

# **Banister Primary School SEND**

## **Information Report/Local Offer 2017/18**

This document describes how the school supports our children's learning

At Banister Primary school we believe that:

- All children deserve quality first teaching to ensure high levels of achievement.
- All children are entitled to high quality education through a broad, balanced and creative curriculum that meets each individuals' needs.
- All children, regardless of their ability or behaviour, should be provided with equal opportunities in an inclusive environment where everyone can feel valued.
- All children should be encouraged to become independent learners.
- All children need to develop into life-long learners who are excited and engaged by school.

Banister Primary School is an urban city school which has expanded from a two form infant school to a two form Primary School. As from September 2016, we provide education from Reception through to and including year 6. We are located close to the City Centre and do not have a dedicated catchment area. All of our children come from a variety of cultural backgrounds, including a large proportion of children who are new to the United Kingdom (without any English language) and those who have EAL (English as an additional language).

Our School currently includes pupils with SEND (Special Educational Needs and Disability) in the following areas:

- Learning difficulties
- Physical difficulties
- Speech, Language and Communication difficulties
- Specific Learning difficulties
- Medical needs
- Behaviour, emotional and social difficulties including mental health

We have one part-time Speech and Language specialist learning support assistant but no other specialist teachers or Learning Support Assistants with training in specialised SEND areas.

	<b>Whole school Quality First teaching</b>	<b>Targeted support for individuals or small target groups</b>	<b>Specialised individual support</b>
<b>Teaching Approaches</b>	<p>All children are taught by qualified teachers and follow the National Curriculum.</p> <p>Each class from Reception to Year 5 has a teaching assistant to assist the class teacher in ensuring pupils' needs are met.</p> <p>In year 6 we have 2 qualified teachers, a full-time learning support assistant and a part-time learning support assistant in the afternoons ensuring pupils' needs are met.</p> <p>Senior leaders regularly monitor the quality of teaching and learning through observations of teaching, scrutiny of pupils' work and pupil conferencing.</p> <p>A purposeful high quality learning environment with a visual timetable is provided in all classes.</p> <p>All teachers have appropriate professional development training to ensure they have up to date knowledge of newly introduced curricular initiatives.</p> <p>Assessment for Learning (AfL) is embedded in to classroom practice to allow the needs of all children to be met.</p> <p>Regular assessment of pupils' progress takes place to inform 'next steps' in learning.</p>	<p>Teachers differentiate the learning objectives and activities to suit the needs of individual children in their class.</p> <p>Children are supported in groups/individually by class teacher and/or learning support assistant.</p> <p>Intervention groups are planned for groups and individuals who are working below national average.</p>	<p>Support, both in-house and from external agencies, is put in place for children whose progress and/or attainment is below expected levels. This support can be:</p> <ul style="list-style-type: none"> <li>• Intervention programmes personalised to the child.</li> <li>• 1 to 1 teaching or small group teaching by a qualified teacher or learning support assistant to address the child's learning needs.</li> </ul> <p>An application for an Education and Health Care Plan is made when a child displays significant special educational needs as described in the SEND Code of Practice.</p>

	<p>Parent(s) /Teacher evenings are held three times a year where parents receive their child's targets for Reading, Writing and Mathematics.</p> <p>Parents receive a yearly report in the Summer term reporting on their child's progress and attainment throughout the year.</p>		
<b>Learning and curriculum</b>	<p>The children at Banister are given full access to the National Curriculum and Religious Education.</p> <p>The curriculum is taught in a creative way through half term/termly topics to ensure that it is personalised towards our current school community.</p> <p>Curriculum planning is differentiated to meet individual pupil's needs.</p> <p>Audits of planning and resources are carried out regularly to ensure coverage and current resources.</p>	<p>School identifies children displaying SEND by termly monitoring of attainment and progress. Children identified as significantly behind their peers during reviews will be individually discussed with the SLT, strategies trialled and where progress / attainment is slower than expected the children will be entered onto the school's SEND register.</p> <p>Children who are not making sufficient progress are discussed with the class teacher to identify any barriers in learning and also any extra support which may be needed to accelerate progress. This can also include screening, referrals to other agencies for support, particularly if medical and review of individual children by Class Teacher, Year Leader and Senior Leaders.</p> <p>Parents are informed when there are concerns regarding progress and/or behaviour of their child.</p> <p>.</p>	<p>The school responds to concerns raised by staff or parents.</p> <p>Children with an identified special educational need have an Individual Education Plan (IEP) with specific targets identified.</p> <p>All individual education plans are shared with parents and reviewed termly.</p> <p>Specialist support from outside agencies is sought when concerns about a child's progress and/or behaviour is significant.</p> <p>A referral for further advice and support may be made to the Educational Psychologist, Primary Heads Inclusions Group (PHIG), school nurse, Child and Adolescent Mental Health Services, Social Care, Occupational Therapy, Physiotherapy and Speech and Language Therapy as appropriate.</p> <p>Targeted interventions are implemented and the child's progress is closely monitored by all professionals involved.</p>
<b>Support</b>	<p>Teaching and activities are differentiated to meet the needs of all children. This may take the form of differentiated task, resources or levels of support and may be differentiated for a group of children or individual child as appropriate.</p>	<p>Instructions are simplified and supported with visual aids when appropriate for children with SEND.</p> <p>Children have access to small group/individual support with a learning support assistant to support learning.</p>	<p>Individual and small group support is overseen by the SENCo in liaison with the Senior Leadership Team (SLT), subject leaders and class teacher.</p> <p>The primary contact for children supported by external agencies is the SENCo, although class</p>

	<p>Subject focused learning walls are in all classrooms; e.g. working walls with displayed vocabulary to support and reinforce learning.</p> <p>Children and teachers use learning journeys to support learning and AfL informs future planning and 'next steps' in learning for each child.</p> <p>Children are encouraged to self-assess in lessons against their learning journeys and respond to their next steps in learning.</p>	<p>Access to individualised and small group intervention programmes are implemented by our learning support assistants.</p>	<p>teachers and learning support assistants are involved.</p> <p>The SENCo organises and ensures recommendations made by external agencies are implemented and evaluated.</p> <p>There is a Speech and Language Support Assistant (SALSA) who visits school weekly to support children with speech and language difficulties. Additionally we have a part-time speech and language specialist learning support assistant.</p> <p>The school has a school nurse who visits school regularly.</p> <p>The school also has access to an educational psychologist.</p>
<p><b>Environmental and Physical Resources</b></p>	<p>Banister Primary School is committed to the inclusion of all children irrespective of their gender, culture, ethnicity, faith, abilities, attainment and background.</p> <p>Reasonable adjustments are made to include all members of the school community.</p> <p>The school provides a well-resourced environment which includes attractive and stimulating educational learning and play areas.</p>	<p>The school has a lift which can be used to access all floors by both children and parents with a disability.</p> <p>In school there are disabled toilets on every floor, including one with a shower on the middle floor.</p> <p>The school office and playground can be approached by using the purpose built ramp for ease of access.</p> <p>Within school, corridors are wide to allow wheel chair access.</p>	<p>The SENCo co-ordinates the liaison and multi-agency working to support children with disabilities and, where possible, to provide any specialist equipment or adaptations that may be required.</p>
<p><b>Emotional</b></p>	<p>We aim to provide an inclusive learning environment with a positive approach to behaviour management.</p> <p>There are many layers of support for children's behavioural and learning needs. We encourage and support children to make the right choices to resolve minor conflicts.</p>	<p>Children who require additional support are supported in class by the class teacher and learning support assistant.</p>	<p>Specialist advice is sought and acted on to support individual children with a significant need in this area.</p>

	We prepare children for changes and provide support to manage unpredictable events.		
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**Questions you may have:**

<b>Question</b>	<b>Answer</b>
<p><b>How does Banister Primary School know if children need extra help?</b></p> <p><b>What should I do if I think my child may have special educational needs?</b></p>	<p>Banister Primary School is committed to the early identification of children's special educational needs. Children's attainment and progress is monitored termly. If children are not making expected progress or reach the attainment expected of them, they are discussed with the class teacher, SENCo and the Senior Leadership Team (SLT) to determine any possible barriers to learning and any extra support or different provision which may be required in order to accelerate progress termly.</p> <p>If you are concerned about your child's learning, please speak to your child's class teacher, year leader or the SENCo.</p>
<p><b>How will school staff support my child?</b></p>	<p>The class teacher, along with support from their year leader and SENCo, will plan any extra support your child may need. All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for children to access their learning and make good progress. Your child may work: in a small group or individually with extra adult support; receive targeted intervention groups or 1;1 support, or specialist support from an external agency. For example: If your child has speech and language needs, then our specialist speech and language teaching assistant (SALSA) and the speech and language learning support assistant within the school, will support any speech, language and communication programmes weekly. Any support received from outside agencies and any referrals made for outside agency support will be discussed with you.</p>
<p><b>How will I know how my child is doing and how will you help me to support my child's learning?</b></p>	<p>Your child's class teacher will meet with you each term at parent/teacher meetings. The teacher will meet with you in addition to these times if they or you have any concerns. During parent's evenings, you will receive a paper copy of your child's targets, progress and attainment to date. The teacher will also write a report each year informing you of your child's progress and attainment during the year and you will receive this in the Summer term. We help you to support your child's learning by providing parent/carer learning workshops and programmes, sharing activities and home work.</p>
<p><b>How will the education setting involve my child/young person in their own education?</b></p>	<p>Children's attainment and progress is a continual focus during lessons. Children know how well they are doing as a result of constant feedback, both verbally and through marking identifying next steps. They are involved in improving their work and setting their targets.</p> <p>Children who have been identified as having SEND also have an Individual IEP document which sets out specific short term targets which have been agreed by the teacher and the child and these can be linked to all areas of the curriculum. These are also discussed with parents. Vulnerable groups, including SEND, may be representatives on the school council to promote pupil voice in order to gain their views on wider school issues.</p>
<p><b>What support will there be for my child's overall well-being?</b></p>	<p>We have close links with the school nurse who may be able to offer advice/support for children experiencing medical/emotional needs. We have staff trained in First Aid who administer medicines. Our Attendance Officer and the EWO are able to support attendance or punctuality issues.</p>
<p><b>What specialist services and expertise are available at or accessed by the school?</b></p>	<p>In school we have a Speech and Language Support Assistant (SALSA) who comes in to school weekly and also a part – time specialist speech and language learning support assistant to work with children who have speech, language and communication needs.</p>

	<p>We link, through referrals on a needs basis, with other professionals such as: School Nurse, Special School Outreach service, Child and Adolescent Mental Health Services, Social Care, Educational Psychology, Occupational Therapy, Physiotherapy, Speech and Language Therapy, Visual impairment teacher and a visiting assistant who teaches independence and cane training for individuals.</p>
<p><b>What training are the staff supporting children with SEND had or are having?</b></p>	<p>We have a member of staff who is undertaking the Masters Level National Accredited SENCo Award and one who has achieved this.</p> <p>Training may be arranged on a needs led basis. Staff have received training from Southampton Therapy Services on the use of the Southampton Therapy Pack. We have access to an Educational Psychologist who runs training and staff drop in sessions as required. The SENCo and SEND SLT provide further support and staff training as required. All staff receive yearly safeguarding training. The school nurse provides training as required to support areas of medical need.</p> <p>We do not have any other specialist teachers or teaching assistants with training in specialised SEND areas.</p>
<p><b>How will my child be included in activities outside the classroom including school trips?</b></p>	<p>We currently offer a variety of after school clubs from Monday to Friday. Some are staffed by school staff and others are run by coaching staff from an outside agency. We make every effort to include all pupils in school activities outside the classroom and trips. All activities and trips are risk assessed and we complete individual risk assessments, when required, to ensure that everyone is fully included.</p>
<p><b>How accessible is the school environment?</b></p>	<p>Our school is a brand new modern building completed and first opened in the Autumn of 2013. The school building is across three levels. Each level has disabled toilets, one of which includes a shower on the second floor. The school also has lift access to each floor for children and parents. There is also ramp access to the school building and wide corridors suitable for a wheel chair access. Regular health and safety audits are carried out by our site manager.</p>
<p><b>How will the school prepare and support my child to join the school or transfer to the next stage of education?</b></p>	<p>When your child is preparing to start school you will be offered a home visit and this gives you an opportunity to tell us all about your child.</p> <p>Each year group has transition days towards the end of the Summer term, which gives the children an opportunity to meet their new teacher and experience time in their new classroom. In addition, on one of these days, the parents are invited in to meet their child/children's new teacher.</p> <p>Children on the SEND register who are transferring to secondary school will have their needs discussed by the class teacher/SENCO and head of year 7 or receiving school SENCO in the summer term as part of the KS2/KS3 liaison and additional visits may be planned to ensure the child feels comfortable transferring.</p>
<p><b>How are the school's resources allocated and matched to children's special educational needs?</b></p>	<p>The local authority provides funding for the school to meet the needs of all children with SEND. This funding is calculated using the information about the children's learning needs and the known needs of the community the school serves. We allocate support according to the needs of the children. Additional interventions and support are funded to help children's progress. If your child has a Statement of Educational needs or an Education Health Care Plan we will provide the support written within the plan.</p>
<p><b>How is the decision made about what type and how much support my child will receive?</b></p>	<p>Teachers assess the needs of all of the children throughout the year. In addition, every term, the senior leadership team review the attainment and progress made by all the children with the class teacher. If your child is identified as not making sufficient progress possible barriers to learning will be discussed by the class teacher, SENCo and SLT. They will then decide on the</p>

	appropriate level of support needed in order for your child to progress and whether any outside agency support or advice is required.
<b>What steps do I take if I have a concern about the school's SEND provision?</b>	In the first instance we would encourage you to discuss any concerns with your child's class teacher. If the concern is not addressed satisfactorily then a member of the SLT can be contacted via the school office. Our formal complaints policy can be accessed via the school office.
<b>Who can I contact for further information?</b>	<p>If you wish to discuss anything regarding your child you may meet with your child's teacher or year leader. You can speak to any member of the school leadership team if you are still worried. Key personnel are:  SENCO: Mrs Natasha Roberts  SLT Link: Miss Kate Vincent  SEND Governor: Mrs Azra Khan</p> <p>If you would like to apply for your child to attend Banister Primary School, please contact the school office to arrange a visit.</p> <p>Parents may also seek independent advice from parent support services in Southampton: the Southampton Information Advice and Support (IAS) Service on 023 8058 4088. More information is available at <a href="http://www.southamptonmencap.org/ias/">http://www.southamptonmencap.org/ias/</a></p> <p>This document has been produced as part of the school's local offer. Further information about the Local Authorities Local offer can be found at <a href="http://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page?localofferchannel=0">http://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page?localofferchannel=0</a></p>