

SEN Information Report: September 2024

The purpose of the information report is to inform parents and carers about how we welcome, support and make effective provision for children with special educational needs and/or disabilities (SEND).

Banwell Primary School is committed to providing equal learning opportunities for all our children regardless of race, gender, special educational needs and / or disabilities (SEND). We are part of the Extend Learning Academies Network (ELAN) and some of our policies that support this document are adopted from ELAN and some are school specific.

We enhance the curriculum to ensure we meet the needs of all children and enable access to all areas of learning.

Our staff have high levels of skills, knowledge and expertise in providing first class education for children with a range of needs. This includes:

- Social, Emotional and Mental Health difficulties (SEMH)
- Autistic Spectrum Disorder (ASD)
- Speech, Language and Communication Difficulties
- Moderate and Severe Learning Difficulties
- Sensory Impairments including: visual, hearing and physical impairments. □ Sensory Processing Difficulties

What kind of additional needs are provided for?

Banwell is a mainstream, inclusive school that fully complies with the requirements set out in the Special Educational Needs Code of Practice (2014).

All staff receive regular training. Some staff have additional training to support children with specific needs.

We support children with a variety of additional needs covering all areas (cognition and learning, social, mental and emotional health, communication and interaction, as well as sensory and/or physical needs).

We make reasonable adjustments to our practices and provision to comply with the Equality Act (2010).

What do I do if I think my child has child has additional needs?

Please discuss any concerns with your child's class teacher, who can liaise with the SENDCo.

How does the school identify and assess children with additional needs?

Monitoring progress (in all areas) is an important aspect of the work we do at Banwell Primary School. We follow the 'assess, plan, do and review' model which involves parents, pupils, staff and where appropriate outside agencies to ensure collaborative working.

Parents are encouraged to discuss any concerns with their child's class teacher in the first instance. As class teachers can then begin the 'plan, do, review' cycle, which can then be shared with the SENDCo when needed.

Our highly experienced staff are committed to identify additional needs as early as possible to ensure that appropriate support is put in place. Children's additional needs are identified in the following ways:

- Discussions with parents / carers
- Pupil tracking and pupil progress meetings
- Observations by teachers and other staff
- Discussions / work with the SENDCo
- Liaising / discussions with previous schools / providers
- Working closely with health, social care and other agencies.

How will parents / carers of children with additional needs be consulted about, and involved in the education of their children:

We value our relationships with parents / carers and recognise that parental involvement is vital to successfully meeting the needs of children with additional needs. We work with parents / carers in the following ways:

We have an open door policy – please talk to a member of staff and they can discuss what to do next

Regular informal meetings with parents / staff / children

Formal meetings three times a year

Staff who listen to parents and act on information to promote all aspects of children's learning and well being

Joint working with parents / carers and external agencies

How will children with additional needs be consulted about and involved in their education?

We try to involve children in all things which will impact them and their time in school.

Familiar staff will have conversations with them about what is happening and any worries. They will be consulted regarding likes, dislikes and any questions or things they think should happen, with school including their views in paperwork as required.

If appropriate, children will have the opportunity to attend meetings regarding them and any additional needs. If this is not felt to be appropriate, then their views will be gathered beforehand and shared.

The way a child's views are gathered will be adapted depending on their age and needs.

What are the arrangements for assessing and reviewing pupils' progress towards outcomes?

Ongoing assessment of progress and provision ensures all children access effective learning opportunities. Assessment procedures include:

- Feedback from the child
- Feedback from support staff
- Day to day teacher observations
- Discussions with parents / carers at least 3 times per year
- Discussions / observations by SENDCo / external agencies

What support is there available for improving emotional and social development of children:

Children's social and emotional development affects their behaviour and their learning. We support their development in this area by:

Sensitive teaching and a commitment to flexibility.

A strong pastoral team who provide a wide range of clubs, 1:1 work and in class support. These are planned and reactive to ensure all needs are catered for, they will also provide a 'safe space' for children to go to if they are concerned or worried.

Having an awareness of child on child abuse on children's wellbeing.

For further information, please see the ELAN SEN and inclusion policy, anti –bullying policy and the pastoral information on the website.

We have a clear PSHE scheme of work. These both involve regular 'check in' sessions with familiar adults, as well as whole class and small group activities. The sessions will address topics, such as bullying and differences. If children wish to share information about their needs, we work with them, their parents and relevant professionals to provide accurate and appropriate presentations they can share with their peers.

Accessibility

We work hard to ensure all children are able to access all aspects of the curriculum and the school environment, including external visits and camp.

Participation in the Curriculum

We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to be inclusive of the needs of individual pupils and endorse the key principles in the current National Curriculum framework, which underpins the development of a more inclusive curriculum:

Setting suitable learning challenges.

Giving all pupils the opportunity to experience the “wider world”. Responding to pupils’ diverse learning needs

Overcoming potential barriers to learning and assessment for individuals and groups of pupils in line with our Inclusion Policy.

As children’s special needs are identified, appropriate measures are put in place, using expert advice where necessary, to develop the children as independent learners within the bounds of their SEN/Disability.

Parents/carers are encouraged to help develop aspirational and appropriate outcomes for children with SEND

All children are fully included in all areas of the curriculum within the designated school times including school trips, plays and school clubs regardless of their SEND.

The ethos of the school celebrates diversity and encourages inclusion through assemblies, religious education, community cohesion days and PSHE.

Specific information about particular arrangements can be gained by talking with the SENDCo or headteacher.

What are the arrangements for supporting pupils moving between phases of education?

When children enter school into our Reception classes, we take part in the Link Programme run by North Somerset through which we meet identified children and their parents. Before entry, the Reception class teacher, SENDCo, parents and other professionals will meet to discuss the child’s strengths and areas of need. We ensure all previous records/reports are transferred to us and read by all staff supporting the child. We also plan a personalised transition programme, detailing additional visits, timings for the school day if these need to be adjusted to reduce anxiety for the child. This plan will be regularly reviewed and adapted as required. It is vital the child is able to build trust with school staff.

Within the school, we provide additional transition support for movement between school years. This is available to children we feel it would benefit, not just those identified as on the SEND register. In-school transition work often involves additional visits to a new room with and without other children; making a transition book with key information about the new classroom, adults and in some cases the new class of children; and creating opportunities to spend time with the new, unknown adults.

Children (with identified SEND) who are transitioning either to secondary school or another setting, may have a tailored transition plan created with the receiving school and when this starts will depend on the needs of the child. Staff from both settings and other professionals will meet to discuss children and their needs. Where possible, staff from the new setting will initially come to Banwell to meet the children, as this reduces anxiety and increases confidence when attending transition days at their new school. Children with SEND may have access to additional visits compared to those normally provided.

Children and parents are always involved in all stages of transition.

What is Banwell Primary's approach to teaching children with SEND?

We recognise and value all of our children as individuals and are committed to offering a high quality and inclusive education and learning environment, which enables all children to reach or exceed their potential and learn alongside their peers wherever possible. Once a child is identified as having SEND there are a range of interventions and support which can be provided to enable them to make progress.

How does the school adapt the curriculum and learning environment for children with additional needs?

All teachers and support staff are provided with specific information relating to individual children's needs, enabling them to plan learning within the curriculum that ensures all children make progress. Teaching staff are also supported by the SENDCo to develop appropriate provision.

Adaptations might include:

Additional visual prompts/supports, simplified language will be provided if a child has speech, communication and language difficulties, enabling them to understand the concepts/vocabulary being taught.

Adult support may be targeted during sessions which provide the child with particular challenge, including time with the teacher, a classroom TA and other LSAs to ensure children do not become over reliant on one or two particular adults.

When required (and where possible) we make reasonable adjustments to improve the accessibility of our environment, including the curriculum and access to information. We adhere to the requirements set out in the Equality Act 2010.

Where further support or resources are required, the SENDCo will liaise with relevant outside agencies and parents to ensure this is secured.

What additional support for learning is available to children with additional needs?

In addition to the adaptations already identified above, Banwell Primary staff regularly seek advice from and works with other professionals: these include ELAN's cognition and learning lead, advisory teachers, health services, Educational Psychologists and North Somerset SEND team staff to ensure the individual needs of a child are fully met. We also work with local and national specialist charities who can also provide support for schools and families, when appropriate.

What training and expertise is available to support children with SEND, and how is specialist expertise secured?

We regularly invest time and money in training our staff to maintain high quality provision for all pupils and to develop enhanced skills and knowledge to deliver interventions. All staff have up-to-date safeguarding and Prevent training.

Appropriate staff will undergo regular training to fully meet the needs of the children with whom they work. Staff will be trained in a child's SEND management regime and / or to meet individual needs as they are identified in Healthcare Plans / in response to advice from external agencies. Training needs are identified through regular audits of staff expertise and need, training update requirements and advice from parents, carers and professionals. Resources are purchased as and when they are required and / or recommended by professionals working with an individual child.

Our Special Educational Needs and Disabilities Co-ordinator (SENDCo) is a qualified teacher. All of our teachers hold qualified teacher status and all staff members receive regular training to best support our children with SEND. This takes place during staff meetings, INSET days and training courses.

How will equipment and facilities to support children and young people with SEND be secured?

Specialist equipment, adaptations and extra support is initially secured through the school's budget.

If a child requires very high levels of specialist support and resources then school will seek further assistance from external professionals, as well as accessing further support via the local authority's funding process.

Decisions regarding support are bespoke and based on a child's needs and what school can reasonably provide without causing detriment to other children's learning. We are always happy to discuss the support in place with parents/ carers and explore any changes which may be required to further meet a child's needs.

Facilities

Banwell Primary School is housed in a range of buildings that conforms to all building regulations and have been adapted, where necessary, to be as accessible as possible to all children. Individual buildings are on a single level and all entrances are accessible to disabled people with support and parents/carers with young children in prams. There are toilet and showering facilities suitable for all disabilities and ages. Features within the building support those with visual impairment. There is a designated disabled parking bay on the school site. Playground equipment is accessible and regularly maintained. Emergency lighting is fitted throughout the building. Provision is made for evacuating disabled children and adults with disabilities in the event of an emergency through Personal Emergency Evacuation Plans (PEEPs).

We recognise that current building standards are not necessarily exhaustive and are committed to reviewing our facilities on a regular basis and planning in any changes that may become necessary as a result. When external Planners and Designers are employed by the governors, the governors' policy on Accessibility will be provided to the planner or designer who will be instructed to take account of the policy.

How is the effectiveness of the provision made for pupils with SEND evaluated?

Provision for pupils with SEND is monitored as part of the school monitoring and evaluation (M&E) cycles which happen throughout the academic year. Additionally the SENDCo will carry out 'drop in' visits to observe what is going on in classes. This is then combined with looking at work produced (in whatever way is appropriate for the child) and discussions around progress and data. SENDCos also attend Pupil Progress Meetings (PPMs) with class teachers and the leadership team. Children identified with SEND within Banwell Primary School will have bespoke targets set within an Individual Support Plan (ISP) and these are reviewed at least 3 times per year when the child, parents, teachers, support staff and, if necessary, SENDCo come together to celebrate successes and discuss areas for development. This process forms part of how we monitor the effectiveness of provision.

How are children with SEND enabled to engage in activities with those who do not have SEND?

We are dedicated to involving all our learners in all aspects of the curriculum and school life. We make reasonable adjustments so children can join in activities regardless of their needs.

Additional risk assessments are done to ensure all aspects of concerns are addressed, further thought and consideration is given to put effective control measures or adaptations into place. Parents/Carers will be consulted throughout this process. As a result of careful planning, additional staff may accompany children during activities, in extreme cases we may seek parent/carer support to physically access an activity.

Complaints:

Positive home school relationships often mean that concerns or complaints can usually be dealt with between parents, carers and school staff. However, when a more formal complaint is made this needs to be in accordance with the [ELAN Complaints Policy](#) which can be found on our website.

Children in care with SEN

At Banwell Primary School, the headteacher is the designated teacher for children in care, and therefore liaises with school staff and other agencies currently involved and carers to discuss progress and monitor learning, alongside the SENDCo where appropriate. With children in care, there is a slightly different system of monitoring and support, led by whichever local authority has responsibility for supporting the child (this is not always North Somerset). Support includes:

Personal Education Plans (PEPs)

Working closely with North Somerset Virtual School where appropriate, who visit the school to ensure we are meeting the needs of the children

Monitoring and Evaluation of Safeguarding procedures.

Link to Local Offer Website:

The Local Offer provides information and advice to parents of children and young people with Special Educational Needs and disabilities between the ages of 0 – 25 years. The local offer will also assist professionals who work with families to find services and support. To find out more about the North Somerset Council offer see below.

[North Somerset Council offer](#)

Policies

Our key policies are available to download from our school website. If you would like them provided in another format please contact the school office.

Who to Contact:

In the first instance, speak to your child's class teacher, and they will signpost you to the support that is appropriate.

Thea Dennett, SENDCo and Teacher

Sendco@banwell.extendlearning.org

Claire Pocock (Headteacher and Designated Safeguarding Lead)

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