

# SEND Annual Report and Information Report

Report by	<b>Amy Sharp</b>	Period	<b>Autumn 2025- Summer 2026</b>
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## Executive Summary

Bankside serves a vibrant, diverse and dynamic community that experiences multiple deprivation:

Challenge number	Detail of challenge
1	Poor language skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary. 80% of PP children are also EAL.
2	Limited life experiences beyond their home and immediate community. They may also have limited access to books, libraries and technology.
3	Early traumatic life experiences, including violence at home, leading to difficulties with social, emotional and mental health. Many parents need support with specific parenting strategies such as routines, healthy diet and boundaries.
4	Lower attainment on entry and slower progress rates made by disadvantaged pupils. Limited access to school during Covid-19 has widened these gaps.
5	Lower attendance and higher rates of persistent absenteeism for PP / disadvantaged children.

The IMD index places the school in the bottom 1% of all areas ranked by postcode nationally. Almost 98% of our children are from a Minority Ethnic Background and 77% of our community identify as speaking English as an Additional Language. A quarter of our children have started with us *without* having completed their foundation stage in Early Year, and we

We are resolute in our determination to address the most significant barriers to learning within our community which are:

- emotional literacy
- reading
- social and cultural capital
- spoken language
- belonging and connection to the wider society
- poverty
- adverse childhood experience

## School characteristics

	School	National
Percentage of children on SEND register	<b>48.2%</b>	<b>18.3%</b>
Number of children learning on the Engagement Model	<b>19</b>	
Number of children on Reduced Timetable	<b>3</b>	
Number of children with EHCPs	<b>3</b> <b>0.4%</b>	<b>3.5%</b>
Number of children with a 'Yes to Assess' and awaiting EP assessment	<b>13</b>	
Number of children on school waiting list for EHCP	<b>47</b>	
Number of children with FFI	<b>77</b>	
% FFI compared with % national EHCP equivalent	<b>12%</b>	<b>3.5%</b>

## Breakdown of SEN register by primary category of need

Cognition and learning	<b>125</b>	<b>18.4%</b>
Hearing Impairment	<b>4 (inc 1 MSI)</b>	<b>0.6%</b>
Visual Impairment	<b>2 (inc 1 MSI)</b>	<b>0.3%</b>
Specific Learning Difficulty	<b>11</b>	<b>1.6%</b>
Autism	<b>30</b>	<b>4.4%</b>
Social, emotional and mental health needs	<b>35</b>	<b>5.1%</b>
Speech, language and communication needs	<b>177</b>	<b>26%</b>
Speech therapy (Chatter-bug)	<b>131 (+32 referrals)</b>	<b>19%</b>
Physical disabilities	<b>4</b>	<b>0.6%</b>
Medical needs	<b>2</b>	<b>0.3%</b>

## Year group demographics

	Year Groups									
	Pupils	Boys	Girls	EAL	Summer Born	Free School Meals	SEN Support	EHC Plan	Absence	
Early 2	4	3	1	0	0	0	0	0	8.7%	
Nursery 1	26	16	10	11	6	3	7	0	5.9%	
Nursery 2	59	28	31	42	22	5	29	1	5.1%	
Reception	69	40	29	54	34	21	41	0	16.5%	
Year 1	85	48	37	72	38	30	43	0	14.2%	
Year 2	87	33	54	74	29	26	37	1	9.3%	
Year 3	85	48	37	75	32	44	38	0	10.1%	
Year 4	90	52	38	63	39	41	43	0	10.2%	
Year 5	85	50	35	64	37	51	49	1	8.2%	
Year 6	90	47	43	69	48	43	38	0	6.7%	

## Funding arrangements

Total funding received by school (elements 1 and 2)	£395,463
Number of pupils for whom top up (element 3) funding is being claimed	77
Total funding received by school (top up funding, element 3)	£579,420
Total delegated SEN funding received by the school (elements 1, 2 and 3)	£974,883

## SEND Spending

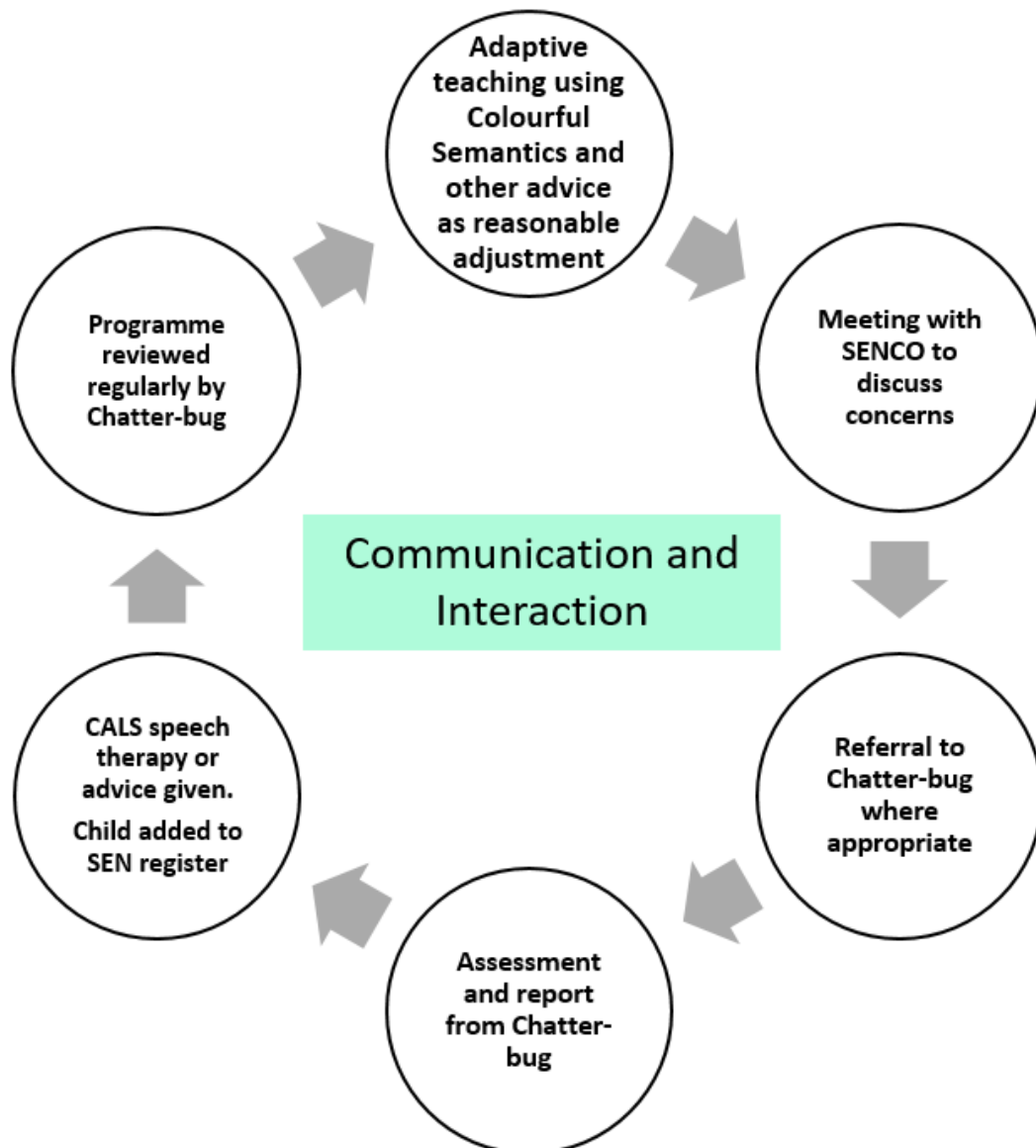
Chatter-bug	EP	Cluster	Rainbow provision	NEPAIP
£35,000	<i>*no longer a traded service for individual pupils</i>	£34,656	TLR2a UPS teacher HLTA x2 6 x C1 TAs 3 x B2, B3 TAs	£2600 per child per term. 1 child currently attending.

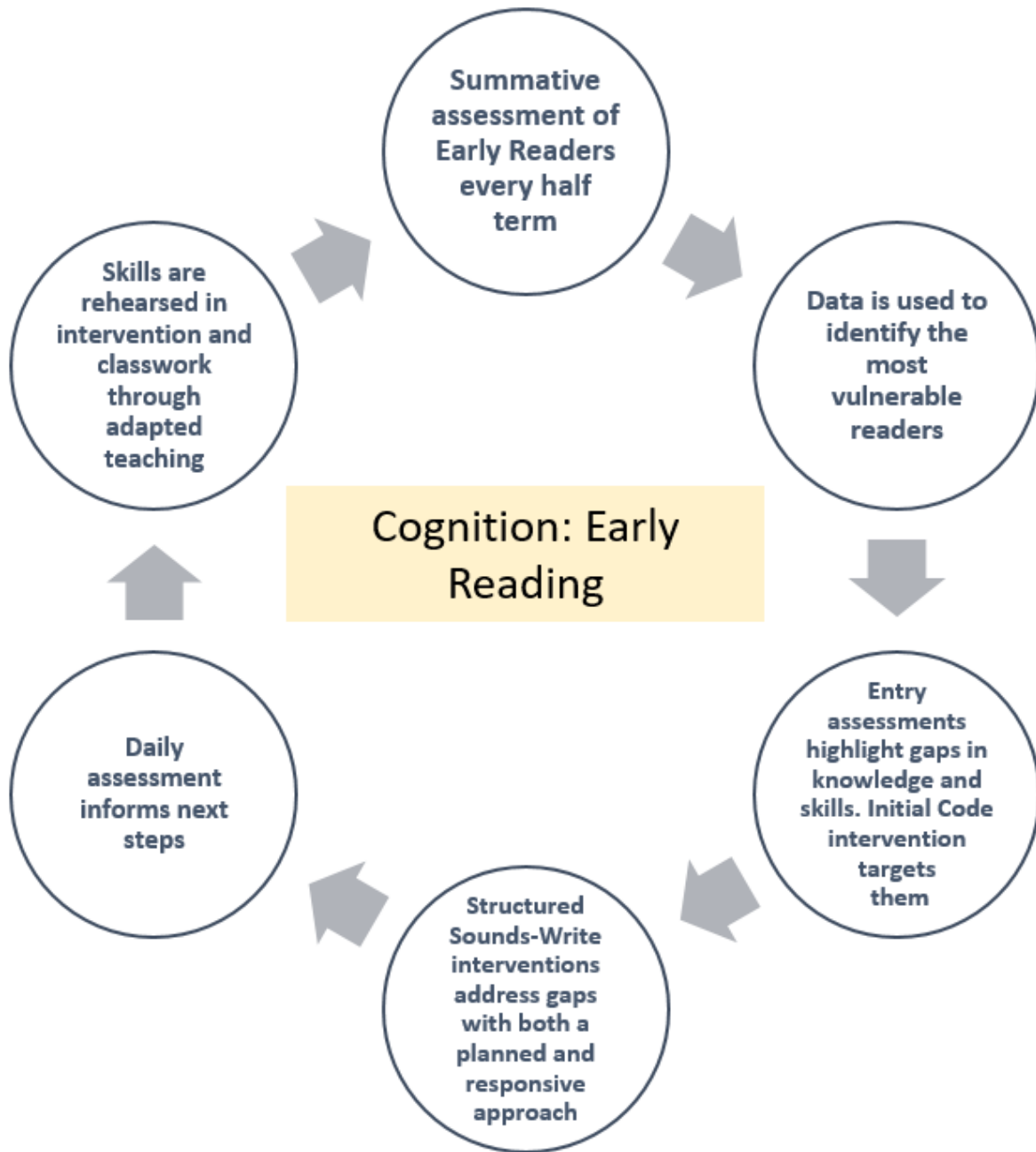
## Current SEND staffing infrastructure and training

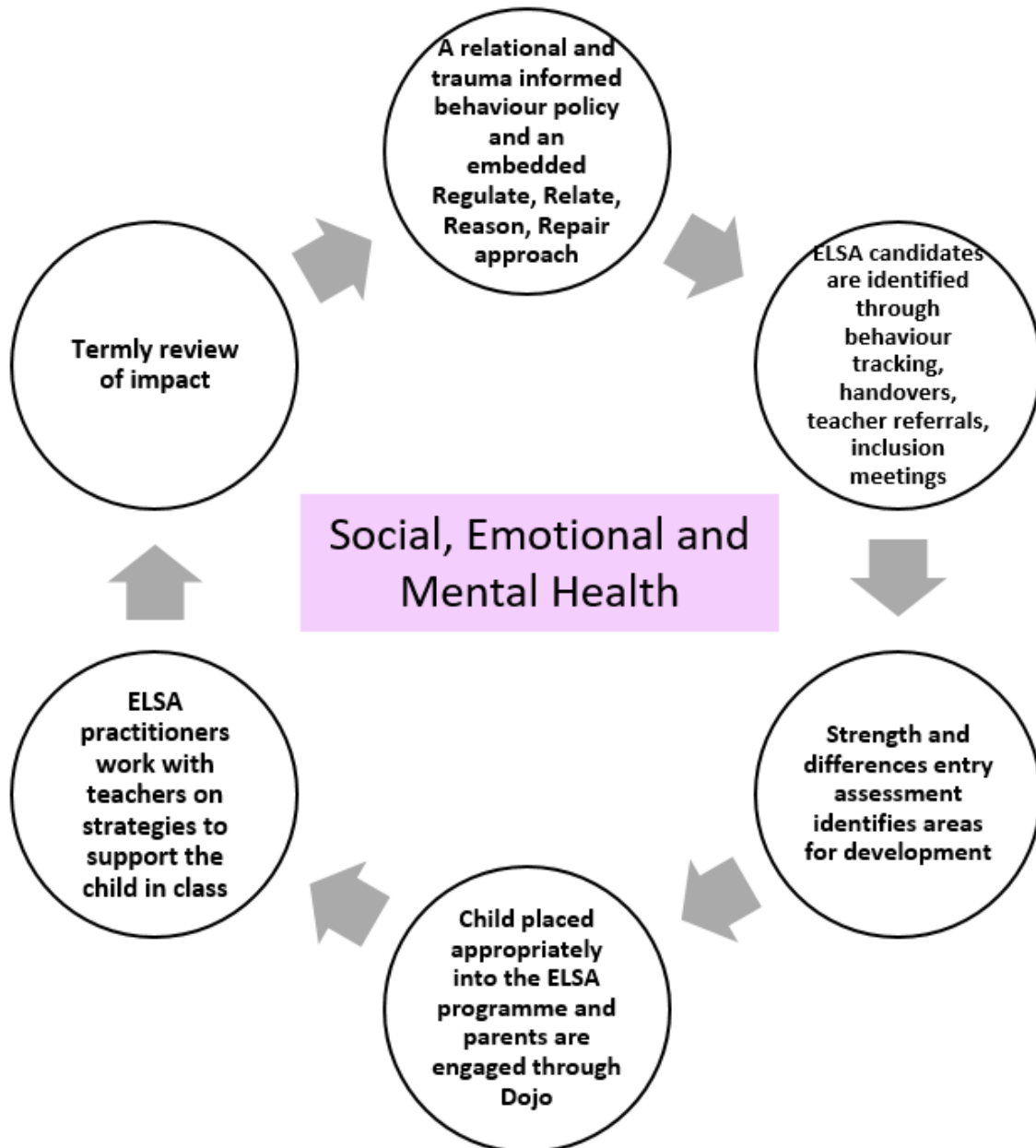
	Staff	Qualifications
Special Educational Needs Coordinator	AS- whole school oversight ES- Nursery (NPQ SENCO) SM- Rainbows (NPQ SENCO)	PGCE, QTS, NASENCO, SLT NPQ AET Level 3, Sounds-write practitioner, Designated Safeguarding Officer, Team Teach
Learning Mentor, Nurture Lead, ELSA Practitioner (+DSL)	CH	Designated Safeguarding Officer Emotional Literacy Support Assistant (ELSA)
Autism Lead Practitioner and ELSA Practitioner (+DSL)	LS	Designated Safeguarding Officer Emotional Literacy Support Assistant (ELSA), Team Teach
Higher-level teaching assistants (HLTAs)	JF- Rainbow 3 SZ- Rainbow 1	Team Teach, Early Interactions training (EPT), Intensive Interaction, Colourful Semantics, AET Level 1
Early Years Communication and Reading Intervention	CB	Early Childhood Studies
Inclusion and Behaviour Support Worker	JL	Team Teach, Early Interactions training (EPT), Intensive Interaction, AET Level 1, ELSA coaching
Early Reading intervention practitioners	ZA, AB, JC	Sounds-write training
Communication Support Workers	X3	Ongoing DAHIT support and training

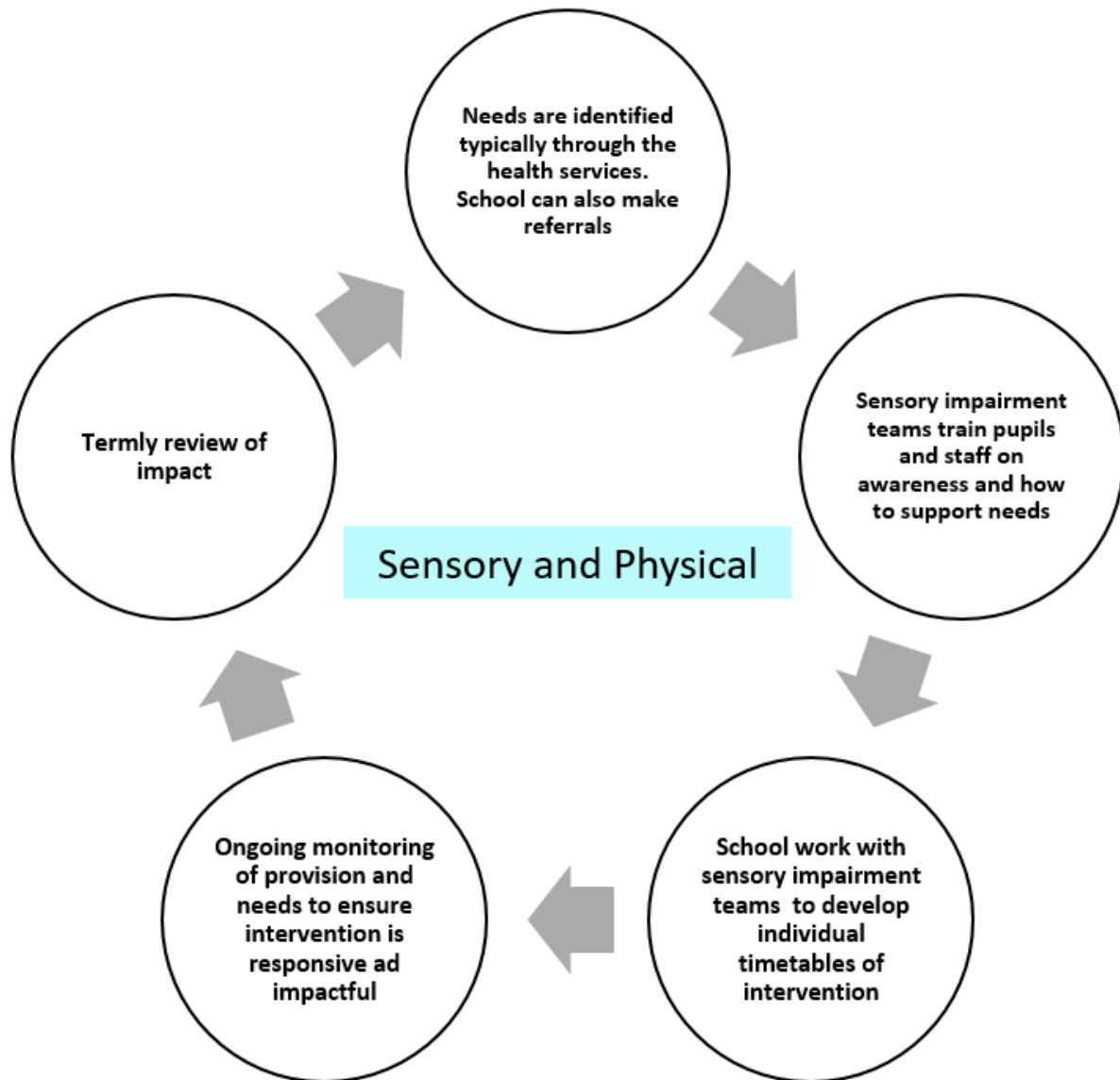
## The Assess, Plan, Do, Review cycle

Assessment plays a central role in ensuring that all pupils, particularly those with a SEND and those from disadvantaged backgrounds, are supported to achieve their full potential. The APDR provides a structured and reflective approach to monitoring progress, identifying barriers to learning and improving provision.









## Screening and assessment methods

Cognition	New to English	SEMH	Communication and Language	Sensory Impairment
B-Squared: Progression Steps/ Engagement Steps	Pre Key Stage Standards			
Initial and Extended Code assessment	English proficiency scale (Insight)			
Dandelion Readers intervention Extended Code assessment	Initial and Extended Code assessment	Strengths and Difficulties Questionnaire	WELCOMM  Chatter-bug	DAHIT and VIT assessment and co- planning
Phonics Screening Check	Phonics Screening Check			

## Range of interventions currently in place


Within the main school, we have established and now strengthened a suite of interventions that target the needs of our diverse school community, with a focus on which skills will give our children the best possible foundations for success: speaking, emotional literacy and reading.

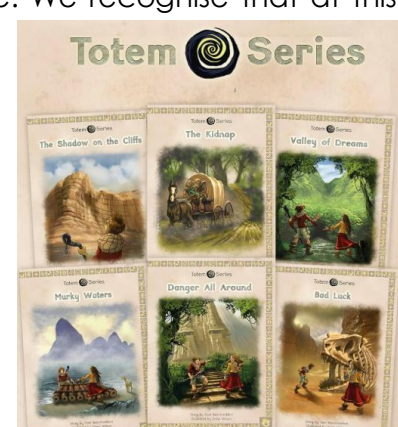
Description	<b>Best Start to Achieve and Thrive: KS1 Initial Code</b>
Number of students currently accessing intervention	<b>28</b>
<p>The teaching and learning of Sounds-write continues to be a strength in KS1. The team work closely with Sounds-write to ensure that delivery of whole-class sessions and intervention are effective and that the diet of reading in Key Stage 1 is rigorous and consistent entailing:</p> <ul style="list-style-type: none"> <li>• Streamed class sessions to ensure that the attainment gap is not so wide that it impacts the learning of all children. This includes a focused intervention for those children still at the earliest of stages of blending.</li> <li>• 'Targeted Reader' timetables to ensure that every vulnerable reader rehearses decoding and fluency skills regularly throughout the week on a 1:1 basis.</li> <li>• 'Initial Code' intervention for children who have not yet mastered the skills of segmenting and blending simple words.</li> </ul> <p><i>On entry to Year 1 or Year 2 this year, 30/51 children receiving additional intervention were unable to blend 1 or 2 words. By Autumn 2, this number had halved. We anticipate this number to fall again in Spring and Summer.</i></p>	





Description	<b>Best Start to Achieve and Thrive: Early identification through 'WellComm' in Nursery</b>
Number of students currently accessing intervention	
<p>In response to the growing trend in <i>mild to moderate</i> gaps in communication, language and interaction in our Early Years entry cohorts, we invested in 'WellComm'- an assessment tool to screen and monitor the language development of children and programme for intervention. Children receive Wellcomm throughout the week, following identification of speech and language delay during the screening process.</p> <p>The programme has had a significant impact on children's receptive and expressive language due to being able to easily identify children's next steps. We group them together where appropriate and work on concepts for at least 2 weeks (through different activities) to ensure they are embedded. Wellcomm is also weaved into our Nursery curriculum, and activities from the programme are used as part of our Universal Offer. Data reflects good progress, and where it is limited, attendance is a significant factor. It is also having an impact for those without a language delay and instead are New to English.</p> <p>We have also seen a growing trend of <i>severe to profound</i> needs in communication and language in Nursery steadily over the last 3 years. Chatter-bug now ONLY work with the most complex of children, ensuring they receive specialist assessment and advice, the impact of this being that our most complex children are put onto the correct pathway for a full assessment of need and provision requirements.</p>	



Description	<b>KS2 Initial Code</b>
Number of students currently accessing intervention	<b>14</b>
<p>It is a pleasure to see our children at work in this daily intervention. As some of our very most vulnerable learners in school, we give great importance to teaching the basic skills of literacy in these sessions through the Sounds-Write programme, whilst also maintaining high expectations of learning behaviours. Data reflects good progress for these children, many of whom present with auditory processing difficulties meaning that over exposure and repeated practice is required to make the link between the spoken sound and its spelling. As the children experience success in this session, they show pride and resilience- and are beginning to transfer the skills learnt here into the classroom.</p>	
	

Description	<b>KS2 Extended Code (Dandelion Readers)</b>
Number of students currently accessing intervention	<b>17</b>
<p>The purpose of this intervention is to give children still at an early reading stage (not yet passed the Phonics Screening Check) a more streamlined programme of work that gradually introduces new spellings for a sound. We use the Dandelion Readers to provide a progressive programme that complements Sounds-Write, at a slower pace. We recognise that at this stage of reading, as well as accuracy, fluency and comprehension are essential in enabling children to become competent readers, therefore new learning is taught within the context of a book. Progress is measured against the learning taught specifically in intervention, and the data reflects that the children retain their learning and are able to apply it at text level. We have developed 'Dandelion Sound Mats' for the children to use in class, so that they can link their intervention learning to their classroom learning, whilst also enabling teachers and support staff adapt their learning accordingly.</p>	
	

Description	<b>Speech and Language Therapy (Chatter-bug)</b>	
Number of students currently accessing intervention	<b>131</b>	
<p>In 2025-2026 we transitioned to therapy programmes being delivered fully by Chatter-bug. Children undergo a 6 week block with a speech and language therapist and are reviewed at the end of it. 54 children have been discharged from Chatter-bug in the last 12 months, indicating that individual therapy, which is complemented by the offer of Colourful Semantics within universal provision, has had a positive impact on the communication skills of the children. The impact of this move is multifaceted- positively impacting on the quality and regularity of therapy for the children, as well as the reduction of workload on school staff.</p>		
		

Description	<b>The Den</b>	
Number of students currently accessing intervention	<b>28</b>	
<p>'The Den' provision was introduced in Autumn 2024 as a part of the expansion of the pastoral team and in recognition of the growing SEMH and Neurodiversity needs within school. It is run by our Autism Lead and ELSA practitioner, and co- piloted by a Behaviour and Inclusion Support Worker who specialises in emotional literacy, autism and ADHD. It operates as a hub for self or co- regulation support, as well as ELSA delivery. Children know The Den as a safe space to be themselves and seek connection when they are struggling emotionally.</p> <p>The data collected in response to ELSA intervention is very positive and reflective of the ongoing and sometimes unpredictable work that goes on in the space. Qualitative data has been gathered to show the impact of this provision on lowering and removing the barriers to learning that children experience as result of their neurodiversity and/or adverse childhood experiences.</p>		
		

Description	<b>Deaf and Hearing Impairment Team</b>	
Number of students currently accessing intervention	<b>4</b>	
<p>We currently support 4 children with severe to profound hearing impairments, one of the largest hearing impaired communities in the city. 2 of our children were new to school last year. 3 of the children are supported by a communication support worker who intervene to ensure that the children can access their learning in a meaningful and fully inclusive way, whilst also learning essential skills that will enable preparation for adulthood. The impact of our DAHIT provision has been positive. Due to the higher-than-average number of children with a hearing impairment, we are able to offer groups in which the children can form relationships. A particular success has been the Early Vocabulary group that runs each day for our younger members. Here, they learn basic vocab and social skills and concepts alongside the BSL language. The group is attended on a weekly basis by the Teacher of the Deaf, who guides the group lead appropriately.</p>		



## High needs provision in school

Currently, 30 children on roll at Bankside attend our alternative provision (Rainbows). We are working with the council to ensure that every child has got the appropriate placement and have invested significantly into ensuring the children receive the best possible education and outcomes. The Rainbow provision has got its own Head of Year, and is line managed by the Assistant Head for Inclusion and Behaviour. Each space has got a specific pathway and purpose, following our Nurture and Engagement Curriculums and children are assessed on the special needs assessment framework B-Squared.

Recently, we have invested £5000 in Rainbow 1, to ensure that the room is accessible for the complex and often high-risk behaviours that some of the children present. We are working directly with our Educational Psychologist and speech therapists to ensure the environment meets the needs of the children.

In Rainbow 2, we are working alongside Ann Sullivan (Phonics for SEN) to implement her phonics programme, designed for children with complex additional needs. Working with such an experienced teacher of children with complex additional needs has, despite its early stages, had a positive impact on the understanding of the team around the provision required for our children.

Pre-Formal Rainbow 1	<ul style="list-style-type: none"> <li>• Profound communication difficulties</li> <li>• Severe to profound learning difficulties</li> <li>• Significant sensory differences</li> <li>• Intimate care</li> <li>• Self-regulation difficulties</li> </ul>	11 children 1 EHCP  Engagement Model
Semi-Formal Rainbow 2	<ul style="list-style-type: none"> <li>• Severe to moderate learning difficulties</li> <li>• Severe to moderate communication difficulties</li> <li>• Self-regulation difficulties</li> </ul>	13 children 0 EHCPs  Progression Steps/Engagement Model
Formal Rainbow 3	<ul style="list-style-type: none"> <li>• Moderate to severe learning difficulties</li> <li>• Moderate to mild communication difficulties</li> <li>• Sensory differences</li> <li>• Executive functioning difficulties</li> </ul>	15 children 0 EHCPs  Progression Steps

## Key Achievements this year

### Narrowing the gaps for children with moderate to severe communication and learning needs: Rainbow 3



We are incredibly lucky to be able to provide Rainbow 3. Many children at Bankside have missed early experiences of education and present with special educational needs- typically linked to social, emotional or mental health linked with adverse-childhood experiences, complex communication needs that affect the executive functioning required to access mainstream learning, or severe cognitive delay.

The Nurture Approach underpins Bankside's approach to behaviour and relationships, and In Rainbow 3 it is enhanced. Through providing a smaller class size, with a higher number of adults, the more complicated individual needs of these children can be met. In 2024-2025, we audited and reviewed the Rainbow 3 provision and approach, making key changes to ensure that the

teaching, learning, progress and inclusion of these children is measurable, aspirational and purposeful. We did this by:

- Identifying the key areas of need for children in this class, and targeting the curriculum specifically at these areas through the 'Nurture Curriculum'- a progression of non-negotiable skills, allowing for precision in planning for teaching and next steps.

- The purchase and embedding of Numicon to teach maths, allowing for an evidence-based multisensory maths approach.
- Development of 'Inclusion Timetables' that are built around the individual child, allowing for enhanced and purposeful inclusion into mainstream classes, including trips.
- Purchase of B-Squared Progression Steps, allowing for more precise data interrogation in Spring 26.

The impact of the development of this provision is measurable. Our Rainbow 3 children are fully integrated into school life in a way that suits their needs, whilst also having access to high quality, small group teaching of basic skills.

## Investment in ELSA and broader pastoral support

In line with national trends, Bankside has seen an ongoing rise in children who have such significant gaps in their emotional literacy that academic attainment and social integration are severely impacted. We have invested so that we can support children to learn skills such as impulse control, self-regulation, making and maintaining relationships, problem-solving and conflict resolution.

Following the review of our Behaviour Policy in 2025, we have now established the trauma informed, neuro-sequential process of 'Regulate, Relate, Reason, Repair' (by Bruce Perry and Louise Bomber) as a consistent response to the emotional outbursts that our children may have. The approach teaches the entire restorative process to both adults and children (plus, we have made a handy toolkit to support adults and children to 'fix it' at break and lunchtimes! The impact of this approach is encouraging and children who most often require this support make observable progress over time due to the connections they make with the adults who support them so consistently. Conflict resolution has become clearer and more predictable for the children, thus making it more accessible.

ELSA (Emotional Literacy Support Assistant) is a structured intervention that complements our whole approach to behaviour, relationships and social, emotional and mental health:

- Loss and Bereavement
- Emotional Literacy
- Self Esteem
- Social Skills
- Friendship Issues
- Relationships
- Managing Strong Feelings
- Anxiety
- Bullying
- Conflict
- Emotional Regulation
- Growth Mindset
- Social Stories



We have invested in the training of 2 ELSAs in school, and 3 members of our pastoral team deliver ELSA intervention. Each practitioner receives half-termly supervision sessions with an EP. Children who take part in ELSA feel a great sense of pride, achievement and belonging within their groups. ELSA enables children to overcome their barriers to learning through a variety of fun activities designed to increase their understanding of emotions. We have embedded assessment in the last 12 months and this has enabled us to show that the children make excellent measureable progress over time. We consider ELSA to be the 'jewel in the crown' of our SEMH provision and are keen to share!

## Progress data

Our data shows that interventions are successful in their contribution to the removal of barriers to learning.

### Emotional Literacy intervention Snapshot- SDQ scores between Entry and Autumn 2

11 and under- average, 19 'very high'.

<b>Child A</b>	<b>13</b>	<b>6</b>
<b>Child B</b>	<b>16</b>	<b>10</b>
<b>Child C</b>	<b>19</b>	<b>13</b>

### Early Reading: Initial Code intervention Snapshot- scores between Entry and Spring 1.

Scores out of 60.

<b>Child D</b>	<b>2</b>	<b>18</b>	<b>40</b>
<b>Child E</b>	<b>14</b>	<b>38</b>	<b>55</b>
<b>Child F</b>	<b>0</b>	<b>7</b>	<b>17</b>

### Early Reading: Extended Code intervention Snapshot- scores between Entry and Autumn 2.

<b>Child G</b>	<b>5</b>	<b>26</b>
<b>Child H</b>	<b>7</b>	<b>2</b>
<b>Child I</b>	<b>21</b>	<b>37</b>

d Summary:

## Exclusions

Total number of permanent exclusions (all pupils)	<b>0</b>
Total number of fixed-term exclusions (all pupils)	<b>4</b>
Total number of permanent exclusions (SEN cohort)	<b>0</b>
Total number of fixed-term exclusions (SEN cohort)	<b>3</b>
Total number of school days lost to fixed-term exclusions (all pupils)	<b>8</b>
Total number of school days lost to fixed-term exclusions (SEN cohort)	<b>7</b>

## Description of SENCO's current quality assurance arrangements

<b>Quality assurance and performance management of other staff</b>
<ul style="list-style-type: none"> <li>● Learning Walks</li> <li>● Performance management meetings and observation</li> <li>● Termly line management meetings</li> <li>● Intervention trackers (Assess, Plan, Do, Review)</li> <li>● Inclusion Meetings</li> </ul>

## Transition processes (EYFS to KS1, KS1 to KS2, new admissions)

- Visits to new classroom
- Meeting the new teacher
- Transition Passport
- 'All About Me' section of Learning Plan
- Inclusion timetable
- Phased/staggered start

## Parent Voice

*“All my kids went to Bankside for primary education. Although I have moved further away from the school... I'm still sending my younger kids to Bankside due to the staff... the special education needs at Bankside is 2nd to none. I have experienced it first hand with my child...the attention he received at Bankside was awesome and he still has good memories about all his teachers and support staff and it made a huge impact on his personality.”*

*“Since X has started attending Bankside, his emotional well-being has improved, he is more open to learning, especially in Maths. He has improved greatly, plays more with other children too and Ms Lauren has been a big part of the process and the rest of the school team. X is happy and he looks forward to going to school each day. I'm happy and satisfied...”*

## Pupil Voice

We used a focus group to ascertain our children's views on school, with a focus on belonging and wellbeing. They identified parts of school that they could access if there were any problems (The Den, Nurture Lunch) and feel listened to and safe. They noted that the food could be better- this is something we are going to explore with the School Council!

## Compliance with statutory duties

	✓ / x
All provision is in place for students with EHCPs.	Yes
Annual reviews have been conducted on time.	Yes
The school's SEN policy reflects practice within the school.	Yes
The school has responded to all professional recommendations made in this period.	Yes
Students with disabilities have accessed all relevant school activities including trips.	Yes

## What could have worked better

EHCP timelines remain extremely delayed. The result of this is that the children who require a specialist placement (most notably Rainbow 1, but also Rainbow 2) have not yet completed the EHCP process. The number of children who are receiving personalised support for complex and multiple additional needs is significantly above national average, as is reflected in the FFI figure. Our Rainbow classrooms are grossly over-populated in comparison to specialist schools for children with comparable needs.

We have recently welcomed a local specialist school who have come to learn from our Reception provision so that they can cater for the needs of their cohort. The Rainbow Unit's provision is pitched at 1, 2 and 3 year olds.

## SEND Action Plan Priorities

1. Monitoring the impact of personalised and targeted SEND provision (Rainbow 1,2 and 3, Early Reading intervention, Emotional Literacy intervention)
2. Examining the overlap data for SEND&FSM, SEMH&FSM, FSM&FFI to build a compelling picture of the complex nature of the community and developing case studies of overlaps
3. Ensuring the behaviour policy supports our most vulnerable children, resulting in measurable progress and achievement, through a focus on Social and Emotional Learning
4. Further developing the rigour around Speech and Language provision

## Information Report: The Bankside Offer

### Cognition and Learning

#### Universal Provision

- Sounds-Write Programme taught in Reception to Year 6
- A high quality reading diet
- High quality scaffolding and adaptation
- Colourful Semantics
- Timestable Rockstars and Numbots

#### Targeted Provision

- Sounds-Write intervention
- Targeted Readers

#### Personalised provision

- 1:1 Plus 1/Power of 2 Maths
- 1:1 Soundwrite intervention
- Phonics for SEN programme
- Numicon Programmes
- Individual timetable to accommodate needs

## Social, Emotional and Mental Health

### Universal Provision

- Restorative and Trauma-Informed Behaviour policy
- The language and visual use of the 'Zones of Regulation'
- EEF SEL project work on Emotional Literacy at un-structured times of day
- The use of the 'Regulate, Relate, Reason, Repair' approach to de-escalation

### Targeted Provision

- ELSA Friendship Groups
- Mindmate intervention Group
- Reward Chart
- Alternative lunchtime provision

### Personalised provision

- ELSA
- Early Help Plan
- AIP support
- ELSA intervention
- Individual Behaviour Support Plan
- Individual Regulation plan
- Individual timetable to accommodate needs
- Children's Counselling Service
- Educational Psychologist

## Communication and Interaction

### Universal Provision

- Visual support used to supplement written and verbal information
- '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
- The use of the 'Regulate, Relate, Reason, Repair' toolkit
- Colourful Semantics taught directly to all children and used to scaffold the understanding and use of language throughout school
- WELCOM language screener used in Nursery for all children

### Targeted Provision

- WELCOM intervention groups in Nursery
- Chatter-bug therapy groups
- Alternative lunchtime provision
- HENRY parenting classes
- SEN and Eastern European community coffee mornings

### Personalised provision

- 1:1 or group Chatter-bug Therapy
- Individual timetable of Provision
- 1:1 daily 'Intensive Interaction'
- Communication Books and AAC
- 'Start/Finish' Box structure for learning
- Educational Psychologist consultation and assessment

## Sensory and Physical

### Universal Provision

- LOW INCIDENCE: We offer a wide range of individual responses based on needs.

### Targeted Provision

- Support can be short, medium or long term to enable access to an inclusive mainstream placement.

### Personalised provision

- 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