

## Our teaching approach to SEND

### Intent

*At Banks Lane Junior School we intend for our pupils to leave us in year 6 with the knowledge, skills and attitudes that they need to carry on a successful learning journey into high school and adulthood. Our ambitious, tailored curriculum extends beyond the classroom and the requirements of the National Curriculum, enabling our learners to develop skills and character that will help them succeed in life.*

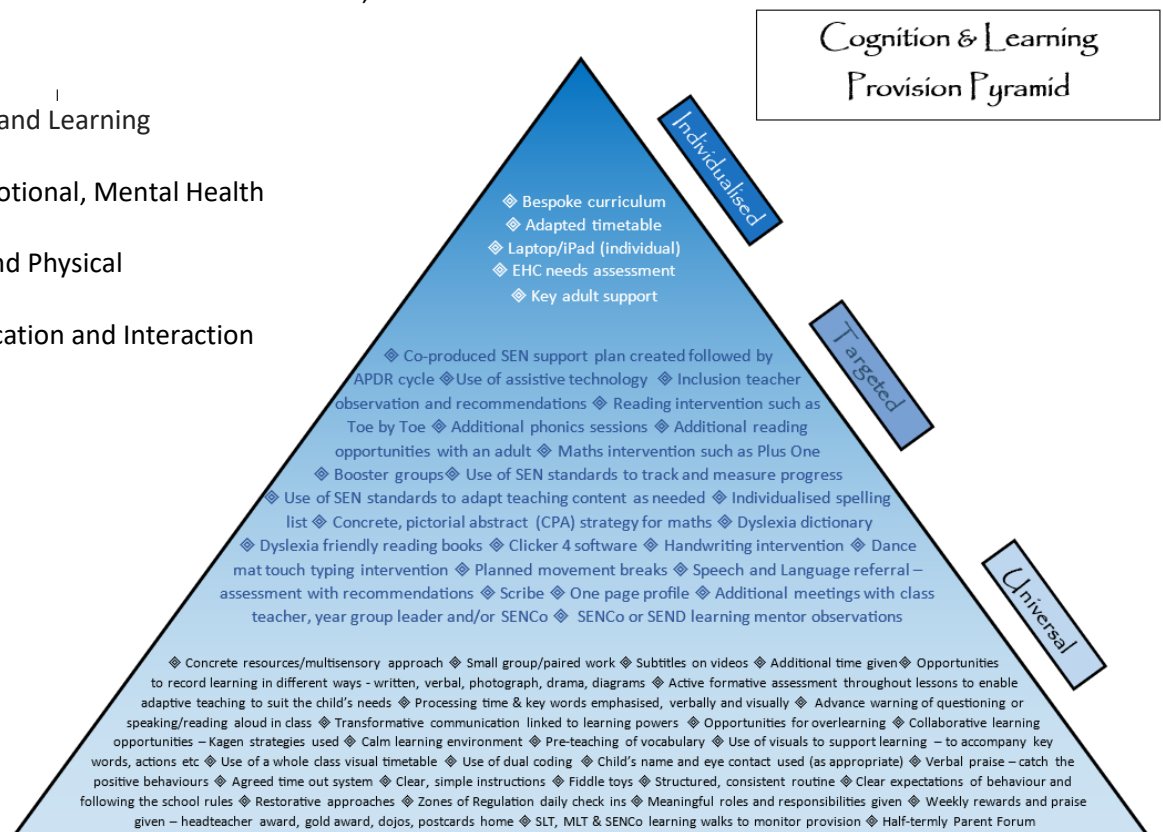
#### 1. Curriculum: How do we support?

Children who are identified as having SEND will receive provision which is 'different from and additional to' that provided for children of the same age. Our staff members are dedicated to ensuring that all children thrive, and understand that we all learn at different rates and in different ways. We value and celebrate diversity and seek to nurture the achievements of each individual. We know that some of our children will require some adaptations and additional support in order to fulfil their full potential and we aim to do this in a way which still promotes and develops their independence.

#### 2. SEND areas of need and inclusion.

We want all of our learners to be part of all sessions we teach, enabling them to develop the skills needed to become successful learners in high school and beyond. Teachers work hard to remove barriers to learning in all subjects and are able to adapt their teaching to suit those with SEND. There is subject specific provision available, as shown in each of the curriculum leaflets on our website. There are also graduated provision pyramids which show the possible provision available in each of the 4 areas of need;

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



### 3. Identification; how do we decide who needs support?

Children may be identified as having SEND through a variety of ways including the following:-

- ❖ Information from the previous school
- ❖ Child performing below age expected levels
- ❖ Concerns raised by parents/carers
- ❖ Concerns raised by teacher if behaviour or self-esteem is affecting progress
- ❖ Liaison with/assessments by external agencies
- ❖ Health diagnosis through paediatrician/doctor
- ❖ Children who are not making expected progress are picked up through our half termly pupil progress review meetings with the class teachers, year group leaders and SLT.
- ❖ Specific assessments, e.g. reading tests

After concerns are raised, a meeting will be set up with parents/carers to discuss the next steps and if it is suitable for the child to go on the SEND register. Once on the SEND register, a one-page profile and SEND or behaviour support plan will be created by the child, parents/carers and school staff. This is then reviewed at least once per term to assess progress and ensure that appropriate additional provision is put in place. If a child has complex SEND, they may have an Education Health Care Plan (EHCP) which means that a formal annual review will take place to discuss your child's progress and a report will be written to send to the Local Authority. Termly reviews will continue to take place to discuss strategies and progress the child is making.

SEN Support Plan		2023-2024		Banks Lane Junior School	
Name:	DOB:	Medical needs:			
Class/teacher:	SEN status:	Any diagnosis/pending assessments/vision and hearing needs:			
Attendance:	PP <input type="checkbox"/> EAL <input type="checkbox"/> LAC <input type="checkbox"/> TAC <input type="checkbox"/> CP <input type="checkbox"/>		Professionals/Agencies working with the child:		
Long Term Aspirations (preparation for adulthood)					
Child:					
Parent/Carer:					
School:					
From my One Page Profile					
What is important to me:		What I find most difficult:		How I'd like to be supported:	

### 4. Assessment: How do we know how the children are doing? How do they know?

Our SEND team and senior leadership team will closely monitor all provision and progress of any child requiring additional support across the school. The class teacher will oversee, plan and support each child with SEND in their class to ensure that progress in every area is made.

Termly pupil progress meetings are held with teachers and the senior leadership team to analyse every child's academic progress to see which children need additional support with their learning. These children are then allocated interventions aimed at helping them to make progress.

We have taken into consideration all 4 areas of need when developing our provision offer and thus, our interventions include those to boost academic attainment, improve self-confidence, develop social skills and enhance physical abilities.



## Interventions at Banks Lane Junior School include:

- ❖ Lego therapy
- ❖ Well-being groups
- ❖ Maths, writing and reading booster groups
- ❖ Phonics sessions
- ❖ Speech and language sessions
- ❖ Mental health support
- ❖ Physiotherapy sessions
- ❖ 1:1 learning mentor support
- ❖ 1:1 SEND learning mentor support



Children will be aware of the progress they are making on the outcomes in the SEND plan through termly impact reviews with teaching staff and parents/carers. During this they will share their views on their progress and teaching staff will go through the provision that is/will be put in place to support them to achieve these outcomes.

### **5. How does our SEND team monitor, evaluate, and improve SEND across our school?**

Our SEND team conduct regular monitoring of SEND support plans and behaviour support plans for the children who are on the SEND register. We ensure that the provision outlined on a plan is known by the child and is active in the classroom, through conversations with children and observations in class.



Audits are carried out by our SEND learning mentor to ensure continuity and consistency with items such as visual timetables and Zones of Regulation check in stations, across the whole school.

### **6. Transition and external services**

#### **Transition**

We encourage all new children to visit our school prior to starting, when they will be shown around the school and any concerns can be addressed. For children with SEND, we would encourage further visits to assist with acclimatisation to the new surroundings which our SEND learning mentor or SENCo can assist in.

We have an extremely comprehensive transition programme between the infant school and junior school. The children have numerous visits before they finish in July to help them be ready for September. The Year 3 teachers, SEND learning mentor and SENCo meet with the Year 2 teachers to discuss the children in detail.



The SENCo and year 6 team liaise closely with the secondary SENCos when transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

Many of our local secondary schools run a programme specifically tailored to aid transition for the more vulnerable pupils and pupils with SEND. In addition, the Inclusion Service offers a transition programme for identified pupils as well as the Mental Health Support Team.

## External Services

Banks Lane Junior School are proud to work with many different services across Stockport in trying to achieve the best for our pupils. These services include:

Inclusion service	Educational Psychology
Primary Jigsaw	School nurses
Occupational Therapy (OT)	Physiotherapy
Speech and Language Therapy (SLT)	Social Services
Hearing and Vision Specialist Service	Neurodiversity Team
Family Help Workers	Pediatricians & General Practitioners (GPs)
Children and adolescent mental health services (CAMHS)	

## **7. Working with parents and carers**

At Banks Lane, we truly value sharing what we do in school with our pupils' families. We co-produce all of our SEN and behavior support plans with parents and carers, ensuring we have a holistic view of the child we are supporting. We also run a half termly parents forum where we meet to chat about events going on in school.

Topics from previous meetings include:

- ❖ Zones of Regulation
- ❖ Neurodiversity
- ❖ Autism
- ❖ Speech and Language therapy



We have an open-door policy in school meaning that we welcome questions, suggestions and general updates from our Banks Lane community. You can contact a member of the SEND team by:

- ✓ Calling the school office on 0161 480 2330
- ✓ Emailing [senco@bankslane-jun.stockport.sch.uk](mailto:senco@bankslane-jun.stockport.sch.uk)
- ✓ Catching us on the playground (one of the team is there every morning)

Working together with families is always more successful for the child and this is the goal we are all aiming for.