



# SEN Information Report 2019-2020

<p><b>Introduction</b></p>	<p>Bankside Primary School recognises that, in accordance with the SEN Code of Practice 2014, a child has Special Educational Needs (SEN) if they:</p> <ul style="list-style-type: none"> <li>• have a learning difficulty or disability which calls for special educational provision to be made for him or her</li> <li>• have a significantly greater difficulty in learning than the majority of others of the same age</li> <li>• have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school</li> </ul> <p>We provide support for children across all four areas of need:</p> <ul style="list-style-type: none"> <li>• Social, Emotional and Mental Health</li> <li>• Cognition and Learning</li> <li>• Communication and Interaction</li> <li>• Physical and Sensory</li> </ul>
<p><b>Local Offer:</b> Services supporting children and young people 0-25 with SEND.</p>	<p>There are a lot of services and groups in Leeds that support inclusion for children and young people 0-25 with SEND.</p> <ul style="list-style-type: none"> <li>• <a href="http://leedslocaloffer.org.uk">leedslocaloffer.org.uk</a> provides you with a list of services available.</li> <li>• Leeds City Council will listen to and respond to your comments about services. You can email us with ideas and suggestions for the services you use and need at <a href="mailto:llo@leeds.gov.uk">llo@leeds.gov.uk</a></li> </ul>
<p><b>The Bankside Ethos</b></p>	<p>Our commitment is that we 'expect the best for and the best from you'. This commitment provides the foundation of a curriculum that embraces high expectations through an inclusive curriculum that is designed to meet the wide range of needs we have.</p>
<p><b>What is our approach to teaching children with SEN?</b></p>	<ul style="list-style-type: none"> <li>• High quality classroom teaching</li> <li>• Ongoing formative assessment, a fine assessment grading system, regular review periods</li> <li>• Targeted differentiation in place according to the needs our of pupils (for example, structured reading programmes)</li> <li>• Carefully chosen, structured, time-limited interventions for children who require them</li> <li>• Reduced class size on a morning for children with particularly complex needs</li> <li>• Staff training according to the needs in school</li> </ul>

**Who is the named Special Educational Needs Coordinator?**

Decisions about and the development of support for pupils with SEN are made by the school’s named coordinator-Amy Sharp- alongside the Senior Leadership Team. This member of staff liaises with parents and professionals on provision for individual children and reviews and evaluates SEN provision on a regular basis, reporting to the governing body on how individual needs are met and how SEN funding is being spent. The school’s named Governor for SEN is Rebecca Besford.

**Staff expertise**

We hold regular ‘in-house’ training in school and also take advantage of the training available from Leeds City Council and beyond. Our school’s expertise currently includes:

- A Specialist ‘Nurture Lead’, who provides our most vulnerable children with emotional literacy support
- A Specialist HLTA, who prepares our most complex children for adulthood and life beyond primary school
- A ‘Safeguarding and Family Outreach Lead’, who supports families experiencing social and emotional difficulties
- In-house Speech and Language therapists from Chatterbug
- Dyslexia support
- Supportive resources readily available
- Physical Development and Sensory Circuits
- Intensive Interaction
- Autism Awareness and Leadership
- Using visuals to support communication
- STARS Lego Therapy
- An ‘English as Additional Language’ teacher

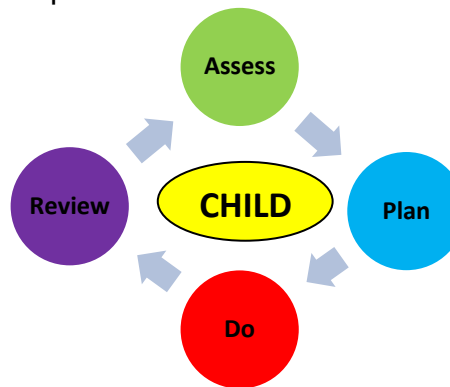


**Identification of need**

Teachers plan carefully for the needs of children in their class, and, for the majority, class-based differentiation enables children to make excellent progress. If additional support is needed, the process is as follows:

- Parents are asked to meet with the class teacher where passport written for child with clear, precise and time-limited targets
- The child is assessed and begins targeted intervention with a trained member of staff, to complement the work of the class teacher
- Progress is monitored closely and formally reviewed every half term.

We follow the 'Assess-Plan-Do-Review' cycle to ensure that our provision meets the needs of our SEN children



Where pupils make little or no progress on two or three cycles of targeted intervention, a referral will be made to an outside agency or specialist after consultation with parents.

**Child centred planning**



Bankside Primary wants the best for all its pupils, and our processes around planning for the future have the child at the heart. Review meetings begin with what is important to the child and what is important for them, ensuring the child and parent's voice can be heard.

At least once a year, ALL children with a passport are formally reviewed in school with parents, class teacher and key worker, where appropriate. The needs of our most complex children are formally reviewed each term.





**Education and Healthcare Plans**

The needs of children with an Education and Healthcare Plan (EHCP) are met through differentiation in the whole class setting and targeted and personalised intervention. Each child has a designated time each day where they will work explicitly toward target(s) on their plan. The type of support given is informed by specialists who helped to write the plan and reviewed by the parents, SENCo, class teacher and key person each term. A formal EHCP review is held annually and more frequently if it is deemed necessary for the child.





**Support for  
parents- websites/  
numbers**

If you would like advice and information about any of the services in the Leeds Local Offer please contact the Leeds SEND Information Advice Support Service (formerly Parent Partnership Service).

You can call the Helpline on 0113 378 5020 or send an email to [sendiass@leeds.gov.uk](mailto:sendiass@leeds.gov.uk).





Type of provision		The Bankside Offer	
<p><b>Universal Provision</b></p> 	<ul style="list-style-type: none"> <li>• Structured phonics programme in Early Years and Key Stage 1: <b>Letters and Sounds via SENIT route</b></li> <li>• Structured spelling programme: <b>No Nonsense Spelling and The Single Word Spelling Test</b></li> <li>• Child-Led learning policy in Early Years and Year 1</li> <li>• <b>In the moment planning</b> in Early Years</li> <li>• Assessment and profiling in Early Years</li> <li>• High quality differentiation</li> <li>• Word banks, sound mats, bookmarks used routinely</li> <li>• Coloured overlays available</li> <li>• Memory support- small whiteboards/post its available</li> <li>• Daily Handwriting practice: <b>Debbie Hepplewhite method</b></li> <li>• Cloze procedure exercises to vary writing and demonstrate understanding</li> <li>• Tiny Tales (Reception)</li> <li>• <b>Targeted, planned group</b> work in lessons</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read Meet and Family Friday</b></li> <li>• <b>Bookstart</b> access</li> <li>• Revision sessions built into the school year to revise and consolidate</li> <li>• <b>Mathletics</b> access for all children in school and at home</li> <li>• <b>Timestable Rockstars</b> for all children in school and at home</li> <li>• Diagrams and pictures to support understanding</li> <li>• Minimise copying from the board and provide the relevant children with paper copies if necessary</li> <li>• Weekly (minimum) reading with an adult</li> <li>• <b>Concrete-Pictorial-Abstract</b> Maths policy and the <b>White Rose Maths</b> Approach</li> <li>• <b>Additional adult support</b> in lessons as needed</li> </ul>	
<p><b>Targeted Provision</b></p> 	<ul style="list-style-type: none"> <li>• <b>Numicon- Firm Foundations</b> intervention</li> <li>• <b>Numicon: Breaking Barriers</b> intervention</li> <li>• <b>SENIT High Frequency Words</b> Intervention</li> <li>• <b>Read Write Inc: Phonics</b> (Year 2-4)</li> <li>• <b>Read Write Inc: Fresh Start</b> (Year 5 and 6)</li> <li>• <b>Sensory Circuits</b></li> <li>• <b>Phonological Awareness</b> (The Guide)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Single Word Spelling Test</b> (SWST)</li> <li>• <b>Trugs-</b> Teach Reading Using Games</li> <li>• <b>SENIT 4 Step Spelling</b> intervention</li> <li>• <b>Pre-teaching</b> for new concepts and vocabulary</li> <li>• <b>SEN Literacy</b> planning format</li> <li>• <b>SENIT P-Scale Readers</b></li> <li>• <b>SENIT Key Word Readers</b> intervention</li> </ul>	
<p><b>Personalised provision</b></p> 	<ul style="list-style-type: none"> <li>• Individualised SENIT programmes</li> <li>• Alphabet Arc</li> <li>• Plus 1</li> <li>• Power of 2</li> <li>• Toe by Toe</li> <li>• SENIT P Scale Readers</li> <li>• SENIT Key Word Readers</li> </ul>	<ul style="list-style-type: none"> <li>• Life Skills Group (Complex and multiple needs group)</li> <li>• Progression Steps assessment</li> <li>• Start/Finish Box</li> <li>• PM Reading Scheme</li> <li>• Handwriting and fine motor skills support</li> <li>• SENIT Fluency Model</li> </ul>	
<p><b>Specialist provision</b></p> 	<ul style="list-style-type: none"> <li>• As per the Leed Local Offer via SENIT</li> </ul>		

Continuum of support: Social, Emotional and Mental Health




Type of provision	The Bankside Offer	
<p><b>Universal Provision</b></p> 	<ul style="list-style-type: none"> <li>• <b>Restorative and Positive Behaviour Learning</b> policy</li> <li>• <b>Shared snack</b> and story time</li> <li>• Second Step PSE programme</li> <li>• Whole school <b>ethos of inclusion</b></li> <li>• Strong home school links</li> <li>• <b>Consistent use of language, expectations</b> and de-escalation strategies across school</li> <li>• Daily <b>Mindfulness</b> sessions</li> <li>• <b>Modelling</b> of language</li> <li>• Use of a timer to measure and extend time on a task</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Seating plans</b> are carefully thought out</li> <li>• Ensure that all equipment is easily accessible</li> <li>• <b>Chunk simple instructions</b> and support with <b>visual cues</b></li> <li>• Communicate in a <b>calm and clear</b> manner</li> <li>• Personalised teaching where possible to <b>reflect interests</b></li> <li>• <b>Communicate positive achievements</b> -no matter how small- with home</li> </ul>
<p><b>Targeted Provision</b></p> 	<ul style="list-style-type: none"> <li>• <b>Legitimised movement</b> breaks</li> <li>• A range of <b>simple activities that pupil enjoys to keep them calm and</b> stored in a safe space</li> <li>• <b>Family Support</b> Team</li> <li>• <b>Social stories</b> written for particular difficulties</li> <li>• <b>Nurture Provision</b> at Breaktimes</li> <li>• The <b>'Zone's of Regulation'</b> group intervention</li> <li>• Nurture Provision at Lunchtimes</li> <li>• <b>Lego Therapy</b> groups</li> <li>• School Nurse</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Nurture groups</b> to develop social and emotional skills</li> <li>• Class-based <b>'games groups'</b> to develop turn taking and listening skills</li> <li>• <b>Reward charts/Victory Log</b></li> <li>• <b>Check-in time</b> with a designated member of staff</li> <li>• <b>Breakfast and After School Clubs</b></li> <li>• <b>Circle time</b> when necessary</li> <li>• <b>Designated 'safe' space</b> in or out of class</li> <li>• Senior <b>Leadership 'on call'</b></li> </ul>
<p><b>Personalised provision</b></p> 	<ul style="list-style-type: none"> <li>• <b>Early Help Plan</b></li> <li>• <b>Lego Therapy</b> 1:1/1:2 sessions</li> <li>• <b>'The Zones of Regulation'</b> 1:1/1:2 intervention</li> <li>• Individual programmes from <b>SENIT</b></li> <li>• <b>'Think Like A Pony'</b> intervention</li> <li>• <b>'GL Emotional Literacy Assessment and Intervention'</b></li> <li>• Home/school <b>liaison books</b></li> <li>• <b>'SAD Events'</b> sessions with Nurture Lead</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Area Inclusion Partnership</b> involvement</li> <li>• <b>1:1 Nurture sessions</b>- tailored to children's needs and delivered by Nurture Lead- a qualified class-teacher</li> <li>• <b>1:1 trained adult behaviour support</b> during lessons</li> <li>• <b>'Circle of Friends'</b> intervention</li> <li>• <b>Positive Handling plan/Risk Assessment/ de-escalation planning</b></li> </ul>
<p><b>Specialist provision</b></p> 	<ul style="list-style-type: none"> <li>• <b>Child Counselling Service</b>- Becky Green</li> <li>• <b>Cluster Support</b>- Mindmate, Play Therapy</li> <li>• <b>Child and Adolescent Mental Health Services (CAMHS)</b></li> <li>• <b>Educational Psychologist</b></li> <li>• <b>Child Development Centre (CDC)</b></li> <li>• <b>HOPE</b> sessions</li> </ul>	



Continuum of support: Communication and Interaction

Type of provision	The Bankside Offer	
<p><b>Universal Provision</b></p> 	<ul style="list-style-type: none"> <li>• <b>Visual timetable</b> for the day in all classrooms</li> <li>• <b>Restorative and Positive Behaviour Learning</b> policy</li> <li>• <b>Individual visual timetable</b> for children who need it</li> <li>• Whole school staff training for <b>Autism Awareness Level 1</b></li> <li>• Specific staff trained for <b>Autism Awareness Level 2</b></li> <li>• SENCo trained <b>Autism Awareness Level 3</b></li> <li>• <b>'Talking Partners'</b> a part of school learning policy</li> <li>• Structured classroom and school routines</li> <li>• <b>'Colourful Semantics'</b> theory and colours used in class (ongoing project)</li> <li>• Expectation of all children speaking in <b>full sentences</b></li> <li>• No Hands Up rule: <b>questions are asked to all and answered by all</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Visuals used routinely in supporting understanding</b> across all areas of school]</li> <li>• The <b>'Golden Rules'</b> displayed in every classroom</li> <li>• <b>Vocabulary underpins learning:</b> 'Talk Trigger' sessions, 'vocabulary buster' sessions during reading</li> <li>• <b>'Success Steps'</b> clearly displayed</li> <li>• Support staff effectively <b>support children's understanding through visual, kinaesthetic and auditory means</b></li> <li>• <b>'Thinking Time'</b> given to all children and differentiated for those who need more</li> <li>• Access to <b>'Workstations'</b> in every classroom</li> <li>• <b>'Show and Tell'</b> sessions</li> </ul>
<p><b>Targeted Provision</b></p> 	<ul style="list-style-type: none"> <li>• <b>'Social skills' groups</b> – shared attention</li> <li>• Daily <b>'Early Vocabulary'</b> Groups</li> <li>• Daily <b>'Listen and Say'</b> Groups</li> <li>• <b>'STARS Visuals'</b> Training for relevant staff</li> <li>• Support staff speak <b>home languages</b></li> <li>• Nursery Lunchtime Provision</li> <li>• ICT Lunchtime Provision</li> </ul>	<ul style="list-style-type: none"> <li>• Access to <b>'Quiet Spaces'</b> in all year groups</li> <li>• <b>'Lego Therapy'</b> groups</li> <li>• <b>Parenting classes:</b> HENRY, coffee morning</li> <li>• <b>'Colourful Semantics' Intervention</b> delivered in each year group</li> <li>• School- led <b>Roma Parent Group</b></li> <li>• <b>'New to English' Sessions</b> with a trained member of staff</li> </ul>
<p><b>Personalised provision</b></p> 	<ul style="list-style-type: none"> <li>• Individual Programme from <b>Chatterbug</b></li> <li>• <b>Individual Speech and Language programme</b> from the NHS</li> <li>• <b>Individual timetable</b> of Provision</li> <li>• <b>Picture Exchange System (PECS)</b> system in place for individual children</li> <li>• <b>Now and Next</b> Board</li> <li>• 1:1 daily <b>'Intensive Interaction'</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>PECS Communication Book</b></li> <li>• <b>1:1/1:2 Lego Therapy</b> sessions</li> <li>• <b>'Start/Finish'</b> Box structure for learning</li> <li>• <b>'Social Stories'</b> for particular and specific difficulties and transitions</li> <li>• <b>'Preparing for Adulthood' Group</b> (for children with complex and multiple needs)</li> <li>• 1:1 trained support worker</li> </ul>
<p><b>Specialist provision</b></p> 	<ul style="list-style-type: none"> <li>• <b>STARS team</b> involvement for individual children</li> <li>• <b>Educational Psychologist</b> support</li> </ul>	

Continuum of support: Physical and/or Sensory needs

Type of provision		The Bankside Offer
<p><b>Universal Provision</b></p> 	<ul style="list-style-type: none"> <li>• <b>LOW INCIDENCE:</b> We offer a wide range of individual responses based on needs.</li> <li>• Flexible staffing arrangements are in place to support this.</li> </ul>	
<p><b>Targeted Provision</b></p> 	<ul style="list-style-type: none"> <li>• Support can be short, medium or long term to enable access to an inclusive mainstream placement.</li> </ul>	
<p><b>Personalised provision</b></p> 	<ul style="list-style-type: none"> <li>• The <b>Deaf and Hearing Impaired Team (DAHIT)</b> work with individual children on a regular basis. They support teachers in providing the best possible resources, using equipment and writing learning plans</li> <li>• Occupational Therapy Team</li> <li>• Physiotherapy Team</li> <li>• <b>The Visual Impairment Team (VIT)</b> work with and assess individual children on their caseload, whilst also supporting teachers with resourcing and planning.</li> <li>• <b>Intimate Care Plan</b></li> <li>• <b>Specialised or ergonomic equipment</b></li> </ul>	
<p><b>Specialist provision</b></p> 