LADY BANKES

PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

INFORMATION REPORT

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Lady Bankes Primary School
Information Report
Special Educational Needs and Inclusion Information

Lady Bankes Primary School is a school for everyone (Ofsted 2024). We are dedicated to nurturing every child's potential, supporting them to make strong progress and develop the skills they need for life. To achieve this we provide support for each child as they progress, whatever their starting point may be.

High quality teaching is at the heart of what we do however, we recognise that some children may need additional support at times to help them make the best possible progress. This support usually takes place within the classroom, making use of Ordinarily Available Provision.

If you think your child may require additional support please talk to their class teacher, in the first instance, or school's SENDCo.

The SEND Team consists of:

Mr B. Hagreen (SENDCo and Assistant Head)

Mrs K. Needs (Head Teacher/ Safeguarding Lead)

In addition, our team of highly trained teaching assistants work across the school to provide effective and inclusive support for our pupils.

We regularly review staff training to ensure that everyone is well-prepared to support our pupils. We make use of Hillingdon's SEND and Inclusion training for Educational Settings who provide some of the latest, research-based theories.

We believe that families are an essential part of every step of your child's education and we warmly encourage a strong partnership between home and school. This information report sets out the school's offer for children with Special Educational Needs and hopefully it will help to answer any key questions you may have. Our staff are always happy to discuss how we can best support your child.

1. How does Lady Bankes Primary School know if children need extra help?

We know when a child needs help if:

- concerns are raised by parents or carers, teachers or the pupil's previous school
- there is a lack of progress in areas of the curriculum
- they are falling significantly behind age-related expectations for their year group
- there is a change or concern about their behaviour or self-esteem
- they ask for help
- there is a health diagnosis

2. What should I do if I think my child may have special educational needs? How do I raise concerns?

- The first step is to speak to your child's teacher
- You are also very welcome to come and speak to the SENDCo
- We will investigate all concerns that are raised.

3. How will Lady Bankes Primary School support my child?

The level of support will depend on the child's needs. We will use a graduated response to support which starts with the class teacher providing in-class support or interventions. These will then be reviewed to decide if the support has been effective or needs to continue or be altered. Your child may have an individual learning plan to support them. It is also possible that outside agencies will assess your child, with parental consent.

4. Who will be working with my child and how will they plan the support?

- It is a class teacher's responsibility to ensure that learning is differentiated to meet the needs of all the learners in their class. Interventions and additional support can be put in place.

- Our SENDCo and the SEND team oversees the progress of any child requiring additional support. This is done through looking at progress data, organising or carrying out observations, looking at children's work and having discussions with parents/carers, children and staff.

- Ongoing discussions of pupil progress in a year group are carried out at year group meetings and decisions will be made about adjustments to the provision for any child who may need it.

- A child may need to work with outside agencies such as Speech and Language Therapists or Occupational Therapists. Referral forms can be completed by school in conjunction with parents/carers and where programmes of support are provided these will be built into the school's provision map for the child.

5. Who will explain this to me?

- The class teacher will meet with parents at least on a termly basis and will share targets for the child. Additional meetings will take place if school or parents feel the need for them.

How are the Governors of the school involved and what are their responsibilities?

- The school reports to the Governors every term to inform them of pupil progress. This includes the tracking of groups such as children with special educational needs. None of the information shared with governors refers to individual children and confidentiality is maintained at all times.
- The Governors of Lady Bankes Primary School are responsible for ensuring that statutory requirements for the school's provision are being met. This includes the provision for children with special educational needs. In a supportive and challenging role, the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review policies as defined by the DfE and track the attainment of children in the school.

- There is a nominated 'SEND governor' who plays a key role in supporting and monitoring the school in this area.

6. How will I know how my child is doing?

- You will be able to discuss your child's progress at parent consultation meetings. Children with an individual learning plan will have additional meetings throughout the year to work in collaboration with the class teacher.
- Alongside ILP targets other targets may be set for your child from outside agencies. We encourage parents to contribute to discussions around the school based ILP targets so that parental feedback can inform the way forward. Progress towards achieving the target will be monitored. The targets may then be adapted into smaller steps, or a different approach may be adopted, to ensure the continued progress of the child.
- The progress of all children is tracked against age related expectations in line with the national curriculum. If a child is working significantly below these expectations the school may use outside agencies to give feedback on how well the child is progressing in relation to their need.

7. How will you help me to support my child's learning?

- Weekly home learning is provided to all children and this is adjusted to suit different levels of learning for English and Maths. This could be using online platforms such as Bug Club for reading and Mathletics at Key Stage 2.
- Additional activities or strategies may be sent home so that you can support your child e.g. extra activities to help you support their reading, handwriting, or behaviour patterns.
- At parent consultation meetings your child's class teacher will discuss strategies to help you support your child at home and will be happy to speak to you at other times if you would like more support or help.
- 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.

8. What support will there be for my child's well-being?

Happiness is one of our school values is at central to all that we do. We pride ourselves on the fact that visitors to our school quickly notice the highly positive atmosphere and the high levels of motivation in the children. If a child ever exhibits signs that they are unsettled we would talk to the child, observe the child and look at our strategies to support them in a positive way in liaison with the parents/carers. The views of the child and the family are integral to our policy in providing for every child's needs. We are open and honest about a child's difficulties but place high value on perseverance and on celebrating small steps of achievement.

In addition, we provide specific interventions where needed and these include;

- Social skills groups to support children. These can be based on advice from outside agencies such as the speech and language therapy team, form part of children's EHCPs or on the recommendation of the behaviour support team.
- ELSA support from trained members of our support staff
- Literacy and numeracy-based interventions to support the needs of pupils across the school including Lexia, times tables, Little Wandle daily and rapid catch up.

- Medical needs being put into a detailed Care Plan by the welfare assistant and parents in close liaison with the leadership team of the school and outside medical support. This plan is discussed with all of the staff who are involved with the pupil to ensure that the child's needs are effectively met wherever they are in the school.
- All staff receiving EpiPen, anaphylaxis and asthma training delivered by the school nurse team.
- Specific staff may receive training to meet the needs of medical conditions such as diabetes.
- Where necessary, and in agreement with parents or carers, medicines are administered in school but only where a signed plan is in place to ensure the safety of both child and staff members.

9. What support is there for behaviour, avoiding suspension or permanent exclusion and increasing attendance?

- Pupils' behaviour at school has been judged as exemplary (Ofsted 2024) and our 'pupils have a strong moral perspective that people should be treated with respect, regardless of their differences.'
- Attendance is very closely monitored and support is given to families to make sure that they are managing to get their child into school. Our proactive Attendance Officer supports families to improve attendance.
- The school's supportive and inclusive ethos and clear behaviour policy ensures that pupils at this school behave well.
- As a result of the support that the school provides it is extremely rare for a child to be suspended or permanently excluded from our school.

10. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- *ASD advisor*
- *Behaviour Support Team*
- *Child Protection Advisors*
- *Educational Psychologist*
- *CDC child development centre-paediatricians at Hillingdon Hospital*
- *CAMHS (Child & Adolescent Mental Health Service)*
- *School Attendance Officer*
- *Visual and Hearing Impairment teams*
- *Social Services*
- *SAS team at Hillingdon*
- *Speech & Language Therapy Service*
- *Occupational therapy team*
- *Outreach from Hedgewood School for children with moderate learning difficulties*
- *School Nurse*

11. What training have the staff supporting children with SEND had or are having?

Continuous professional development for all staff is essential to ensure we meet the needs of all our pupils. for all staff All of the staff regularly receive training related to the inclusion of all children. Some of this training will have taken place outside of school but we also believe in disseminating

information across the whole staff team. Training can be from attendance at courses, or in school, lead by experts on key aspects such as supporting children with English as an additional language, children with specific learning difficulties, behaviour management skills and providing for children with autism. In this way we aim to build strategies into our overall practise to make our classrooms as inclusive as possible for all children.
Specific training around inclusion for key members of staff has included;

- Training around asthma, epilepsy and general first aid.
- How to support pupils with a diagnosis of dyslexia.
- How to support pupils with autistic spectrum disorder.
- How to support pupils with behavioural/emotional needs.
- How to support children who need occupational therapy.
- How to support children for whom English is an Additional Language.

12. **How will my child be included in activities outside the classroom including school trips?**

- Activities and school trips are available to all.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If it is deemed that an intensive level of 1:1 support is required a discussion will take place with the parent/carer as to whether or not it could be better for them to accompany their child during the activity.

13. **How accessible is the school environment?**

Our building is a challenge for accessibility as it is a listed building with a large number of stairs and steps between levels. We have an Accessibility Plan in place identifying some possible future developments but o this is restricted by our school building's listed status.
Some of our Key Stage 2 classrooms are located on the first floor of the building which is accessible by two flights of stairs and, due to the listed status, we are unable to make adaptations.
As a school we are happy to discuss individual access requirements and provide as much support as possible.

Facilities we have at the school at present, particularly on the lower floor, include:

- a toilet adapted for disabled users.
- wide doors in some parts of the building.
- clearly marked steps to support those with visual impairment
- some ramps into school to make some key parts of the building accessible to all.

14. **How will the school prepare and support my child when joining or transferring to a new class/school?**

We understand what a stressful time moving schools (and even moving classes) can be and therefore we have clear strategies in place to enable the transition of the child and the family to be as smooth as possible. The key to the effectiveness of all these strategies is working in close partnership with

families and the receiving classes/schools. Below is a list of some of the strategies that we often use although they may be adapted for individuals.

- Discussions between the staff in the classes prior to the pupil joining/leaving.
- All pupils attend a transition morning where they spend some time in their new classes and meet key staff. For children with additional needs we aim to familiarise them with their surroundings and within the school, we spend as much time as is appropriate involving the children with their new staff/classrooms.
- If any parents have worries or concerns about the next steps for their child they are very welcome to come and talk to their class teacher or a senior member of staff.
- Class teachers and Teaching Assistants spend time talking to all children about the transition and provide lots of opportunities for them to express any worries and ask any questions.
- Personalised transition booklets are created for all children that staff have identified with a need for additional support for the change. These outline key aspects of the change and have photographs so that children can re-read the information as many times as they need to and can share it with their families and their key staff.
- All paperwork detailing a child's history will be passed on to the receiving class/school.

15. **How are the school's resources allocated and matched to children's special educational needs?**

- Our school employs and trains skilled teaching assistants to aid the teachers in carrying out the additional support needed for a child with a special educational need.
- The school has a range of assessment tools that it uses to identify specific issues that may be affecting a child's learning progress. If any concerns are raised on completion of such assessments further support or resources may be allocated to your child to target the specific need that has been identified.
- The additional provision may be allocated after discussion with a previous school, or with the class teacher or if a concern has been raised at another time during the year.
- 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 – this could include allocation of 1:1 support where a child has a significant need and if specified within the EHCP provision, working in smaller groups with adult support, allocation of specialist support – for example speech or occupational therapy delivered by school staff, or specialist equipment and resources as advised by external professionals. There will be an annual review for children with an EHCP to ensure the plan is still appropriate for the child or to make any changes. All professionals working with your child are invited to attend these meetings/ or send a report.
- Where a family is registered for benefits, and meet the criteria, there is an additional allocation of money, known as Pupil Premium, which will be allocated to target support for individuals to increase their rate of progress.

16. **How is the decision made about how much support my child will receive and how will I be involved in discussions about planning for my child's education?**

- Different groups of children will require different levels of support in order to narrow the gap towards achieving age-related expectations. Children can fall behind for a variety of reasons and the school will make its best endeavours to tackle this gap in their progress.
- The class teacher, year group leaders, SENDCo, Assistant Heads and Head teacher (where appropriate) will discuss the child's needs and what support is needed. This will be discussed

with parents/carers. If further concerns are identified due to the pupil's level of progress or their well-being, other interventions will be arranged.

- Parents/carers will be able to see the support their child is receiving on an individual learning plan which is a record of support that the child is receiving, including the impact that it is having on the pupil's learning. They will be encouraged to join in discussions around the effectiveness of the plan and the next steps for their child.

Who can I contact for further information?

If you wish to discuss your child's educational needs or have any concerns please contact one of the following people:

- Your child's class teacher
- Your child's year group leader
- Assistant Head for your child's phase
- The SENDCo- Mr Hagreen
- The Head teacher
- The school Governing Body

Note – the above list is in the order that we suggest you contact people, moving down the list if you feel that you need further support/information.

The link to Hillingdon Local SEND offer website is- https://www.hillingdon.gov.uk/article/4654/Welcome-to-HELLO--Hillingdons-SEND-local-offer

and can also be found on our school website in the 'Special Educational Needs' section.

How do I make a Complaint?

If you have a complaint and the people above are unable to help you resolve it, you will find our Complaints policy and procedures on the school website under Key Information, School Policies.

We hope that this report has answered any questions that you may have, but please do not hesitate to contact us if you have further questions.