

**Banwell Primary School**  
**SEND Information Report May 2018**

Banwell Primary School is an inclusive, mainstream school, which provides education for Primary aged children with or without Education, Health & Care Plans. We currently have 191 children on roll.

<b>What is SEND?</b>
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<p>“A child has a special educational need if they have a learning difficulty or disability which requires special educational provision to be made which is different from or additional to that normally available to pupils of the same age.” SEND Code of practice 2014</p>
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<b>How is our school accessible to pupils with SEND?</b>
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<p>Disabled parking will be made available. Please discuss your needs with us. Ramps provide access to buildings. We have two disabled toilets with changing facilities. (One situated in the main building and one in the sports hall). We ensure that wherever possible, equipment provided is accessible for ALL children. Specialist equipment can be ordered for individual pupils if required. We always try to make alternative provision to enable ALL pupils to access school trips, visits and clubs. We have a strong team of committed staff and a dedicated Pupil Support Team. We are committed to our vision;</p>
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**Belong Believe Achieve**

<b>How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</b>
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<p>The class teacher is responsible for the progress of each child in the class and will monitor their progress using a range of assessment methods. High quality teaching is differentiated for individual pupils within each class. If a pupil is not making the required progress, this will be discussed at a pupil progress meeting with the class teacher and a Senior Leader (Maths/ English/ Pupil Support Team Leader /SENCO / Headteacher). Please see the flow chart below. Some children are not identified as having SEND and will have short term extra help to accelerate progress. This is agreed in consultation with the child, parents and the school and is recorded on an Accelerated Learning Plan. Some children will have more difficulties and they will need an Individual Education Plan (IEP) with SMART targets and/or a pastoral support plan. This is agreed in consultation with the child, parents and the school and is recorded on the SEND register and in a Pupil Profile Book. Planning support for children with SEND may also result in a referral to an outside agency such as Speech and Language, Educational Psychologist, Community Paediatrician, Occupational Therapist, Physiotherapist, School Nurse or SEND Advisory Teachers. Parents' consent is always required before any referral can be made.</p>
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## SEN Flow Chart

Parents have concerns about Child not making progress  
or  
Child not making expected progress



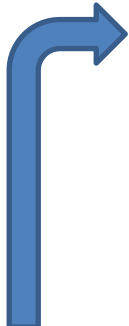
Pupil progress Meeting with Class Team and Senior Leader(s)



Accelerated Learning Plan (Meet with parents and child at parents evening and copy sent home)



Accelerated Learning Plan Review (Copy sent home)



Child making progress but not yet in line with age related expectation

Child Making Expected Progress

Child not making expected progress and there are underlying concerns



Arrange meeting with parents, class teacher and SENCO



Agree together if your child has a special educational need



Add child to the school SEND Register



Individual Education Plan (IEP) including; Pupil Profile SMART targets and/or pastoral support plan

Class teacher continues to monitor as part of class provision

<b>How does the school make provision for children with additional needs (with or without an Education, Health and Care Plan )?</b>
Each class teacher seeks to provide high quality education for children in their care. Children may be given support in different ways. Some children's needs will be met by differentiated work or small group work with adult support in class. Some children's needs will be met through intervention programmes, where children have some time out of the class to work with an adult on a specific area of learning e.g. Better Reading Partners. At times some children need 1:1 support from a teaching assistant to help them access their learning. Where necessary, children may have a personalised curriculum which suits their learning needs.
<b>What support is available for improving the emotional and social development of children with additional needs?</b>
In addition to the high quality provision from the class teacher and class TA, our Pupil Support Team, including a Learning Mentor and Higher Level Teaching Assistants are available to see children who have emotional and social development needs or difficulties. Our Pupil Support Team work with individual children and small groups using programmes to help explore emotions, feelings and social development.
<b>Who will be co-ordinating the support for my child at school?</b>
Additional support for children with additional needs will be coordinated by the SENCO & Pupil Support Team Leader, Mrs Liz Lester.
<b>How will equipment and facilities to support children with additional needs be secured?</b>
The school has a specific SEND budget which can be used to purchase equipment for children with additional needs if the resources are not already in school. In some cases, the school will apply for Top Up Funding to assist with making provision for more complex needs.
<b>How will parents of children with additional needs be consulted about and involved in the education of their children?</b>
All parents are consulted through discussions with their class teacher in the first instance and through Parents' Evening. Review discussions of Accelerated Learning Plans and/or Individual Education Plans (IEP) may take place at Parents' Evenings or parents can arrange to meet with teachers and/or the SENCO at any time. A separate annual review meeting is held for parents of children with an Education Health Care Plan, Statement of SEND or Top Up Funding.
<b>How will children with additional needs be consulted about and involved in their education?</b>
Children will be consulted throughout the year by their class teacher and teaching assistant. All children are encouraged to attend Parents' Evenings with their parents to discuss progress. Children who have an IEP will share their views and this is recorded as a one page pupil profile. Where possible/appropriate, children who have an annual review will be invited to take part in the first part of the meeting.

**How does the school involve other bodies, including health and social care, support agencies and voluntary organisations in a) meeting the needs of the children and b) supporting families of such children?**

Parents are always consulted to see if they agree to the school seeking advice and/or acquiring additional support. The SENCO will then make a referral. Parents will be invited to meet the support agencies. Information from these meetings will be copied to parents.

**What are the arrangements made by the governing body relating to the treatment of complaints from parents of children with additional needs, concerning the provision made at the school?**

If a parent has a concern or complaint to make it should, in the first instance, be directed to Mrs Pocock, the Headteacher, verbally or in writing. If the parent is not happy with the outcome of this, they should then follow the guidance outlined in our complaints policy available on the website.

**Where will I find North Somerset's local offer published?**

Google North Somerset Local Offer or follow the link below.  
Scroll down to see the full menu of support and information.

<http://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/localoffer.page?localofferchannel=0>