

Special Educational Needs Information Report for Bankfields Primary School September 2024



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Author	M White - SENDCo

Bankfields Primary School SEND Information Report

How does the school identify children with special educational needs?

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. In the Steel River Academy Trust we recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. We identify children with SEND as early as possible, by assessment at the start of the Foundation Stage Year and through screening by speech and language.

The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil. The Code of Practice refers to four broad areas of need:

Speech, Language & Communication Needs (SLCN)

Children may have a persistent developmental difficulty with speech and language more specifically with producing speech sounds accurately, formulating sentences, understanding, social interaction and/or fluency, stammering, voice problems, such as hoarseness and loss of voice, understanding language or understanding what is being said to them

Communication and interaction – Autism

The child may present with a range of communication and interaction differences which challenge their learning and social inclusion which result from Neurodivergence. Autism is a neurodifference for which there is a high chance of comorbidity with other conditions such as ADHD. A child may be affected in variety of ways which may change over time. Children may not understand or use social rules of communication. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning –

children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour and may impact on their learning and social inclusion. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Physical and Sensory

Physical and Medical

May have a medical condition that impacts on time in school and may require a medical care plan.

May need intervention from Health Professional ie Occupational Therapist or Physiotherapists.

Hearing Impairment

Children will have a range of hearing loss which affect their language and communication development. Children with a permanent hearing loss are identified by local audiology and ENT departments and referred directly to the Sensory, Teaching and Advisory Service (STARS) and through newborn hearing screen programme. When a referral has been made support is offered by specialist staff from the team to children, families, and schools/settings. F

Visual Impairment

Vision impairment means that a person's eyesight cannot be corrected to a "normal" level. Vision impairment may be caused by a loss of visual acuity, where the eye does not see objects as clearly as usual. It may also be caused by a loss of visual field, where the eye cannot see as wide an area as usual without moving the eyes or turning the head.

Dual Sensory Impairment

Dual sensory impairment' refers to people who have both sight loss and hearing loss. It is sometimes also called 'deafblindness', though some people only use this to refer to more severe impairments.

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-Sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

Throughout all of the schools we monitor and track the progress of all children by an ongoing process of assessing, planning, teaching and reviewing. Children with SEND may be identified at any stage of this process during their school life.

When deemed necessary, we can use PIVATS to assess children to show small steps of progress. This may be needed when progress is not evident on the school assessing system.

If a child is not progressing as expected in relation to their starting points in one or more aspects of their educational development, this will be discussed with parents. With parents' agreement, the child will be included on the school's Special Educational Needs and Disabilities (SEND) register. Additional support will be planned to help them catch up. Their progress will be closely monitored by their teacher and the SENDCo.

- If the extra support does not result in the child making increased progress, further assessment may be arranged, again with parents' consent. The purpose of this is to fully understand the child's difficulties and plan effectively to address their needs and improve progress.
- Children with more complex or long-standing needs may be issued with an Educational Health Care Plan (EHCP) by the local authority. EHCP plans are written in close consultation with parents. A range of professionals involved with the child or young person contribute to the process. The EHCP helps to determine what level of educational, social and health support the child needs.

How do we involve parents in planning for those needs?

- Parents of children with SEND are invited to attend termly meetings with their child's teacher to review their child's progress, identify targets and share other information that will help their child.
- During termly meetings, the SENDCo may be invited along to share information with parents and answer any specific questions. At anytime throughout the year, parents are able to request a meeting with class teachers or the SENDCo.
- All parents are invited to a termly consultation meeting to discuss their child's progress.
- Where applicable, home school books are used to support communication between home and school for some pupils.
- The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child.
- The LA has a SEND Family Liaison Officer who acts independently of schools to inform and support parents of children with SEND.

Who in the school will support my child and how will this be monitored and evaluated?

- Where it is deemed that a pupil does have SEND, parents will be formally advised of this decision, and the pupil will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school to ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

Assess

Plan

Do

Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows.

Assess

This involves clearly analysing the pupil's needs using the class teachers 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 the parents. The pupil's views and where relevant advice from external support services will be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

Plan

Planning will involve consultation between the teacher, the SENDCo and parents to agree the adjustments, interventions and support that are required. The impact on progress, development and or behaviour, that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. 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 that are being sought.

Do

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants and 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 weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews of a child's progress will be sought 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 in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making necessary amendments going forward, in consultation with parents and the pupil.

EDUCATION HEALTH CARE PLAN (EHC Plan) – formally known as 'Statements'

If a child is not making progress despite following the graduated response of Assess, Plan, Do, Review (including targeted support and the advice of outside professionals) it may be necessary to move onto the next stage and to make an application for statutory assessment for an Education Health Care Plan (EHCP). Parents/carers will be consulted throughout the process, and the child's views will be sought if appropriate. The EHC assessment takes up to 20 weeks and could result in the child being issued with an Education Health Care Plan (EHCP). This is a legal document and it usually means that a child requires a higher level of support which would not ordinarily be provided from the basic funding made available to the school.

Who in the school will support my child and how will this be monitored and evaluated?

- Class teachers have overall responsibility for the welfare of the children in their class. They are supported in this role by the Senior leadership team and the SENDCo (Special Educational Needs and Disabilities Co-ordinator), Mrs M White.
- Class teachers are supported in the classroom by teaching assistants who can support individuals and groups of children to access the curriculum. Teaching assistants also lead catch up interventions in reading, writing and mathematics.
- Teaching some subjects in ability groups means that children can be taught according to their learning needs. It also means that children with learning difficulties can be taught in smaller groups.
- The school have reduced class sizes to ensure that SEND receive more teacher intervention and have the opportunity to access quality first teaching.
- The school employs a counsellor who works with individual pupils and their families.
- The school employs an educational psychologist to work 6 days a year to support the school in assessing education needs and recommending strategies.

- The school employs two thrive trained ambassadors to deliver bespoke SEMH support to children on a 1:1 basis and in focus groups.
- The school employ a Family Support practitioner – Lauren Ramsey. She is able to offer support to our families within their home and children within the school setting.

What Specialist Services and expertise are available to support my child?

- The school can call on specialised support from a number of external services, including;
- School medical service (school nurses and health visitors)
- Educational psychologist
- Counselling service;
- Specialist teaching service – Resource and Support
- Speech and language therapy service
- Sensory impairment services
- Learning and behaviour support bases
- Redcar and Cleveland inclusion Team
- Child and Adolescent Mental Health Service (CAMHS)
- Neurodevelopmental Team
- Visually Impaired Unit
- Hearing Impaired Unit
- Occupational Therapy
- Social Services
- School Nursing Service
- Diabetic Nursing
- Redcar & Cleveland have a Local Offer with a free information directory that shows what support or provision is available. This can be accessed through the following website.
www.redcar-cleveland.gov.uk

How are the decisions made about the type and amount of provision a young person will need?

All class teachers meet with the Senior leadership team and SENDCo at regular intervals during the school year to discuss pupils' progress. We look closely at the provisions that have been in place and their effectiveness and impact on the child's learning and progress. We consider any new concerns and plan appropriately for additional support, provision, resources or advice from outside services as

necessary. SEND support plans are constructed and reviewed for all children on the SEND register as part of this process.

How will the curriculum be matched to the needs of the young person?

High quality classroom teaching and adjusted planning and resources for pupils, known as differentiation, is the first step in responding to children who may have special needs. Children with specific needs may have been assessed by other professionals. The recommendations from these reports will be used within the classroom setting and included in SEND Support Plans.

If your child is not making the expected progress and has specific gaps in their understanding he/she may work within a smaller group of children under the direction of support staff or a teacher.

These groups, also called intervention groups, may be run: in the classroom or outside; by a teacher or a trained teaching assistant; by a specialist from outside the school, such as a speech and language therapist.

The school is committed to delivering a broad and balanced curriculum which gives all children to opportunity to access learning. As part of continued professional development, teachers are trained to plan lesson which give all children the opportunity to be successful through a range of activities, recording styles and strategies.

Further specific support may also be provided through a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher and SENDCo as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

How accessible is the school environment?

There is ramped access to both the East and West buildings, plus a lift between the hall and the classroom areas in the west building. Disabled parking is available at the front of the school and all visitors are able to access the main reception via an accessible entrance.

There are disabled toilets in the East buildings and Sports and arts building, plus an accessible shower in the east building.

ICT is used to help some of our pupils access the curriculum; there are interactive white boards in every class, plus access to lap tops and I-pads as needed.

How will both the school and the parent know how the young person is doing and how will the school support the young person's learning?

It is our aim that the school works in close partnership with parents and maintains regular and purposeful communications between school and home. This includes:

Parent Mail

The school website: www.Bankfieldsprimary.co.uk

Newsletters informing parents of dates, events and items of school news.

Regular Family Learning afternoons.

Social events

We have an open door policy for any daily information that needs to be shared between school and home. Parents can arrange a more private meeting with the class teacher or with the SENDCO if there is anything of a more serious or private nature to be discussed. In some instances, a home-school communication book may be used.

Parent consultation afternoons take place three times a year and there is also an opportunity to discuss your child's end of year report.

What support will there be for the young person's well-being?

We have an inclusive school ethos; we believe that children of varying abilities should be educated together.

We have access to outside service support. A list of services is provided later in this document.

Trained first aiders are available in school. Staff members are trained to administer medicines. Parents are asked to sign a form to provide further details when medicine needs to be administered in school.

We have an active School Council and regularly use questionnaires to understand the views of parents and children.

We have a whole school reward system for behaviour (please refer to the school Behaviour Policy for more information about this). Additional behaviour management plans- Individual Behaviour Plans - may be used where needed, to support individual children who are experiencing particular difficulties.

We operate as a Thrive **school with three specially trained members** of staff to support children with their SEMH needs. In addition, the school employs a counsellor who is available to work with children and their families.

The **mental health and wellbeing of our pupils is of the most importance. Miss Thompson manages a team of Mental Health First Aiders (MHFA) and is the Thrive lead.**

What training are the staff supporting children and young people with SEND had or are having?

All teachers have qualified teacher status and teaching assistants have a minimum of a Level 2 qualification, with many holding Level 3 or 4 qualifications.

There is an ongoing programme of professional development to ensure teachers and teaching assistants meet the special educational needs of our pupils and stay up to date with current research into teaching and learning.

Some staff members have specialist qualifications or expertise either in a curriculum subject area or in an area of special educational needs.

Many teachers are given the opportunity to attend CPD which will support them in the teaching of children with additional needs. For example, Autism (ASD), ADHD and SEMH.

Some teachers are trained in 'Team teach' a safe handling qualification.

Training is planned and organised according to specific need and performance management/appraisal objectives.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

All of the SENDCos in our MAT regularly attend the local authority's SENDCo network meetings in order to keep up to date with local and national updates in SEND.

All of the SENDCos within our MAT regularly meet up for Trust SEND days to further develop their knowledge of SEND and share good practice.

How will the young person be included in activities outside of the classroom including school trips?

Bankfields Primary School is committed to providing all pupils with equal access to an enriched and extended curriculum.

Visits to the theatres, art galleries and museums and other places of educational interest are used to enhance and enrich the curriculum. Visiting artists, musicians and theatre companies allow all students pupils, access to cultural experiences.

A variety of after school clubs cater for a range of interests and abilities.

A residential visit takes place annually for our older children (Robin Wood).

The school frequently works with external providers to deliver specific programmes to support the children through the curriculum. E.G. Rubies for girls and Boys Well-Being programme.

Risk assessments are carried out for school visits including residential trips and reasonable adjustments will be made where required. Where needed, the risk assessment will include a meeting with parents as well as taking account of any medical advice. When choosing the destination of these trips, the needs of all children will be taken into account.

On some occasions an individual member of staff may be assigned to support a small group or individual child if the risk assessment indicates that this is necessary.

How will the school prepare and support the young person to join that particular school and how will it support the transition to the next stage of education and life?

All schools within the Steel River Academy Trust will prepare for a child's transition to a new class, school or setting. Within the trust, each school will undertake a transitional week at the end of the academic year. This is an opportunity for the children to experience the new routines and to form positive relationships with the staff members they will be working with. Where additional support is needed for transition, each school will assess the needs of the child and offer a personalised transitional package. This may include an enhanced transitional visits with new class teachers, counselling or therapy groups, regular meetings with teachers or a pupil passport.

Throughout the transitional periods, children with communication and interaction barriers are considered carefully, particularly those with Autism Spectrum Disorder (ASD). In some cases, an individual school may sought support from external services such as the Specialist Teaching Service.

When a SEND child is transitioning from a primary setting to a secondary setting, the SENDCo of each school will make contact with the appropriate Year 7 manager or SENDCo of the new setting. Although secondary schools offer slightly different transitional packages, each school within the trust will share relevant SEND information and inform the new setting of the child's history.

How are the school's resources allocated and matched to the young person's special educational needs?

The school budget received from the Local Authority includes money for supporting pupils with SEND. The Headteacher then decides on the budget for SEND in consultation with school governors and based on the needs of pupils in the school. We may receive an additional amount of top-up funding for pupils with higher level needs.

We will use our SEND funding in the most appropriate way to support your child. This support may include some individual or small group teaching assistant support, but this may not always be the best way to support your child. The funding may therefore be used to put in place a range of support strategies. SEND funding may also be used to purchase specialist equipment or support from other support services etc.

Upon request a costed provision map is available to view for each pupil.

The school would use this part of the document to identify key points of contact or how further information can be accessed eg. The Council Local Offer website link.

Bankfields Primary School, Mansfield Road, Eston, Middlesbrough TS6 0RZ

Tel: 01642 453157

Head Teacher: Mrs E Gatenby Head of School

SENDCo: Mrs M White

E Mail: mwhite@bankfields.steelriver.org.uk