

SEN Information Report



Banks Lane Junior School

The **SEN Code of Practice 2015** states that:

'A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has 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 mainstream schools or mainstream post-16 institutions.'

Children with SEND must receive provision which is 'different from and additional to' that provided for children of the same age.

At Banks Lane Junior School we provide extra provision for pupils with the following 4 kinds of need:

- ❖ Communication and interaction.
- ❖ Cognition and learning.
- ❖ Social, mental and emotional health.
- ❖ Sensory and / or physical.

SENCO: Mrs D Howarth,

As part of my role, I work closely with all staff in school (including the Senior Leadership Team), parents, outside agencies and other colleagues throughout the authority. I have the responsibility of co-ordinating the provision made for individual children with:

- ❖ Special Educational Needs
- ❖ Social and Emotional Needs
- ❖ Physical and Sensory difficulties
- ❖ English as An additional Language.
- ❖ Medical needs

SEN Information Report



If you would like to contact me please call the school office on 0161 480 2330 to make an appointment.

How does Banks Lane Junior School know if children need extra help?

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

- ❖ Liaison with Infant school / 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
- ❖ The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. Children's progress is tracked from entry at Year 3 through to Year 6, and pupils not reaching age-related expectations are identified.
- ❖ Children who are not making expected progress are picked up through our half termly Pupil Progress Review meetings with the Class teacher and year group leaders. In these meetings, a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
- ❖ Identified children receive additional Teacher and/or teaching assistant led support.
- ❖ Specific assessments, eg reading tests

What should I do if I think my child may have Special Educational Needs?

Talk to us! The first port of call is your child's class teacher. If you require more information contact our SENCO, Deputy Head or Head Teacher. The class teacher is available at the end of each day on the playground or you can make an appointment to speak with them by ringing the school office on 0161 480 2330.

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

How will Banks Lane Junior School staff support my child?

Our SENCO 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. There may be a Teaching Assistant (TA) working with your child

SEN Information Report



either individually or as part of a group, if this is seen as necessary by the class teacher.

If a child is identified as having additional needs, the support and provision available will be discussed with parents before it begins. This support may be in the form of:

- ❖ Small teacher led intervention groups
- ❖ Small group or 1:1 TA led interventions
- ❖ Outside agency support
- ❖ Referrals to other outside agencies
- ❖ Specific resources that may be employed in the classroom, such as visual timetables, laptops, coloured overlays etc

How will the curriculum be matched to my child's needs?

All work within class is differentiated to an appropriate level so that all children are able to access learning according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

How do we know if the support or strategies used have had an impact?

Children are identified on the SEN register at either SEN Support and if they have an Education, Health and Care Plan (EHC). Children with SEN have an SEN Support Plan. If a child is exhibiting behavior that challenges, this may be in the form of an Individual Behaviour Plan (IBP). We produce these with parents and carers and these include targets which are used to monitor pupils' progress academically against national/age expected levels. The plans are reviewed termly and updated as necessary. Review may involve updating into smaller steps or using a different approach to ensure progress is made.

Children may move off of the SEN register when sufficient progress has been made. These children will continue to be closely monitored.

How will I know how my child is doing and how will you help me to support my child's learning?

The class teacher or SENCo will meet with parents termly (this could be as part of an extended appointment at Parent's Evening) to discuss your child's needs, support and progress. There will be at least one extended opportunity where we will work with parents and your child to co-produce your child's plan. For further information the SENCo is available to discuss support in more detail.

We offer an open door policy where you are welcome to make an appointment to meet with either the class teacher and/or SENCo and discuss how your child is getting on.

SEN Information Report



We can offer advice and practical ways that you can help your child at home. We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex or long term needs.

Your child may have a teaching and learning plan or IBP in place and therefore the targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.

If your child has complex SEND, they may have an Education Health Care Plan 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 your and your child's input in identifying how best to meet their needs.

How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised. There are also a number of Pupil Voice sessions throughout the year which enables our pupils to express their views on different aspects of the school.

Children will be fully involved in developing their targets within SEN Support or EHC plans. Each child on the SEN register also has a one page profile which the child writes with their class teacher. This shows their areas of strengths and what support strategies work well for that individual. Unless there are exceptional circumstances, children will attend all or part of their review meetings.

What support will there be for my child's overall well-being?

We are an inclusive school, and welcome and celebrate diversity. All staff appreciate the importance of children having high self-esteem in order to achieve positive well-being. Here at Banks Lane Junior School, we commit to our own values and ensure pupils are able to develop in a caring, fair and understanding environment.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore, would be parents' first point of contact.

If further support is required, the class teacher can liaise with the SENCo or the teacher with responsibility for Medical Needs/Safeguarding for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, Primary Jigsaw, The Educational Psychologist or the Behaviour Support Team.

- ❖ Banks Lane Junior School has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the school office to discuss this and if agreed complete a parental agreement for school to administer medicines. For the administration of medicines for life threatening

SEN Information Report



conditions or medication required for a long-term illness, such as asthma and diabetes, then a Health Care Plan will need to be completed. The teacher with responsibility for Medical Needs will support parents with this. In such cases the care plan will be written according to the directions of the School Nurse/child's doctor or Specialist Nurse.

- ❖ School will generally not take responsibility for other medicines such as cough medicines, however, we may be able to administer prescribed medicines following discussions with parents.

What specialist services and expertise are available at or accessed by Banks Lane Junior School School?

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: BSS (Behaviour Support Service), LSS (Learning Support Service), Health including: School Nurses, General Practitioners, PT (Physiotherapy), HYMS (Healthy Young Minds Stockport), Paediatricians, OT (Occupational Therapist), Primary Jigsaw, SSS (Stockport Sensory Service), the Autism Team and the SLT (Speech & Language Therapy service).

We also work very closely with Social Care and the Education Psychologists. Should your child require any form of involvement with an outside agency then the school would immediately inform you and obtain permission from adults with parental responsibility to pursue this referral.

What training have staff had or going to have?

All of our TAs have had training in delivering maths, reading and phonics programmes such as Better Reading Partnership, Numeracy Support Programme and Indirect Dyslexia Learning. The school also has Teaching Assistants who have undertaken training on Motor Skills United (an OT programme). TAs also work alongside Speech and Language Therapists, the Learning Support Service and behavior support teachers to develop individualised programmes. Many of our TAs have also had training on the Wellbeing Toolkit which supports our children's mental wellbeing in school.

As a staff we have regular training on Medical Needs and safeguarding in order to ensure that all staff are able to manage pupils accordingly.

What are the Governors responsibilities?

Our SEND Governor is Mrs Judith Patel. The SEND governor meets with the SENCo to discuss the range of needs of our pupils, our provision to support children with SEND and the outcomes of this specific cohort. The Governor is able to feedback during

SEN Information Report



Governing Body meetings to agree priorities for spending with the overall aim that all children with SEND receive the support they need in order to make progress.

How will my child be included in activities outside the classroom including school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school following discussion with parents. All children are encouraged to take part in extra curricular activities, regardless of additional needs and/or difficulties.

How accessible is the school environment?

- ❖ Banks Lane Junior School is mainly situated on one floor and can be fully accessed by wheelchairs. The dining hall is up one small flight of stairs but there is a platform lift to enable children with physical difficulties to sit with their friends at lunchtime. We also have two disabled toilets.
- ❖ Any other resources needed for access may be assessed by OT and Physiotherapy in order for us to ensure ease of access and safety for all.
- ❖ The school is able to liaise with the EDS (Ethnic Diversity Service) who can provide additional support for any families with English as an additional language.
- ❖ We work with the Stockport Sensory Service (specialist Visual/Hearing Impairment Service) to ensure that children with these additional difficulties are supported and staff fully informed on how to support them.

Please see our [Accessibility Policy](#) for more information.

How will Banks Lane Junior School prepare and support my child to join the school and then transfer to secondary school?

We encourage all new children to visit the 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 SENCo can assist in arranging if requested.

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. One of these meetings will be to meet their Year 6 Buddy.

The Year 3 teachers and SENCo meet with the Year 2 teachers to discuss the children in detail. For children with SEND, there are additional meetings between the Infant

SEN Information Report



and Junior SENCoS and Learning Support Teachers. The children who receive additional support from LSS will continue to work with their LSS teacher until October when they will be reassessed.

Many of our 'feeder' secondary schools run a programme specifically tailored to aid transition for the more vulnerable pupils and pupils with SEND. The Autism Team can arrange additional visits for children with ASD to their chosen high school and will provide extra support around transition time if needed. The Behaviour Support Service also offer a transition programme for identified pupils.

The SENCo liaises 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. If your child has an Education, Health and Care Plan a transition review will be held in Year 5 when we will invite staff from feeder school to attend, if this has been identified. All pupils will have their EHC plans reviewed and the new school named no later than mid- February in Year 6.

How are resources allocated and matched to children's special educational needs?

We ensure that all children who have Special Educational Needs and Disabilities are met to the best of the school's ability with the funds available. We will often allocate Teaching Assistants who are funded by the SEN budget to deliver programmes designed to meet groups of children's needs. The budget is allocated on a needs basis.

How is the decision made about what type and how much support my child will receive?

The class teacher alongside the SENCo and Senior Leadership Team will discuss the child's needs and the appropriate support. Different children will require different levels of support in order for them to reach their full potential. This will be decided through on-going discussions with parents.

If your child has an EHC plan then there will be an allocation of hours identified. During the annual review, the SENCo will liaise with the parents, class teacher and any other specialist services involved, to decide how best to use this time and resources to meet the child's individual targets.

What support is there for improving behaviour, attendance and avoiding exclusion?

As a school we recognise, in line with the SEND Code of Practice, that behaviour that challenges is often as a result of unmet need. This may be a Special Educational Need so we need to ensure that needs are assessed and appropriate provision provided.

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. If a child has behavioural difficulties, an IBP or a My Plan is written alongside parents, the child and the BSS to identify the specific issues, put relevant support in place and set targets.

After any behaviour incident, we expect the child to reflect on their behaviour with an adult. We are a restorative school and follow the Restorative Approach when dealing

SEN Information Report



with incidents involving behaviour. This helps to identify why the incident happened, how it made the individuals involved feel and what the child needs to do differently next time to change and improve their behaviour.

Attendance of every child is monitored on a daily basis by the school office. Lateness and absence are recorded and reported upon to the Senior Leadership Team. Good attendance is actively encouraged throughout the school and rewarded on a weekly basis when the class with the best attendance receives the **Fantastic Attendance Cup**. Families who struggle with attendance and lateness are encouraged to attend Breakfast Club in an attempt to improve these issues.

Who can I contact for further information?

Your first point of contact would always be the class teacher. If you continue to have questions regarding SEN following that meeting, you are asked to request a meeting with the SENCo.

What should you do if you feel the school is not meeting your child's needs?

First point of contact would be your child's class teacher to share your concerns. You could also arrange to meet our SENCo and/or Mr. Milner, our Headteacher. You may also wish to look at the SEN policies on our website.

If you feel you would like support to discuss your concerns, then you will need to contact Parent Partnership or the Stockport SEN department (SMBC website).

Who should I contact if I am considering whether my child with additional needs should join Banks Lane Junior School?

For all pupils with SEN but without an EHC plan then the normal Stockport admissions procedures take place. If your child has an EHC plan then the SEN department will liaise with you about the type of placement that is appropriate and then the specific school will be named in the EHC plan. If you wish to visit the school then call the school office on 0161 480 2330 to make an appointment to look around. Once a place has been identified then you should contact the school office to arrange a meeting with the Head Teacher, Mr. Milner, or our SENCo to discuss how the school could meet your child's needs.

How is the SEN Information Report, containing details of our school offer, reviewed?

This SEN Information Report will be reviewed annually to reflect the changing needs of the children who join and are developing in our school. Part of this review process will involve contributions from parents.

SEN Information Report



How are complaints about my child's SEN provision handled?

Please refer to the Resolution of Issues information which is available on the school website.

Parents may also contact the Special Educational Needs and Disabilities Independent Advisory Support Service (SENDIASS) and the Authority's Disability Discrimination Policy for further advice of their own involvement and actions open to them.

Date the policy was last reviewed	By Whom
April 2019	Mrs Howarth
Date for next review	
April 2020	