



Bankside Primary School: SEN and Inclusion Policy

Rationale

Bankside Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys, men and women
- minority ethnic and faith groups, Gypsy Roma travelers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are ill; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.



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AIMS

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Bankside Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Bankside Primary School sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. Our SEN approach is to look at what additional provision we need to make for specific children.

The SENCO is Amy-Leigh Sharp, who also takes the lead role in relation to inclusion and manages this strategically and practically alongside Phase Leaders. From within the Family Support Team, the SENCO role also reaches outwards to parents and professionals in the community.

Objectives

1. To ensure the SEN, and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity to eliminate prejudice and discrimination against children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through first quality teaching including differentiated planning/learning by class teachers, SENCO, and support staff as appropriate.



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5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEN
6. To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools



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- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

The SENCO

The SENCO is Amy-Leigh Sharp (sharpa@banksideprimary.org). They will:

Work with the headteacher, Phase Leaders and SEN governor to determine the strategic development of the SEN policy and provision in the school

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school



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The headteacher

The headteacher will:

- Work with the SENCO and SEN governor and Phase Leaders to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Arrangements for coordinating SEN provision

- The SENCO will meet with HOYs and teachers to identify children with SEN and review provision for children already on the SEN register. Where possible teachers will be given time to update individual pupil passports and review outcomes.
- At the meeting Provision will be discussed linked to attainment, progress and their set outcomes. Next course of action for individual children will also be discussed.
- The SENCO will maintain a register of SEN children within each year group and the provision in place to support their needs- this will be updated after each assessment period. This will be given to the school office to update PLASC when necessary.
- Teacher will discuss provision termly with parents at parents meetings. Parents will be given copies of passports. Where the child has more complex needs a review will take place with the family SENCO and outside agencies. This could be an EHC plan meeting, Early Help meeting or review meeting.
- Pupils with SEN have an individual file on the school system. Information is also stored on CPOMS.



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- It is the responsibility of class teachers to maintain pupil passports and set outcomes. The SENCO will support them in doing so through SEN staff meetings, or individual meetings.
- SENCo reviews and updates the school universal offer in accordance with school changes.

'Universal' and 'Additional' support for learning

Each child at Bankside has access to evidenced-based strategies as part of Bankside's Universal Offer to ALL children, the 3 most substantial of which are named below. *Please also see the attached Information Report.*

- 'Colourful Semantics' as a support for early speaking, writing and reading (*see attached Rationale*)
- Daily structured Phonics and Spelling lessons
- Maths lessons which are embedded in the CPA approach (Concrete-Pictorial-Abstract)

In addition, those children who have been targeted through their passport as requiring additional and targeted support, have access to a wide range of targeted intervention, as detailed in the attached 'Information Report'.

Support staff:

- Teaching assistants will support pupils on a 1:1 basis if this is deemed necessary by the team working around the child
- Teaching assistants will support pupils in small groups when deemed necessary by Heads of Year to further the children of the children involved.

Identification and Assessment Arrangements, Monitoring and Review Procedures

Bankside's data collection and analysis system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily or reaching appropriate attainment levels and who may have additional needs.

SEN pupil progress meetings are the formal identification and monitoring tools for children with SEN. However, it is the SENCO's role to ensure that informal discussion and observation with class teachers, parents and pupils supports the formal structure.

We will follow the graduated approach and the four-part cycle of **assess, plan, do,**



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review in line with the 'SEN Timeline' (attached).

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data

Pupils may be identified as SEN through:

- Analysis of attainment and progress identified in Year group data
- Observations made by teaching staff
- Standard assessment and screening tools
- Observations and monitoring of behaviour
- Discussion with parents
- Through discussion with outside agencies e.g. SALT, Child Development Centre, Health visitors, Educational Psychologist etc
- Statutory Assessment
- An existing Statement or need on entry to school

Bankside's Arrangements for SEN and Inclusion In-Service Training

- The SENCO attends regular cluster and network meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the School Development Plan. In-Service training and individual professional development is arranged accordingly.
- In-house SEN and Inclusion training is provided through staff meetings by the SENCO.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either for an individual pupil or whole class level.

Access to outside professionals:

- The Educational Psychologist visits the school regularly (according to timetable), following discussion with the SENCO as to the purpose of each visit.
- The LEA Special Needs Support Service visit when requested to provide



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specific information, share resources and provide in-service training.

- Specialist, direct teaching from this service is used where we do not have the necessary in-house expertise - for example, in relation to children with autistic spectrum disorders, or severe emotional and behavioural difficulties.
- Teachers from the Sensory Impairment Teams support children in school both with and without Statements/EHC plans, who have vision or hearing impairment. The specialist teachers work directly with children where a need has been identified. Class teachers plan alongside these specialist teachers who also attend and contribute to review meetings.
- The SENCO liaises frequently with a number of other outside agencies, for example:
 - Social Care
 - School Nurse
 - Community Pediatrician
 - Speech Therapy
 - Physiotherapy
 - Occupational Therapy
 - Visual Impairment Team
 - Deaf and Hearing Impaired Team

Parents/Carers are informed and included if any outside agency is involved.

Arrangements for partnership with parents/carers

- We recognise parents as their child's first teacher and believe they know their child best. We therefore work proactively to build positive relationships with both children and their families so that we can work together to best meet every child's needs.
- All staff will share information with parents about children's progress, attainment and well-being honestly and sensitively. This will take place at review meetings and parent's evenings. Also informally on a daily basis.
- Parents will be kept up to date with the provision made for their child and any interventions that are delivered in class will be shared.
- Parents are encouraged to share any concerns or questions and are warmly invited to meet with the SENCO by appointment or an informal chat.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and resources may be provided to use at home.



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- When a child has a 'passport' written for them, parents will be formally notified and the passport shared. These conversations will happen through face to face meetings- usually at Parents Meetings or a telephone call where appropriate and will make sure that:
- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's CPOMs record and given to their parents.

Links with other schools/Transfer arrangements

- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCO will telephone or visit to further discuss the child's needs.
- For children transferring from Bankside School to a new school, visits may be made by staff with parents and appropriate information passed on.

Links with Health and Social Care, and other similar Organisations

- The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENCO, and support sought as appropriate.
- Social Care will be accessed through the Social Services Team desk or known key workers. Class teachers will alert the SENCO if there is a concern



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Access to the Environment

- Bankside Primary School is a new school building with disability access to the main entrance and the rear entrance to the car park.
The rear car park is level with a reduced curb for wheelchair access. Security points are at an appropriate level for all to gain entry.
The front entrance has a graduated slope or entry can be made near the Hall for those unable to walk far.
- There is a lift to ensure to ensure access to both floors of the school
- PEEPS are in place for fire evacuation for those requiring assistance
- Toilet facilities for people with a disability are available on both floors. A care suite is situated in the foyer near the Office.
- We have made sure that there are no unusual obstructions for visually impaired pupils and they are familiar with the site through their mobility training.
- Parking areas for people with a disability are available in the School car park which is at the rear of the building and at the front of the building near the Hall.
- Children requiring equipment due to impairment will be assessed in order to gain the support that they require.

Arrangements for providing access to learning and the curriculum

The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum programs of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing



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- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Learning opportunities will be differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Our teaching and learning policy is in place to ensure all children are assessed and work is planned accordingly.
- Differentiation takes a variety of forms within teacher planning. Learning objectives are always made explicit and then activities may be adapted, or planned separately as appropriate so learning can be accessed. Alternative methods of responding or recording may also be planned for where this is appropriate.
 - Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as Braille reading books, access to a Braille machine, a radio aid, where this is appropriate.
 - The school will ensure that extra curricular activities are barrier free and do not exclude any pupils.

Access to Information

- All children requiring information in formats other than print will have this provided (e.g. we have a child who uses Braille).
- We adapt printed materials so that children with literacy difficulties can access them, or ensure access using extra adult support.
- We provide alternatives to paper and pencil recording where appropriate e.g. Photograph of practical work in progress, or provide access through peer/extra adult scribing.



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Admission arrangements

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- Prior to starting school, parents/carers of children with a Statement of SEN or Statement pending will be invited to discuss the provision that can be made to meet their identified needs.

Incorporating disability issues into the curriculum

- The curriculum will include issues of disability, difference and valuing diversity. Advice will be sought from outside agencies e.g. The Visually Impaired Team to develop appropriate resources/materials within school.
- Adults with a disability will be invited to work with the children, as we believe it is important to have role models.
- In our new school library resources will be chosen to include books that reflect the range of special educational needs issues. Priority will be given to the ordering of books with positive images and a positive portrayal of disabled people as the books become available.
- To make learning more visible for children with additional needs a profile type record of work is to be introduced for those children with a Key worker

Terminology, imagery and disability equality

- We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to a special educational need or disability. Children attend BLC to discuss these issues and to consider our Golden Rules. Behaviour data sheets are completed.
- We will also try to make sure we have positive images of disabled children and adults in displays, resources etc.
- We will make time within the school day to raise issues of language and other disability equality issues. E.g. Circle time



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Listening to disabled pupils and those identified with additional needs

- Bankside encourages the inclusion of all children in the School Council and to use their voice at class Council Meetings.
- We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening. If they choose not to attend their views are sorted and fed back at the meeting.

Working with disabled parents/carers

- Bankside recognises that there may be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers activities. We also make sure that we hold parents/carers meetings in places that are accessible.
- When a child starts our school access provision will be arranged for parents/carers if needed.

Disability equality and trips or out of school activities

- Bankside tries to make all trips inclusive by planning in advance and using accessible places. Children with additional needs will be actively encouraged to attend After School Clubs and trips, with every effort made to ensure they are actively included.



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Evaluating the effectiveness of SEN provision

- As part of the whole school data collection and analysis procedures we will track and analyse progress and attainment made by our SEN children
- We will use this analysis to help us plan our provision map. At the same time, we will set new targets for the year ahead, aiming for:
 - A reduction in the percentage of children with very low attainment,
 - An increase in the percentage of children recorded as having special educational needs attaining Level 2 at the end of KS1 and Level 4 at the end of KS2,
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 20 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans



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- A reduction in behaviour incidents and exclusions.
- Progress will be reported annually to Governors after the last data collection period in the Summer Term.
- We will also analyse data on behaviour, consider major behaviour incidents and exclusions held on our data behaviour base.
- The Head/SENCo will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.
- SEN and Inclusion is an agenda item at all Curriculum Sub-Committee meetings and will be reported at the full governing body meetings through sub-committee reports, which will then be discussed as necessary.
- The SENCO will meet with the SEN Governor to discuss Inclusion and current SEN concerns. The SEN Governor will lead governor monitoring of the SEN policy through sampling, observations and other procedures to be agreed annually.
- Individual provision for children with additional needs will be reviewed and discussed and shared with parents at Parent Evening, review meetings and Annual review meetings.
- Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.

Dealing with complaints

- Whilst this is a very rare occurrence if a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation immediately. If they are still unhappy with the situation the SENCo/ Headteacher would refer them to Leeds SEND Information Advice Support Service to seek advice and support.

The Universal Offer of Colourful Semantics: Rationale

The Colourful Semantics approach was created by Speech and Language Therapist (SALT) Alison Bryan. It is a Speech and Language Therapy technique that uses colour coded words; this helps the children to learn the different elements within a sentence and how to join them together correctly. It supports children in developing their:

- **Spoken sentences**
- **Ability to answer WH-Questions**
- **Use of nouns, verbs, prepositions and adjectives**
- **Story telling skills**
- **Written sentences**
- **Understanding of grammar**

The Colourful Semantics approach teaches children different 'types' of words and associates these words with particular colours. The use of different colours helps the children to remember all the parts of a sentence that they need to use. It is an effective tool for almost all children (and some adults) who are learning the basic skills in speaking, and writing, including those with dyslexia, Autism, speech and language delay, and those who are new to English. It is recognised as both a Literacy intervention and a Speech and Language intervention.

The Bankside approach to Colourful Semantics uses the following progression, colours and symbols:





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How it works as a Universal approach:

- ***Remember that it will look different for each age group/developmental level. It will range from being the basis of teaching to targeted or personalised support for particular children. The aim is that those children who need it, have it consistently throughout their time at Bankside.***
- In the very early stages, introduce each level separately. Introduce the colour cue card and explain what you will be doing: 'Let's talk about WHO is in the picture" Don't move on until children are secure with being able to answer the 'Wh' question verbally and then in written form.
- Always model and encourage the use of small words: "**The man is eating the cake**" when speaking and writing
- Use the colour structure to support written sentence composition for children who need it
- There should be a display in every classroom/ intervention space takes to ensure that children who need it have the consistent visual representation to support their learning (much like that of the Visual Timetable and Speeds/Complex Sounds posters)
- Use as a point of reference for children throughout the day for verbal and written work if they need it

Policy reviewed by Amy-Leigh Sharp 12th January 2021

Policy due to be reviewed again January 2023

Policy ratified by Governors on: February 2017



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Attachments



SEN Information Report 2019-2020

<p>Introduction</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"> • 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 <p>We provide support for children across all four areas of need:</p> <ul style="list-style-type: none"> • Social, Emotional and Mental Health • Cognition and Learning • Communication and Interaction • Physical and Sensory
<p>Local Offer: 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. 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</p>
<p>The</p>	<p>Our commitment is that we 'expect the best for and the best from you'. This commitment provides the foundation of a</p>



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Bankside Ethos	curriculum that embraces high expectations through an inclusive curriculum that is designed to meet the wide range of needs we have.
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 size on a morning for children with particularly complex needs • Staff training according to the needs in school
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.

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<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 • 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 	
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<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: 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>	<p>We follow the 'Assess-Plan-Do-Review' cycle to ensure that our provision meets the needs of our SEN</p> <div style="text-align: center;"> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <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>



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<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, ensuring the child and parent's voice can be heard.</u></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 formally reviewed each term.</i></p>
<p>Education and Healthcare Plans</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).</p> <p>You can call the Helpline on 0113 378 5020 or send an email to sendiass@leeds.gov.uk.</p>	

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		The Bankside Offer	
		Type of provision	
Continuum of support Cognition and Learning	Universal  Provision	Structured phonics programme in Early Years and Key Stage 1: Letters and Sounds via SENIT route Structured spelling programme: No Nonsense Spelling and The Single Word Spelling Test Child-Led learning policy in Early Years and Year 1 In the moment planning in Early Years Assessment and profiling in Early Years High quality differentiation Word banks, sound mats, bookmarks used routinely Coloured overlays available Memory support- small whiteboards/post its available Daily Handwriting practice: Debbie Hepplewhite method Cloze procedure exercises to vary writing and demonstrate understanding Tiny Tales (Reception) Targeted, planned group work in lessons	Read Meet and Family Friday Bookstart access Revision sessions built into the school year to revise and consolidate Mathletics access for all children in school and at home Timestable Rockstars for all children in school and at home Diagrams and pictures to support understanding Minimise copying from the board and provide the relevant children with paper copies if necessary Weekly (minimum) reading with an adult Concrete-Pictorial-Abstract Maths policy and the White Rose Maths Approach Additional adult support in lessons as needed
	Targeted Provision 	Numicon- Firm Foundations intervention Numicon: Breaking Barriers intervention SENIT High Frequency Words Intervention Read Write Inc: Phonics (Year 2-4) Read Write Inc: Fresh Start (Year 5 and 6) Sensory Circuits Phonological Awareness (The Guide)	Single Word Spelling Test (SWST) Trugs- Teach Reading Using Games SENIT 4 Step Spelling intervention Pre-teaching for new concepts and vocabulary SEN Literacy planning format SENIT P-Scale Readers SENIT Key Word Readers intervention



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	<p>Personalised provision</p> 	<p>Individualised SENIT programmes Alphabet Arc Plus 1 Power of 2 Toe by Toe SENIT P Scale Readers SENIT Key Word Readers</p>	<p>Life Skills Group (Complex and multiple needs group) Progression Steps assessment Start/Finish Box PM Reading Scheme Handwriting and fine motor skills support SENIT Fluency Model</p>
	<p>Specialist provision</p> 	<p>As per the Leed Local Offer via SENIT</p>	



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		The Bankside Offer		
Continuum of support: Social, Emotional and Mental Health	Type of provision Universal Provision		Restorative and Positive Behaviour Learning policy Shared snack and story time Second Step PSE programme Whole school ethos of inclusion Strong home school links Consistent use of language, expectations and de-escalation strategies across school Daily Mindfulness sessions Modelling of language Use of a timer to measure and extend time on a task	Seating plans are carefully thought out Ensure that all equipment is easily accessible Chunk simple instructions and support with visual cues Communicate in a calm and clear manner Personalised teaching where possible to reflect interests Communicate positive achievements -no matter how small- with home
	Targeted Provision		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 Nurture Provision at Breaktimes The ' Zone's of Regulation ' group intervention Nurture Provision at Lunchtimes Lego Therapy groups School Nurse	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'



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	<p style="text-align: center;">Personalised provision</p> 	<p>Early Help Plan Lego Therapy 1:1/1:2 sessions 'The Zones of Regulation' 1:1/1:2 intervention Individual programmes from SENIT 'Think Like A Pony' intervention 'GL Emotional Literacy Assessment and Intervention' Home/school liaison books 'SAD Events' sessions with Nurture Lead</p>	<p>Area Inclusion Partnership involvement 1:1 Nurture sessions- tailored to children's needs and delivered by Nurture Lead- a qualified class-teacher 1:1 trained adult behaviour support during lessons 'Circle of Friends' intervention Positive Handling plan/Risk Assessment/ de-escalation planning</p>
	<p style="text-align: center;">Specialist provision</p> 	<p>Child Counselling Service- Becky Green Cluster Support- Mindmate, Play Therapy Child and Adolescent Mental Health Services (CAMHS) Educational Psychologist Child Development Centre (CDC) HOPE sessions</p>	





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Continuum of support: Communication and Interaction	Type of provision	The Bankside Offer	
	<p style="text-align: center;">Universal Provision</p> 	<p>Visual timetable for the day in all classrooms</p> <p>Restorative and Positive Behaviour Learning policy</p> <p>Individual visual timetable for children who need it</p> <p>Whole school staff training for Autism Awareness Level 1</p> <p>Specific staff trained for Autism Awareness Level 2</p> <p>SENCo trained Autism Awareness Level 3</p> <p>'Talking Partners' a part of school learning policy</p> <p>Structured classroom and school routines</p> <p>'Colourful Semantics' theory and colours used in class (ongoing project)</p> <p>Expectation of all children speaking in full sentences</p> <p>No Hands Up rule: questions are asked to all and answered by all</p>	<p>Visuals used routinely in supporting understanding across all areas of school]</p> <p>The 'Golden Rules' displayed in every classroom</p> <p>Vocabulary underpins learning: 'Talk Trigger' sessions, 'vocabulary buster' sessions during reading</p> <p>'Success Steps' clearly displayed</p> <p>Support staff effectively support children's understanding through visual, kinaesthetic and auditory means</p> <p>'Thinking Time' given to all children and differentiated for those who need more</p> <p>Access to 'Workstations' in every classroom</p> <p>'Show and Tell' sessions</p>
<p style="text-align: center;">Targeted Provision</p> 	<p>'Social skills' groups – shared attention</p> <p>Daily 'Early Vocabulary' Groups</p> <p>Daily 'Listen and Say' Groups</p> <p>'STARS Visuals' Training for relevant staff</p> <p>Support staff speak home languages</p> <p>Nursery Lunchtime Provision</p> <p>ICT Lunchtime Provision</p>	<p>Access to 'Quiet Spaces' in all year groups</p> <p>'Lego Therapy' groups</p> <p>Parenting classes: HENRY, coffee morning</p> <p>'Colourful Semantics' Intervention delivered in each year group</p> <p>School-led Roma Parent Group</p> <p>'New to English' Sessions with a trained member of staff</p>	

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	<p>Personalised provision</p> 	<p>Individual Programme from Chatterbug Individual Speech and Language programme from the NHS Individual timetable of Provision Picture Exchange System (PECS) system in place for individual children Now and Next Board 1:1 daily 'Intensive Interaction'</p>	<p>PECS Communication Book 1:1/1:2 Lego Therapy sessions 'Start/Finish' Box structure for learning 'Social Stories' for particular and specific difficulties and transitions 'Preparing for Adulthood' Group (for children with complex and multiple needs) 1:1 trained support worker</p>
	<p>Specialist provision</p> 	<p>STARS team involvement for individual children Educational Psychologist support</p>	

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Type of provision		The Bankside Offer
Continuum of support: Physical and/or Sensory needs	Universal Provision 	<p>LOW INCIDENCE: We offer a wide range of individual responses based on needs. Flexible staffing arrangements are in place to support this.</p>
	Targeted Provision 	<p>Support can be short, medium or long term to enable access to an inclusive mainstream placement.</p>
	Personalised provision 	<p>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</p> <p>The Visual Impairment Team (VIT) work with and assess individual children on their caseload, whilst also supporting teachers with resourcing and planning.</p> <p>Intimate Care Plan Specialised or ergonomic equipment</p>
	Specialist provision 	



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SEND timeline 20-21/21-22

Passports and Provision Maps need to be reviewed and updated electronically a minimum of three times a year. Please save all new passports on U-Drive, SEN 20-21 in the child's 'new passport' folder, so that all the passports you create are in the same file.

	Date	Actions
AUTUMN TERM	September	SEN/CP Base Meetings SEN parent phone calls or meetings (where necessary) and passport sent home
	October	SEN provision in classrooms fully up and running: Passports that were passed up should be in use and targets amended, if needed, through annotation. New passports can be written if you feel it's necessary. Individual timetables set up and in use Interventions have begun
	By end of Autumn 2	Autumn term passports reviewed: Achieved Targets added to child's Target Monitoring sheet New, SMART targets set (taking account any SALT reports, EHCP plans etc). Entry levels completed on Target Monitoring sheet (R, W, M that were sent up by previous teacher) New passports saved in SEN 18-19 in 'new passport' folder <i>HOYs- review base provision and update provision map</i>
SPRING TERM	Spring Term 1	Zoom SEN/CP Base Meetings: Check-in around vulnerable children at school and home. General updates Check with staff that passports are upto date. Phone calls to be made to inform parents of new targets, followed by passport posted home. Are children accessing LEXIA from home, is this being monitored and by who Any concerns- children not contacted/accessing home learning etc



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	By end of Spring 2	<p>Spring term passports reviewed: Achieved Targets added to child's Target Monitoring sheet New, SMART targets set (taking account any SALT reports, EHCP plans etc). New passports saved in SEN 20/21 in 'new passport' folder HOYs- review base provision and update provision map</p>
SUMMER TERM	Summer Term 1	<p>SEN parent phone calls or meetings (where necessary) and passport sent home.</p> <p>SEN Base Meetings: Review of provision on base Passports and any issues</p>
	Summer 2 By the end of the school year	<p>Summer term passports reviewed: Achieved Targets added to child's Target Monitoring sheet New, SMART targets set (taking account any SALT reports, EHCP plans etc). Exit levels completed on Target Monitoring sheet (R, W, M that were sent up by previous teacher) New passport saved in SEN 21-22 in 'new passport' folder HOYs- review base provision and update provision map Paper copies of passports handed to new teacher and discussed as part of transition</p>