

AT Bantock Primary we believe all children have an equal opportunity to participate in a broad and balanced curriculum according to their needs, abilities and interests. We aim to remove all barriers to achievement and make every child SHINE.

SUCCEED HAPPY INSPIRE NURTURE EDUCATE

Our SEND Information Report forms part of the **Wolverhampton Local Offer** for learners with Special Educational Needs or Disabilities (SEND) and sets out what we provide for children and young people with SEND throughout their time with us.

What kinds of SEND provision are provided for?

Our school currently provides additional and/or different provision for **the four broad areas of need:**

- **Communication and interaction** (e.g. autistic spectrum and language disorders)
- **Cognition (thinking) and learning** (e.g. moderate learning difficulties, specific learning difficulties, global development delay)
- **Social, emotional and mental health (SEMH) needs** (e.g. ADHD, attachment disorders, emotional and mental health difficulties)
- **Sensory and/or physical needs**(e.g. cerebral palsy, visual or hearing impairments).

How does Bantock Primary know if children need extra support?

The progress of every child is monitored at pupil progress meetings through class trackers, Progress Reviews, Progress Meetings with the class teacher, Head Teacher and Deputy Head Teacher. Where children are identified as not making progress, in spite of quality first teaching, appropriate support will be identified and included on the Provision Map, **following the graduates approach (assess, plan, do and review).**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those who, in spite of receiving quality first teaching, shows progress that:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

~~When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our existing provision, or whether something different or additional is needed.~~

Children who are new to English are not classified as SEND unless there is a clear need or diagnosis. However, when a child who is learning English as an additional language makes slow progress over time in school, it is difficult to tell whether the delay is caused because they are not confident using the language, or because they have additional learning difficulties independently of the language difference. The pupil will have an assessment (including an assessment of their learning in their own

language if possible) before a decision is made to include them on the school's SEND register, **where parents are appropriately informed.**

What should I do if I think my child may have a Special Educational Need or Disability (SEND)?

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all.

Inquiries about an individual child's progress should be addressed at first to the class teacher, since he or she is the person who knows the child best. **Other enquiries can be addressed to the SENCO**

Contacted by calling the school's office or sending an email to bantockprimary.groupemail@wolverhampton.gov.uk.

How Will Bantock Primary Support My Child?

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND;
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;
- To enable all children to participate in lessons fully and effectively;
- To value and encourage the contribution of all children to the life of the school;
- To work in partnership with parents/**carers**;
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND;
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential and this is made possible **by utilising appropriate differentiation, visuals and specific support strategies.** Children with SEND are entitled to be taught by their teacher, not always by a Teaching Assistant (**TA**). Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

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

All pupils are entitled to a broad and balanced relevant curriculum including the Early Years Foundation Stage (**EYFS**) Curriculum and the National Curriculum, as appropriate to their key stage and stage of development. These are the **methods** by which entitlement is met and access for all pupils is secured.

The school makes provision for increased curriculum differentiation, curricular adaptations and pastoral or disciplinary procedures dependent on the child's strengths and weaknesses.

- A variety of approaches are employed to maximise the achievement of all pupils.
- Learning and teaching strategies and resources are employed.
- Alternative provision is made for a child through an assessment of their needs which seeks to provide the best educational outcomes for the individual. This could include a modified time table or Wave 1, 2 or 3 intervention.
- Uniformity of approach by all staff is made consistent through regular monitoring.

The range of resources and teaching strategies within the school are identified on the school's Provision Map.

These include:

- Intervention staff with relevant training appropriate to the needs of the children identified.
- Small group work provided outside of the classroom.
- 1:1 work provided by the class teacher or a support member of staff.
- Outside agency involvement working 1:1 with identified children e.g. speech and language support, specialist teacher support and counselling, etc.
- A range of resources provided to meet individual needs, including equipment for those with physical needs.
- Specialised training for all staff appropriate to the identified needs of their children with SEND.
- A working partnership with Pennfields Outreach Service.

How will I know how well my child is doing?

We aim to have good and informative relationships with all of our parents/carers. If a child is experiencing difficulties, parents will be informed either at parents' meetings (termly) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

Parents/ carers and all teachers and support staff, who work with the pupil, will be made aware of the child's individual needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

How will you help me to support my child's learning?

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

This is part of the graduated approach cycle of "Assess, Plan, Do, Review" required in the Code of Practice.

Together, by working with parents/carers and other specialist services, we will identify whether your child will require SEN Support and once agreed, you will be formally notified.

Thereafter, parents – and children- are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual report of the child's progress.

How will we evaluate the effectiveness of SEND provision?

We will evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress throughout the year
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress and review the impact of interventions
- Holding annual reviews for pupils with Education, Health and Care Plans.

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

All pupils complete the Stirling's Well-Being Scale questionnaire every year to identify any children who may need social or emotional support, or intervention.

As a scaffold to support pupils in discussing their feelings, and therefore to develop emotional literacy, Bantock uses the visual representation of emojis. Through emojis children are able to identify and communicate a feeling that they may otherwise not be able to put into words. Through questioning, children are then supported in identifying why they are feeling this way, how to resolve any negative emotions and consider strategies to prevent these negative emotions from reoccurring. As well as being embedded throughout the curriculum, there are a broad range of extra-curricular opportunities such as; Change 4 Life, Cooking Club, Health and Fitness Club, Gifted and Talented Football, Gifted and Talented Athletics, Allotment Nurture Group, **the WELL Programme** and Cool Kids to develop the health and well-being of pupils, some of which utilise the expertise of outside agencies. Such clubs help foster a healthy lifestyle, increase resilience and encourage children to explore individual talents.

~~Behaviour is not classified as SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. This may include use of "The Boxall Profile" which helps to develop a precise and accurate understanding of children's emotional and behavioural difficulties, and for planning effective interventions and support activities to address these.~~

~~If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete an Early Help Assessment (EHA) with the family and support the child through that process.~~

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to Child and Adolescent Mental Health Services (CAMHS).

~~All children's behaviour is responded to consistently in line with our Rights Respecting Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.~~

The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

What specialist services and expertise are available at or accessed by the school?

The SENCO has a library of Outreach services available to meet specific needs of children with SEND, including:

Education:

[City of Wolverhampton Council Inclusion Support](#)

[Speech and Language Team \(SALT\)](#)

[Special Needs Early Years' service \(SNEYS\)](#)

[The Information, Advice and Support Service: for special educational needs and disability \(formerly known as Parent Partnership\)](#)

[Pennfields Outreach Service](#)

[Base 25 Counselling](#)

Education Service for Travellers (EST)

[INSPIRE](#)

Health:

[Vision Impaired Team](#)

[Hearing Impaired Team](#)

[School Nurse](#)

[Occupational Therapy](#)

[CAMHS](#)

All teams here work with our children through individual referrals made by our school or privately by parents through their GP's.

What training have staff members had to meet the needs of my child?

All of our teachers and support staff are trained to work with children with SEND. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them **to provide all children with quality first teaching**. We offer training and self-help opportunities through access to in-house or Local Authority (LA) courses, provision of books or guidance towards useful websites.

Staff have attended CPD in: Autism Spectrum Disorder, Behavioural Support, Play Therapy, English as an Additional Language, ELKLAN, Cool Kids, Catch Up Literacy, Precision Teaching, The WELL Programme and Safer Handling.

As SENCO, Miss Edwards is currently completing the National SENDCo Award, as part of her duty.

If we identify information we can't access without the aid of additional, more specialist help, the school is able to buy-in additional expertise from the LA. This includes access to Educational Psychologists and Specialist Teachers.

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

Following the Equality Act 2010, all of our children have equal access to lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodations and adaptations to meet the physical and learning needs of our children. Class trips, including residential, are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND, disability or medical needs.

All pupils, including those with SEND are encouraged and selected to hold a variety of ambassador roles in school, such as Sports and Digital Ambassadors or lunchtime prefects, in order to develop self-confidence, independence and social skills.

How will the school prepare and support my child when joining Bantock Primary School or transferring to a new school?

We want our children to experience a smooth transition throughout their school life, so that the pace and quality of learning are maintained to ensure that children are happy and continue to make the very best progress.

Prospective children in each year group visit their new class in the summer term experiencing a range of activities that support their emotional and social development. Class teachers will have transition meetings to ensure all relevant information and paperwork relating to a child's SEND is discussed and shared.

We work closely with our local secondary schools in the Summer term to ensure a positive and effective transition for the children in Year 6 as they move into Year 7.

We also liaise closely with external agencies such as the Special Needs Early Years' Service, Social Care and SENDstart to ensure plans are in place to accommodate any pupils new to Bantock with SEND and the SENCO will meet parents and their child/ren at an arranged induction meeting prior to the pupil/s starting at school.

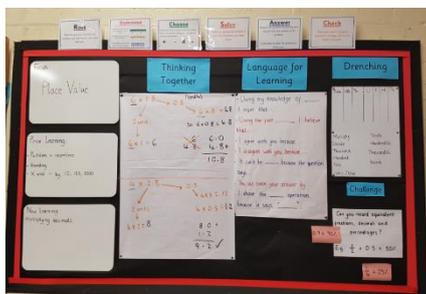
All children whose EHCP names Bantock Primary must be admitted. Furthermore, we will never refuse to admit a child who has SEND but does not have an EHCP on the grounds that we do not think we are able to cater for the child's needs.

How accessible is the school environment?

All provision is based on inclusive practice enabling physical and social access, and access to learning. As a school, we are happy to discuss individual access arrangements. To include children with disabilities the curriculum is modified and technology, such as laptops and iPads, are provided to meet their needs. The building has ramp access for the lower ground floor, a stair lift, as well as a toilet and shower for the use of **those with a physical need**, and surfaces raised or lowered for access.

We use a wide range of learning resources such as progressive learning strategies and learning walls. Our school uses a range of communication methods to ensure information is accessible. Large print resources, internal signage, pictorial or symbolic representations would be made available dependent on the needs of the child. PECS (Picture Exchange Communication System) is used for some pupils.

Examples of learning walls for Maths and Writing:



The school's Accessibility Plan can be found by clicking on the following link:
<https://www.bantockprimaryschool.co.uk/policies.html> - whilst paper copies can also be requested from the school office.

How are the school's resources allocated and matched to children's SEND?

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs. The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another point in the year. Resources may include deployment of staff depending on individual circumstances. Support staff have been trained to deliver specialised interventions

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute and take an active role in their child's education. This may be through:

- Discussions with the class teacher
- During parents evening
- During discussions with the SENCO and/or other professionals.

Who will I contact for further information?

If you wish to discuss your child's Special Educational Need or want to speak to a member of staff, the school can be contacted on 01902 558710.

Head Teacher: Mrs H. Sarai

Deputy Head: Mr J. Thomas

SENCO: Miss R. Edwards

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaint policy.

Parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Monitoring arrangements

This SEND Information Report will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year. It will be approved by the Governing Board annually.

Date for review: June 2022