



# LADY BANKES

## PRIMARY SCHOOL

### SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

### INFORMATION REPORT

### OCTOBER 2025

*"Lady Bankes Primary School is a school for everyone."  
(Ofsted 2024)*

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# Contents

1. About Our SEND Provision.....	3
2. How We Identify and Support Children with SEND.....	3
3. Raising Concerns: What to Do if You Think Your Child Has SEND.....	4
4. How We Support Children’s Learning and Progress.....	4
5. Working with Families.....	4
6. The Role of Governors .....	5
7. Tracking Progress and Reviewing Support.....	5
8. Supporting Learning at Home .....	5
9. Supporting Children’s Wellbeing .....	6
10. Behaviour, Attendance, and Inclusion .....	6
11. Specialist Services and Expertise.....	7
12. Staff Training and Professional Development.....	7
13. Inclusion in Activities and School Trips.....	8
14. Accessibility at Lady Bankes .....	8
15. Supporting Transitions .....	8
16. How We Allocate Resources .....	9
17. Decision-Making and Parental Involvement.....	9
18. Who to Contact .....	9
19. Local SEND Offer.....	10
20. How to Make a Complaint.....	10

# 1. About Our SEND Provision

Lady Bankes Primary School is proud to be *a school for everyone*. We are dedicated to nurturing every child's potential, helping each pupil make strong progress and develop essential life skills.

We recognise that some children may need additional support to achieve their best. High-quality teaching is at the heart of what we do and where extra help is needed, we provide this through Ordinarily Available Provision or more targeted support.

If you think your child may need additional help, please speak to their class teacher or contact our SENDCo.

## Our SEND Team:

- Mr B. Hageen – SENDCo and Assistant Head
- Mrs K. Needs – Headteacher and Safeguarding Lead

Our experienced teaching assistants work across the school to provide effective, inclusive support. Staff receive ongoing professional development through Hillingdon's SEND and Inclusion Training for Educational Settings, ensuring our practice reflects the latest research and guidance.

We believe families are central to every child's education, and we work closely with parents and carers to support each child's journey.

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## 2. How We Identify and Support Children with SEND

We identify when a child may need extra help if:

- Concerns are raised by parents, carers, teachers or previous schools
- A child makes slower progress than expected
- They are working significantly below age-related expectations
- There are concerns about behaviour, social skills or self-esteem
- The child asks for help
- A health diagnosis indicates a need

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## 3. Raising Concerns: What to Do if You Think Your Child Has SEND

- Speak first with your child's class teacher.
- You are also welcome to contact the SENDCo directly.
- We listen carefully, investigate every concern and involve you throughout the process.

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## 4. How We Support Children's Learning and Progress

Support is tailored to each child's needs using a graduated approach. This begins with in-class strategies and targeted interventions, reviewed regularly to check effectiveness.

If needed, your child may have an **Individual Learning Plan (ILP)**, and we may involve **external agencies** (with your consent) for additional assessment or support.

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## 5. Working with Families

We value strong partnerships with families. You'll meet your child's class teacher at least once a term with additional meetings arranged as needed.

Parents are invited to contribute to ILPs and share their views on what works best for their child. Together, we set and review targets to ensure consistent progress.

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## 6. The Role of Governors

Governors receive regular reports on pupil progress including children with SEND. Individual pupils are never identified and confidentiality is always maintained.

The nominated SEND Governor ensures statutory requirements are met and that the school remains inclusive and equitable following Department for Education (DfE) guidance.

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## 7. Tracking Progress and Reviewing Support

Progress is monitored against national curriculum expectations. Where a child is working below these, we may seek advice from external professionals.

Parents are updated at review meetings and through ILP discussions. Targets are adapted as needed to ensure continued progress.

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## 8. Supporting Learning at Home

Weekly home learning is set for all pupils and adjusted to suit individual needs. Online platforms include Google Classroom, Bug Club (reading), Times Table Rockstars and Mathletics (Key Stage 2).

Teachers share strategies with parents to help at home—such as reading tips, handwriting practice or behaviour support.

If your child has been seen by outside agencies, such as SALT, suggestions or care plans may be provided that can be used at home.

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## 9. Supporting Children's Wellbeing

Happiness is one of our core school values. Visitors often comment on the positive, caring atmosphere at Lady Bankes.

If a child appears unsettled, we talk with them, observe and work closely with parents to identify helpful strategies. We celebrate small steps and build resilience and confidence.

Support may include:

- **Social skills groups**
- **ELSA sessions** (Emotional Literacy Support Assistants)
- **Targeted literacy/numeracy interventions** (Lexia, Times Tables, Little Wandle Rapid Catch-Up)
- **Medical Care Plans** created with parents and staff
- **Staff training** in medical conditions such as asthma, anaphylaxis, diabetes, and epilepsy

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## 10. Behaviour, Attendance, and Inclusion

Our pupils' behaviour is exemplary (Ofsted 2024). We promote respect and understanding for all.

Attendance is closely monitored, and our Attendance Officer supports families where needed. Suspensions and exclusions are extremely rare due to our proactive and inclusive ethos.

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# 11. Specialist Services and Expertise

We work with a range of agencies, including:

- ASD Advisory Team
- Behaviour Support Team
- Educational Psychologist
- Speech & Language Therapy Service
- School Attendance Officer
- Visual and Hearing Impairment Teams
- SAS Team at Hillingdon
- Occupational Therapy
- CAMHS (Child & Adolescent Mental Health Services)
- CDC (Child Development Centre)
- Hedgewood School Outreach
- School Nurse and Social Services

These professionals help us tailor support to each child's needs and to receive more specialised expertise.

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# 12. Staff Training and Professional Development

Our staff regularly receive training to ensure we meet the needs of all pupils. Training covers:

- Autism and social communication
- Dyslexia and specific learning difficulties
- Behaviour and emotional regulation
- EAL (English as an Additional Language)
- First Aid, asthma, epilepsy and diabetes

Knowledge gained from courses is shared across the staff team to strengthen inclusive classroom practice.

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## 13. Inclusion in Activities and School Trips

All children are included in trips and activities. Risk assessments are completed to ensure safety and accessibility.

If 1:1 support is needed, we work with parents to make arrangements as to whether or not it could be better for them to accompany their child during the activity.

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## 14. Accessibility at Lady Bankes

Our school is a listed building, which limits some adaptations but we have an Accessibility Plan to guide future improvements. We are always happy to discuss individual access needs with families.

Current facilities include:

- Accessible toilet
  - Wide doors in some areas
  - Clearly marked steps for visibility
  - Ramps to access key parts of the building
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## 15. Supporting Transitions

We know transitions can be a big change for children. We make them as smooth as possible through:

- Staff handover meetings
  - Transition mornings in new classes
  - Personalised transition booklets with photos and key information
  - Opportunities for parents to raise concerns
  - Liaison with new schools when children move on
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## 16. How We Allocate Resources

Resources are allocated according to each child's needs. Funding, including EHCP and Pupil Premium, is used to provide interventions, specialist equipment or adult support.

Where a child has an Education Health Care Plan (EHCP), the additional funding is carefully planned to meet the outcomes set out in the plan.

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## 17. Decision-Making and Parental Involvement

Decisions about support are made collaboratively between teachers, leaders, the SENDCo and parents.

Families will be able to see the support their child is receiving on an individual learning plan (ILP). Each child's ILP records the support provided and its impact. Parents are encouraged to share feedback and help plan next steps.

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## 18. Who to Contact

If you wish to discuss your child's needs, please contact:

- Class Teacher
  - Year Group Leader
  - Assistant Head for your child's phase
  - SENDCo – Mr B. Hageen
  - Headteacher – Mrs K. Needs
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## 19. Local SEND Offer

Learn more about local SEND services at:

 [Hillingdon Local Offer](#)

This link is also available on our school website under *Special Educational Needs*.

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## 20. How to Make a Complaint

If you have a complaint that cannot be resolved through the contacts above, please refer to our **Complaints Policy** under *Key Information* → *School Policies* on our website.

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*We hope this report answers your questions about SEND provision at Lady Bankes Primary School. Please contact us if you would like to know more – we are always happy to help.*