



Bankside Primary School

SEND Information Report 2023-2024

Introduction

Bankside Primary School recognises that, in accordance with the SEN Code of Practice 2014, a child has Special Educational Needs (SEN) if they:

- have a learning difficulty or disability which calls for special educational provision to be made for him or her
- have a significantly greater difficulty in learning than the majority of others of the same age
- 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

We provide support for children across all four areas of need:

- Social, Emotional and Mental Health
- Cognition and Learning
- Communication and Interaction
- Physical and Sensory

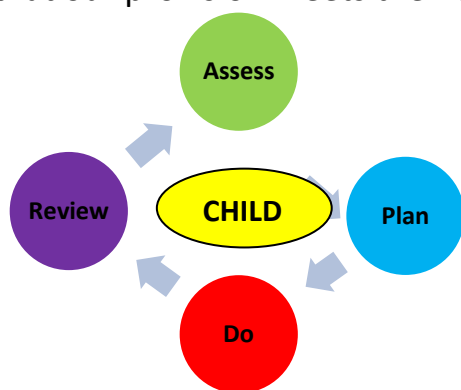
Local Offer: Services supporting children and young people 0-25 with SEND.


There are a lot of services and groups in Leeds that support inclusion for children and young people 0-25 with SEND.





leedslocaloffer.org.uk provides you with a list of services available.

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 llo@leeds.gov.uk





The Bankside Ethos	<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>
What is our approach to teaching children with SEN?	<ul style="list-style-type: none">• High quality classroom teaching• Ongoing formative assessment, a fine assessment grading system, regular review periods• Targeted differentiation in place according to the needs our of pupils (for example, structured reading programmes)• Carefully chosen, structured, time-limited interventions for children who require them• Reduced class sizes for children with complex needs• Staff training according to the needs in school
Who is the named Special Educational Needs Coordinator?	<p>Strategic decisions about and the development of support for pupils with SEN are made by the school’s named coordinator-Amy Sharp, as well as other members of the Senior Leadership, in consultation with key members of staff who work with our children on a daily basis.</p> <p>The SENCO 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 Rebeka Besford.</p>

<p>Staff expertise</p>	<p>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:</p> <ul style="list-style-type: none"> • A Specialist ‘Nurture Lead’, who provides our most vulnerable children with emotional literacy support • Specialist HLTAs, who prepare 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 • 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 	
<p>Identification of need</p>	<p>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:</p> <ul style="list-style-type: none"> ➤ 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. 	<p>We follow the ‘Assess-Plan-Do-Review’ cycle to ensure that our provision meets the needs of our SEN children</p>  <div data-bbox="1825 1037 2161 1444" style="border: 1px solid black; padding: 5px;"> <p><i>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.</i></p> </div>





<p>Child centred planning</p>		<p>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 <u>what is important to the child and what is important for them</u>, ensuring the child and parent’s voice can be heard.</p> <p><i>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 reviewed each term.</i></p>
<p>Education and Health, and Care Plans (EHCPs)</p>	<p>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.</p>	
<p>Support for parents-websites/ numbers</p>	<p>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.</p> <p>The new Mindmate Neurodiversity Hub offers support for those with or without a diagnosis: Neurodiversity information hub - MindMate</p> <p>The Leeds Local Offer provides children, parents and carers information on services available: Directory (leedslocaloffer.org.uk)</p>	





Type of provision		The Bankside Offer	
<p>Universal Provision</p> 	<ul style="list-style-type: none"> • Soundwrite Programme taught in Reception to Year 6 • Child-Led learning policy in Early Years • In the moment planning in Early Years • High quality scaffolding and differentiation • Colourful Semantics • Reading Mastery sessions in Reception – Year 2 • Mastering Number programme taught in Reception to Year 2 	<ul style="list-style-type: none"> • Timestable Rockstars and Numbots for all children in school and at home • Concrete-Pictoral-Abstract Maths policy and the White Rose Maths Approach • Targeted, planned group work in lessons utilising additional adults appropriately • Daily Handwriting practice: Debbie Hepplewhite method 	
<p>Targeted Provision</p> 	<ul style="list-style-type: none"> • Mastering Number intervention in KS2 • Soundwrite intervention for targeted children in Reception to Year 6 • Reading Mastery for targeted KS2 children who need further practice with segmenting and blending skills 		
<p>Personalised provision</p> 	<ul style="list-style-type: none"> • 1:1 Mastering Number programme • 1:1 Plus 1/Power of 2 Maths • 1:1 Soundwrite intervention 		
<p>Specialist provision</p> 	<p>Individualised programmes for:</p> <ul style="list-style-type: none"> • Soundwrite/ Ann Sullivan • Numicon Firm Foundations programme • Rainbow Bigs or Minis Provision 		

Continuum of support: Social, Emotional and Mental Health

Type of provision	The Bankside Offer	
<p>Universal Provision</p> 	<ul style="list-style-type: none"> • Restorative and Positive Behaviour Learning policy • Emotions Thermometer used with Emotion Coaching • Universal language use from 'A 5 is Against the Law' • Shared snack and story time • Consistent use of language, expectations and de-escalation strategies across school 	<ul style="list-style-type: none"> • Simple instructions and support with visual cues • Communicate in a calm and clear manner • Communicate positive achievements -no matter how small- with home • Animal Therapy- guinea pig time • Whole school ethos of inclusion • Strong home school links • Daily Mindfulness sessions
<p>Targeted Provision</p> 	<ul style="list-style-type: none"> • Legitimised movement breaks • A range of simple activities that pupil enjoys to keep them calm and stored in a safe space • Family Support Team • Social stories written for particular difficulties • The 'Zone's of Regulation' group intervention • Lego Therapy groups • School Nurse 	<ul style="list-style-type: none"> • Nurture groups to develop social and emotional skills • Class-based 'games groups' to develop turn taking and listening skills • Reward charts/Victory Log • Check-in time with a designated member of staff • Breakfast and After School Clubs • Circle time when necessary • Designated 'safe' space in or out of class • Senior Leadership 'on call' • Therapy Dog
<p>Personalised provision</p> 	<ul style="list-style-type: none"> • Early Help Plan • 1:1 Lego Therapy • 1:1 'The Zones of Regulation' • 1:1 'A 5 is Against the Law' • Individual programmes from SENIT • 'Think Like A Pony' • 'GL Emotional Literacy Assessment and Intervention 	<ul style="list-style-type: none"> • Area Inclusion Partnership involvement • 1:1 Nurture sessions and break times- tailored to children's needs and delivered by Nurture Lead- a qualified class-teacher • 1:1 trained adult behaviour support during lessons • De-escalation Plan • Home/school liaison books • 'SAD Events' sessions with Nurture Lead
<p>Specialist provision</p> 	<ul style="list-style-type: none"> • Child Counselling Service- Becky Green • Cluster Support- Mindmate, Play Therapy • Child and Adolescent Mental Health Services (CAMHS) • Educational Psychologist (EP) • Child Development Centre (CDC) • HOPE sessions • Rainbow Stars Provision 	

Continuum of support: Communication and Interaction

Type of provision	The Bankside Offer	
<p>Universal Provision</p> 	<ul style="list-style-type: none"> • Restorative and Positive Behaviour Learning policy • Individual visual timetable for children who need it • Whole school staff training for Autism Awareness Level 1 • Specific staff trained for Autism Awareness Level 2 • SENCo trained Autism Awareness Level 3 • ‘Talking Partners’ a part of school learning policy • Structured classroom and school routines • No Hands Up rule: questions are asked to all and answered by all • ‘Attention’ lessons taught daily throughout Early Years 	<ul style="list-style-type: none"> • Visual systems used in supporting routines and understanding across all areas of school] • The ‘Golden Rules’ displayed in every classroom • ‘Thinking Time’ given to all children and differentiated for those who need more • Access to ‘Workstations’ in every classroom • Colourful Semantics’ theory and colours used in all classes • Expectation that all children speak in full sentences
<p>Targeted Provision</p> 	<ul style="list-style-type: none"> • ‘Social skills’ groups – shared attention • Daily ‘Early Vocabulary’ Groups • Daily ‘Listen and Say’ Groups • ‘STARS Visuals’ Training for relevant staff • Support staff speak home languages • Nursery Lunchtime Provision 	<ul style="list-style-type: none"> • Access to ‘Quiet Spaces’ in all year groups • ‘Lego Therapy’ • Parenting classes: HENRY, coffee morning • ‘Colourful Semantics’ Intervention • School- led Roma Parent Group • ‘Attention’ intervention
<p>Personalised provision</p> 	<ul style="list-style-type: none"> • Individual Programme from Chatterbug • Individual Speech and Language programme from the NHS • Individual timetable of Provision • 1:1 daily ‘Intensive Interaction’ • ‘Social Stories’ for particular and specific difficulties and transitions 	<ul style="list-style-type: none"> • Communication Books and AAC f • 1:1 Lego Therapy • ‘Start/Finish’ Box structure for learning • 1:1 trained support worker
<p>Specialist provision</p> 	<ul style="list-style-type: none"> • STARS team involvement for individual children • Educational Psychologist support • Chatterbug Speech Therapy • Rainbows Provision 	

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