching assistant support is provided in all year groups to enable all children to access the curriculum.

We use the Birmingham Toolkit to identify gaps in children's learning and plan for and evidence small steps progress.

The SLT identified children that required social and emotional support and ensured that they acquired this support via the school's nurture provision.

Other interventions and programmes used to support children include:

Speech, language and communication
 Subject specific booster groups
 Pedagogical approaches
 Autism and social communication
 Reading, writing and maths interventions
 Pastoral interventions
 LEAP speech and language intervention.
 VIP – a speech and language intervention to develop vocabulary.
 NIP – a speech and language intervention to develop narrative skills.
 Fluency Project (to support & develop reading fluency)
 Booster groups to support identified children, as well as pre-teach and post-teach sessions.
 Rainbows intervention (pastoral, supporting children with separation/bereavement difficulties).

The termly Pupil Progress meetings inform interventions, and the effectiveness of these are also evaluated and changes are made to provision if needed.

Staff training to support learners with SEND:

Quality-first teaching is the first wave of intervention which is a whole school priority.

Different members of staff are trained in a variety of interventions, approaches and strategies such as:

- NELI
- LEAP,
- NIP,
- VIP,
- Shape coding,
- Phonics,
- Handwriting
- Zones of Regulation

We subscribe to Fusion and high quality SEND training happens across the year for both teachers and support staff.

Certain members of staff have basic first aid training and are specifically trained in administering medication. This needs to go through the school office. Some staff have been trained in epipen use and diabetes.

Our SENCO, Anne Robson has the National SENCO award.

How we communicate with and involve families:

The school regularly communicates with families by phone calls, review meetings, parent evenings. Some children have a specific home/school report which is reviewed daily and discussed with parents on a weekly basis.

Parents are involved in the review process and setting new targets for children with SEND. They are invited to share responsibility and ownership for the targets with school and are given strategies to help their child fulfil their targets.

Through the Family Intervention Service support, parents can be signposted to parenting courses for parents who have children with special needs.

We can use translators to help communicate with parents whose first language may not be English, we also have a devise to help us communicate effectively with parents.

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| How we evaluate the effectiveness of provision for learners with SEND: |
| <p>The school regularly evaluates its effectiveness for all children including those with identified SEND.</p> <p>Regular observations of lessons are carried out as well as planning scrutinies, book scrutinies and learning walks to evaluate the provision within school.</p> <p>We have termly Pupil Progress Reviews where each year group discusses the progress of all children with leadership and identifies specific actions for vulnerable groups including children identified as having SEND.</p> <p>The school also carries out regular monitoring visits to ensure that the provision is effective for all children.</p> |
| Support for the learners' overall wellbeing: |
| <p>All year groups have regular PSHE (Personal, Social and Health Education) lessons where they are taught about the social and emotional aspects of learning.</p> <p>The SLT, along with school staff identify children who may need more support with their social and emotional wellbeing and are able to put interventions in place to support these children either in class, in a group or 1:1.</p> <p>We work closely with the family and intervention service to support families and children who require early help and support, which gives us a much closer link with FIS (the Family Intervention Service, formally called MAST).</p> <p>We support identified children who require support from the listening service as well as those children who will benefit from the bereavement service.</p> <p>The Zones of Emotional Regulation are used as a whole school strategy to give children the ability to identify their feelings and have the language needed to talk about how they feel and find ways to self-regulate.</p> |
| Behavioural interventions used: |
| <p>All staff use a consistent approach to supporting children with their behaviour and promoting positive behaviour in school. Some Teaching Assistants support children with additional vulnerabilities affecting their behaviour and provide structured interventions for those children who may need it.</p> <p>We use the Zones of Regulation as an emotional literacy tool to aid positive behaviour and Post-Incident Learning. A positive approach to behaviour is used throughout school.</p> <p>We are very proactive around attendance and aim to support children and families with this. As a trust we have employed an attendance officer.</p> <p>Children with very challenging behaviour may have a Positive Behaviour Plan drawn up for them. Children with ongoing behaviour difficulties may be placed 'on report' and have a report book to monitor their behaviour choices carefully. The decision to place a child on a report is taken carefully and in consideration with other methods of supporting behaviour that may be more appropriate for the individual.</p> |
| Extracurricular activities for children with SEND: |
| <p>Within the school, learners with identified SEND are able to access the same activities as other children as much as their needs allow them to.</p> <p>Parents and carers of vulnerable children are involved in the planning of all visits and trips to ensure that their children can access them to the best of their ability. We may also use support staff to allow children with SEND to participate in activities.</p> |

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| The school has 2 calm rooms (KS1 and KS2) at lunchtime and after school clubs. |
| Consulting with and involving learners in their education: |
| <p>The school council allows children to share their views and is representative of all members of our school community.</p> <p>Wherever appropriate, children on the SEND register have a voice when developing their SSP targets. They may also have a voice in their review meetings. Children with a greater level of need will have a My Plan/ Extended Support Plan, which includes a much greater input from the child, family, and other professionals involved, and is reviewed on a termly basis. Pupils with an EHCP play an active role (appropriate to their age and needs) in their EHCP reviews.</p> |
| Transition for pupils with SEND: |
| <p>Within the school setting we organise transition events for all children. Children with identified SEND may be given extra opportunities for additional transition visits either to their new year group or new school.</p> <p>Depending on their level of need, children with SEND coming from other settings may have initial visits, there may be meetings between those involved (eg our school, the child, their parents, staff from the child's current setting), and possibly visits to the child in their current setting.</p> <p>Vulnerable children may also be provided with a photo book and other relevant visuals to help them with their transition.</p> <p>Transition to secondary is a careful exercise. Transition visits should take place, with the opportunity for vulnerable children to have multiple visits. Discussions between children's current teachers, parents, SENCOs and pastoral teams from both settings take place to ensure that the transition is as smooth as possible.</p> <p>Where there have been significant challenges to this process – Covid 19 as the prime example – there have been remote meetings between Bankwood Primary School staff and appropriate secondary staff, virtual tours, video recordings for pupils moving classes, welcome packs shared, short visits and then transition visits and activities as schools reopened in September.</p> |
| Complaints |
| <p>If a parent feels they have the need to complain, they are encouraged to discuss their concerns with the teacher, SENCO or Head Teacher at the earliest opportunity. The school aims to resolve all complaints at this informal stage however the process for dealing with formal complaints is outlined in the 'Complaints' Policy.</p> |