



BANKFOOT PRIMARY SCHOOL

SEND INFORMATION REPORT 2020 - 2021

Part of the local offer for children and young people with special educational needs or disabilities (SEND)

Introduction

Welcome to our SEND information report which is part of the Bankfoot Primary School's Local Offer for learners with Special Educational Needs or a Disability (SEND).

At Bankfoot Primary School, we pride ourselves on offering our pupils a high level of care and support so every child is able to access every aspect of our school's curriculum. Through our SEND provision we strive to cater for the needs of our pupils, who are having difficulties learning, and require additional support. The summary of provision is outlined on our schools website www.bankfootprimary.co.uk under Special Educational Needs and Disabilities as the 'local offer'. We are committed to working together with all members of our school community and welcome your feedback. The best people to contact this year are:

| | |
|-----------------------|-----------------|
| Name of SEND governor | Claire Lockwood |
| Name of Head teacher | Mrs Wright |
| Name of SENDCO | Mrs Perry |
| School Council Link | Miss Ridsdale |

If you have any specific questions about our Local Offer or if you think your child may have SEND. Please speak to their 'class teacher' in the first instance or contact Mrs Perry (our SENDCO) on 01274 732068.

Our approach to teaching learners with SEN

At Bankfoot Primary School, we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We have an inclusive culture in our school and are responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning across the school. For more information on our approach please see our 'local offer' on the school website www.bankfootprimary.co.uk under the Special Educational Needs and Disabilities section.

Our school improvement plan is about developing learning for all. Opportunities are planned as part of the continued professional development (CPD) for all staff to develop their skills and have access to training opportunities. School teaching staff, have these details outlined in their performance management reviews.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor the progress of all learners. Information of your child's progress can be discussed at termly parent/teacher consultations. Staff are continually assessing, monitoring and reviewing pupils to ensure that learning and progress is taking place. Our whole school system for monitoring progress includes: Bradford matrix of need analysis grid; electronic classroom monitor tracking of each pupil; teacher analysis of groups within each class; assessment against subject specific interims; observations of teaching and learning within classes; pupil book scrutiny; as well as half termly pupil progress meetings with the teaching staff and head teacher.

At Bankfoot Primary school, we value:

'Learning for all'

And our motto is:

'Achieving success together'

How we identify SEND

At different times in a child's school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age: or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

If a learner is identified as having SEND, we will endeavour to provide provision that is 'additional to or different from' the mainstream curriculum with the intent to overcome and/or support the barrier(s) to their learning.

The SEND code of practice (Jan 2015) states that:

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

A child may have a special educational need either throughout or at any time during their school career. Learners can fall behind in school for many different reasons. For example, COVID 19 school closures; pupils may have been absent from school; they may have attended lots of different schools and not had a consistent opportunity to learn, which may result in gaps in their learning. Pupils may be worried about different things that are distracting them from learning. Pupils may be new to the country and new to the English language and curriculum. At Bankfoot, we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This **does not** mean that all **vulnerable learners listed above have SEND**. Only those with a specific learning difficulty, which requires special educational provision, will be identified as having a Special Educational Need or Disability (SEND).

At Bankfoot, all pupils have access to 'Quality First Teaching' within the classroom. All learners are included in a stimulating learning environment, which is differentiated to meet wide ranging needs. This differentiation can involve diverse techniques, different expected outcomes, various ways of recording or accessing information and multi-sensory teaching approaches.

The Quality First Teaching approach is offered across the wide range of subjects that are covered within the school curriculum and each class follows their own individual long term plan (which can be accessed on our school website). All children access this provision on a daily basis to enable them to make progress as individuals.

Special educational needs provided for at Bankfoot Primary School

Bankfoot Primary School is proud to be an inclusive school and provides support for children who have a range of Special Educational Needs and/or Disability across the four broad areas of need laid out in the SEN Code of Practice (2014).

- **Communication and Interaction**

Including Speech, Language and Communication Needs (SLCN) and Autism Spectrum Disorder (ASD)

- **Cognition and Learning**

Including Severe Learning Difficulties (SLD) and Specific Learning Difficulties (SpLD), including Dyslexia.

- **Social, Emotional and Mental Health**

Including Attention Deficit Disorder (ADD), a range of other needs including anxiety and depression.

- **Sensory and/or Physical**

Including medical, a range of Physical Difficulties (PD) as well as Hearing Impairment (HI) and Visual Impairment (VI).

SEND Profile

Our current SEND profile for 2020/2021, shows that we currently have **14%** of pupils at Bankfoot identified as having a SEND.

8% of pupils are identified as having SEND linked to **Cognition and Learning**

7% linked to **Speech, Communication and Interaction Needs**

6% linked to **Sensory, Physical and/or Medical Needs**

0% linked to **Social, Emotional and Mental Health Needs**

(with some overlap in individuals).

Using the Bradford local authority matrix of need grid.

| | |
|--|-------------|
| 2% of pupils are assessed as having SEND and are working below age related expectations (Below ARE) | = 6 pupils |
| 6% of pupils are assessed as having SEND | = 15 pupils |
| 3% of pupils are assessed at Send+ | = 8 pupils |
| 2% of pupils are assessed at EHCP | = 7 pupils |
| 0% of pupils are assessed at EHCP+ | = 0 pupils |

*(These figures are subject to change as pupils are assessed and needs change throughout the year).

Identification and assessment of pupils with SEND

The key to ensuring children with SEND excel is to ensure that their needs are identified as early as possible. At Bankfoot Primary School, children are identified as having SEND through a variety of ways including:

- Prior or during admission
- Liaison with the previous education setting
- Liaison with parents and /or carers
- Liaison with external agencies
- Cross referencing levels with Local Authority recommended assessment grids.

Whilst the child is at Bankfoot Primary School

- Concerns and/or observations can be raised by parents and/or carers
- Concerns and/or observations raised by class teacher or other school staff
- Concerns raised by the child
- Tracking information – is the child performing below age related expectations?
- School based assessments (carried out initially by the class teacher, SENDCo or Specialist SEND support)
- Further assessments carried out by the SENDCo or SEND professionals where concerns are raised
- Health diagnosis

- Assessments completed by outside agencies, for example, Education Psychology Team, Behaviour Support Service, CAMHS, School Nurse, Paediatricians, Autism team, Speech and Language Therapists.

Following a referral or identification of a need, a detailed review will be undertaken by the relevant school staff. This will include discussions with the child and their family, class teacher and other key staff involved within the school, for example, Learning Mentors. Once a child is identified as having a Special Educational Need, they are added to the school's SEND register and their parents are informed of this action. The school's approach to teaching pupils with SEND is then followed.

There may also be a requirement to involve outside agencies, to provide a better understanding of the child's needs, or a specific diagnosis. This may be from:

- **Local Authority Services**, such as specialist teachers from the local authority SEN team, Autism Outreach and the Behaviour Support Team.
- **Health Services** such as occupational therapists, speech and language therapists or physiotherapists.
- **Sensory support services** such as hearing or visual impairment specialist teachers
- **Outside agencies** such as the Education Psychology Service, ADHD solutions and CAMHS.

The child's parents will be asked to give permission for the school to make a referral to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and parents to develop a better understanding of the child's particular needs and enable them to provide the most effective support in school.

The specialist professional will work with the child to understand their needs and make recommendations as to the ways support can be given. The school will then implement recommended programmes and strategies. The specialist professional may come back in to review progress.

Assessing SEND at Bankfoot Primary School

Class Teachers, support staff, parents/carers and or the learner themselves may be the first to notice a difficulty with learning. At Bankfoot, we ensure that assessment of special educational needs and/or disabilities, directly involves the learner, their parents/carer and their teacher. The class teacher and Special Educational Needs & Disabilities Co-ordinator (Mrs Perry) will also support with the identification of barriers to learning. We have a range of assessment methods available and intervention tool kits to aid assessment and interventions.

For some learners, we may want to seek advice from specialist High and Low incidents teams eg. Cognition and Learning Support, Educational Psychologists, Autism specialist teachers, Early years practitioners, Health and social care professionals, Speech and Language team and many others. Bankfoot Primary school has access to the Bradford traded offer package (provided by the local authority) which allows for referrals to be made, professionals to work in school to help support/train teachers and pupils with SEND. We have also invested in the

Educational Psychologist support services allowing for some specialist advice and guidance within school.

Additionally, Bankfoot has access to further support which include:

- Educational Psychologist specialist support hubs
- Autism support hubs for all teaching staff involved with a pupil(s) with or without a diagnosis of Autism
- Specialist teachers from the Autism team available to support staff with pupils with or without a diagnosis of Autism
- Pre 5 specialist teachers from the Early Years team allocated for pupils in EYFS
- Speech Therapist – sessions upon request: appointments set after referral
- The school nursing team – appointments are available upon request
- Motor and Coordination difficulties via the NHS
- ASC and ADHD diagnosis via the NHS
- Child development services via the NHS.

The approach to teaching pupils with SEND

The staff and Governors at Bankfoot Primary School believe that all children have an equal right to a full and rounded education, which will enable them to achieve their full potential. Our approach to teaching pupils with SEND varies depending on individual need.

All teachers plan differentiated and accessible lessons for **all** children. This might require additional planning/alterations to be made to meet pupils' specific needs.

Each class has at least one teaching assistant who can be used to offer additional support (where appropriate) as directed by the class teacher.

Additional time out of class accessing the intervention/sensory room may be provided for pupils needing small group/individual tailored support to meet specific learning needs. These include Precision teaching, 1:1 reading sessions, Literacy Arc dyslexia intervention, Multi-sensory support, as well bespoke and individualised learning programmes such as See and Learn Early Literacy and Maths Programmes of study.

For pupils with more complex needs, who have an Education, Health and Care Plan (EHCP), additional 1:1 Teaching Assistants will be provided to help achieve the outcomes set out in their plan. These pupils will have regular access to the sensory/intervention room to access learning according to their needs.

The school also involves outside agencies in supporting children with additional needs including: Educational Psychologists, Speech and Language Therapists, Autism support, Learning Mentors and the School Nurse etc.

There are effective management systems and procedures in place for SEND, taking into account the current Code of Practice (2014). Successful communication exists between teachers, children with SEND, parents of SEND children, Teaching Assistants who run groups and other outside agencies. The knowledge and expertise of parents in relation to their own child is drawn upon. Children are also encouraged to take an increasingly active role in their targets, progress and next steps. There is a commitment to developing the knowledge and skills of all the staff to manage the challenges of the range of needs in the school, and to

ensure that all support is of high quality. Consideration for SEND crosses all curriculum areas and all aspects of teaching and learning.

All provision for pupils with special educational needs follows the graduated approach of 'Assess, Plan, Do, Review.' Firstly, the needs of the pupil are identified and relevant assessments are carried out (assess) in order to inform careful planning to meet those needs (plan). Appropriate provision is then put in place for an agreed period of time (do), after which progress is reviewed (review) and a reassessment of the pupil's needs is made. This process continues to ensure the needs of the student are fully met.

We currently have HLTAs/Teaching support staff at Bankfoot Primary that are trained in delivering:

- Literacy Arc dyslexia programme
- Active Literacy Kit assessment
- 20/20 Reading programme
- Precision teaching
- Adacus Maths intervention programme
- Read, Write Inc phonics
- Inspire Maths
- Speech & Language support
- 5 minute Literacy/Numeracy box
- Blank Levels early language development
- Physio therapy activities for an individual pupil
- Time to Talk speech and communication programme
- See and Learn Early Literacy and Mathematics programme

How the curriculum is adapted for children with SEND

Bankfoot Primary School has designed its curriculum to take into account the needs, interests and strengths of our pupils and it can be adapted and differentiated for a range of different needs. Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that the needs of a child with SEND are met. This will include modification of tasks, pre-teaching of concepts and vocabulary and use of specific resources and strategies to support a child individually or in small groups. Examples of this could include Numicon, sloping desks, chromebooks, iPads, ipods, triangular pencils, coloured overlays, visual timetables, additional adult support etc.

Bankfoot Primary School uses the Range Guidance provided by Bradford Metropolitan District Council Children's Services to help adapt both the curriculum and learning variety to suit a variety of SEND. This guidance can be found online at <https://bso.bradford.gov.uk> . The range guidance is currently under review and will be updated during the academic year of 2020 following further information from BMDC Children Services.

School-based provision for children with SEND

The Class Teacher provides 'Quality First Teaching'. This means that:

- the teacher has the highest possible expectations for all pupils in their class.
- all teaching builds on what a child already knows, can do and can understand.
- different ways of teaching are in place, so that every child is fully involved in learning within class. This may involve things like using more practical learning.

- specific strategies (which may be suggested by the SENDCo, SEND Specialist, Educational Psychologist) are in place to support a child to learn.
- the teacher carefully checks the child's progress and provides extra support as necessary to help them make the best possible progress.

Teaching assistants work with small groups or individual children under the direction of the teacher. A range of interventions are delivered, including reading and writing support, fine motor skills work and mathematics programmes. Teaching assistants are also deployed to other areas of the classroom in order to allow the teacher to work directly with any children who have a SEND. The school mentor supports children with emotional and social development.

Adjustments made at school due to COVID 19.

Due to the current COVID 19 pandemic, adjustments have been made to the school day. These include:

- Pupils working within a bubble
- Staff wearing PPE during close contact with pupils
- Adaptations to the start and end times of the school day
- New drop off and collection points for pupils
- Time built into the timetable for hygienic measures such as: sanitation of areas/equipment used, hand washing and temperature checks
- Early closures on Fridays
- Remote learning at home on Friday afternoons.

*Please see the school's website to access the full risk assessment.

Remote learning and support for pupils with SEND

Where pupils are sent home as a bubble or individually due to isolation procedures or experience of COVID 19 symptoms, work will be set at pupils' level. Depending on the pupil's ability to access remote learning through Google classroom, some pupils may be given chrome books, IPADs, paper-based tasks or kinaesthetic resources to support learning from home.

Other organisations providing support for children with SEND

Bankfoot Primary school works with a range of external agencies in order to meet the needs of children with SEND. These include:

- Support Service for children with Special Educational Needs (SSSEN)
- Educational Psychology Service
- SALT (Speech and Language Therapy)
- Autism Specialist Service
- Behaviour Support Service
- Specialist Teachers for the hearing and visually impaired
- Information and Advice Support Services Network – IASS (Parent Partnership)
- Early Help Intervention Team
- School Health
- Occupational Therapy
- Physiotherapy

- CAMHS
- Clinical Psychology
- Input from Paediatricians

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome/support the barrier identified. Pupils who are identified as have SEND each have an Individual Education Plan (known as an IEP) outlining provision, areas of need and targets. These plans are reviewed on a termly basis as our learners and their needs change.

The IEPs are shared with pupils, staff involved and parents. Interventions are recorded, reviewed and monitored by the class teacher/SENDCO. The management team monitor the impact and effectiveness of these interventions on learning and progress across the school during pupil progress meetings with the head teacher.

Funding for SEND

Bankfoot Primary school receives funding directly to the school from the Local Authority to support learners with SEND. Notional SEND funding is the proportion of the school's budget that is 'notionally' allocated for Special Educational Needs (SEND). This year's allocation is £149, 510. A further £32,617 top up funding is allocated for high incidence pupils with Education, Health and Care Plans (EHCPs). The total amount this year currently stands at **£182,127**. (Please note: These figures are subject to change and may fluctuate as pupils needs change throughout the year.)

| How funding is spent at Bankfoot Primary School | Amount spent |
|--|-------------------------------|
| Staffing to support pupils with SEND | £153,288 |
| SENCO point salary | £2270 |
| SENCO Award qualification course | £1999 + VAT |
| Software (Edukey) | £1495 |
| Professional services | £2580 |
| Pupil resources and building work on the sensory room | £4500 approximately |
| Total: | £166,132 approximately |

How do we find out if this support is Effective?

The monitoring and reviewing progress is an integral part of teaching and leadership within Bankfoot. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the '**assess, plan, do and review**' model to ensure that parents/carers, teaching staff and children are involved in each step of pupil progress. Before any additional provision is set, a baseline stage will be recorded on the school classroom monitor tracking assessment tool as well as the provision mapping Edukey app, which can be used to compare the impact of the provision/intervention each term.

Pupils, parents/carers and their teaching staff will be directly involved in the reviewing progress of all pupils. The review of the pupil's IEP can be discussed during termly parent/teacher consultation meetings. These meetings may be done remotely via telephone (due to the current COVID 19 pandemic). In addition, staff will review impact during pupil progress meetings (held half termly), where discussion of progress and next steps takes place

under the consultation of the head teacher (Mrs Wright). If a learner has an Education Health and Care Plan (EHCP), annual review meetings are held, Parents are invited, along with all the adults who work with the child, to celebrate success, set further targets and evaluate provision.

Regular work scrutiny and lesson observations will be carried out by members of the senior leadership team to ensure that the needs of all children are met and that the quality of teaching and learning is high. The progress within individual work and targeted group work made by a child with SEND will also be determined through these activities.

Progress data of all learners is collated by the whole school monitoring system (classroom monitor) and monitored by Teachers, Senior Leaders and Governors. The use of classroom monitor (our electronic pupil tracking system) helps to support assessment judgements and track progress. The Edukey provision mapping app helps to create targets, plans and suggestions for provision to meet the needs of all pupils. Our school, cluster and regional data are also monitored by the Local Authority and Ofsted.

Equal opportunities

We are committed to making reasonable adjustments to ensure participation for all, so please contact our school to discuss specific requirements. Please email office@bankfoot.bradford.sch.uk or call the school office on 01274 – 732068.

Staff at Bankfoot are updated with the Equal opportunities legislation. This legislation places specific duties on schools, settings and providers including:

'the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic, defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities."

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, or cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between children with a medical disability and those with SEN. Children and young people may therefore be covered by both the SEND code of practice and disability legislation.

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. Bankfoot Primary School is committed to working in partnership with children, families and other educational providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with you and your child at annual reviews and/or parent consultation

meetings. Transition to secondary schools will be discussed in the summer term of their Year 5 class, to ensure enough time for planning and preparation.

Visits to the high school are arranged and high schools staff visit Bankfoot Primary School to observe the pupil and meet with staff involved.

Storing and managing information

All paper documents relating to children and young people on the SEND register are stored in a secure area of school. All electronic documents are stored on a secure area of the server in school. All information is kept throughout the child's time at school and then is transferred to the child's next school.

Accessibility – Statutory Responsibilities.

We have a Disability Access Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- Reasonable adjustments in the environment
- The provision of information.

This plan is reviewed annually, barriers are identified, and action plans are put in place.

Dealing with Complaints

If a parent has concerns about their child's progress, they should speak to the child's class teacher initially. An appointment can usually be made before or after school. If concerns continue to exist and the parent feels that their child is not making progress, they may speak to the school's SENDCo – Mrs Perry, or the anyone from the senior leadership team – including Mrs Wright (the Head teacher), Mrs Irfan (the deputy head teacher) and Miss Cox (the assistant deputy head teacher).

The school should be clear about the difference between a concern and a complaint. By taking informal concerns seriously at the earliest stage, formal complaints can be avoided. As such, we would always encourage parents to approach a relevant member of staff such as the class teacher or SENDCo in order to informally discuss any concerns so that we can address these and move towards a resolution.

If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Head Teacher, who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors (Mr Eric Fairchild). A copy of the school's Complaints Procedure is available on request from the school and on the school website.

Bullying

At Bankfoot, we have a whole school approach to mitigating the risk of bullying, developing independence and building resilience in our pupils with SEND. Please see our Anti-Bullying Policy for further information.

Have your say

We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report alongside our published Local Offer declares our annual offer to learners with SEND, but to be effective, it needs the views of all parents/carers, learners, governors and

staff. So please engage in our process of 'assess, plan, do and review' provision for our pupils.

The Local Offer

For Bradford Metropolitan District Council Children's Services local offer, parents/carers/pupils can visit their website at:

[https://localoffer.bradford.gov.uk/Content.aspx?mid=26.](https://localoffer.bradford.gov.uk/Content.aspx?mid=26)

Bankfoot Primary school's local offer can be accessed via our website under SEND www.bankfootprimary.co.uk

Useful links:

www.bankfootprimary.co.uk

www.bso.bradford.gov.uk

www.dfe.gov.uk

<https://localoffer.bradford.gov.uk/thelocaloffer.aspx>

<https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=3475>

<http://www.learningdisabilities.org.uk/help-information/learning-disability-a-z/>

<http://www.addiss.co.uk/>

<http://www.aspergerfoundation.org.uk/>

<http://www.autism.org.uk/>

<http://www.ndss.org/>

<http://www.bdadyslexia.org.uk/>

<http://www.dyspraxiafoundation.org.uk/>

<http://www.rnib.org.uk/>

<https://www.bbc.co.uk/bitesize/articles/zh9v382>