



**Lady Banks Infant and Nursery School**  
**Lady Banks Junior School**  
**Information Report 2018**  
**Special Educational Needs and Inclusion Information**

*At Lady Banks Infant and Junior Schools we strive to support **all** children to enable them to achieve high levels of progress and develop the all-round skills needed for life.*

*In order to do this many steps are taken to support them through their learning journey from whatever their starting point may be.*

*Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve the best possible progress. Most of the extra support children are given takes place within the classroom, or another quiet room. We always consult with parents about any extra support that is given.*

*Termly pupil progress meetings are held with the head teachers and Inclusion manager (Mrs Barcessat) to review the needs and progress of all the children. Children whose progress is slower than expected or below school or national expectations will be supported with interventions or monitored and reviewed. If concerns are ongoing we may use some formal assessments or external professionals to help us decide what kind of support will best help your child.*

*If you think your child may have special needs please talk to the class teacher or the Inclusion Manager.*

The Inclusion Team consists of:

Lady Banks Infant School:

Mrs S. Barcessat (Inclusion Manager – SENDCo)

Mrs S. Dyer (Head Teacher / Safeguarding Lead)

Lady Banks Junior School:

Mrs S. Barcessat (Inclusion Manager- SENDCo)

Mrs K. Needs (Head Teacher/ Safeguarding Lead)

In addition a team of highly trained learning support assistants are also employed in each class and have various areas of expertise so that we can provide effectively and inclusively for a range of needs.

Staff training needs are assessed regularly. All support staff have annual lifting and handling training, asthma and allergy training and the Inclusion Manager arranges specific training to address the range of different children's needs in school at any time e.g. autism, ADHD, Speech and Language.

There are also a team of people who support the children of families who may have additional needs but do not have a special educational need e.g. disadvantaged home opportunities (Pupil Premium), English as an additional language (EAL), high levels of mobility (e.g. armed forces families/Pupil Premium)

Families will be involved at all stages and are encouraged to work in partnership with the schools. See below for details of our school's offer for children with Special Educational Needs in which we hope to answer any key questions. The school's open door policy means that staff are always easily available to discuss our provision.

**There are many Inclusion terms that are abbreviated which can lead to confusion.**

**Below is a glossary of the most used Inclusion terms.**

<b>ADD</b>	<b>Attention Deficit Disorder</b>
<b>ADHD</b>	<b>Attention Deficit &amp; Hyperactivity Disorder</b>
<b>ASD</b>	<b>Autistic Spectrum Disorder</b>
<b>BESD</b>	<b>Behavioural Emotional &amp; Social Difficulties</b>
<b>CAF</b>	<b>Common Assessment Framework</b>
<b>CAMHS</b>	<b>Child &amp; Adolescent Mental Health Service</b>
<b>COP</b>	<b>Code of Practice</b>
<b>CP</b>	<b>Child Protection</b>
<b>DCD</b>	<b>Developmental Co-ordination Disorder</b>
<b>EAL</b>	<b>English as an Additional Language</b>
<b>EP</b>	<b>Educational Psychologist</b>
<b>EWO</b>	<b>Education Welfare Officer</b>
<b>FSM</b>	<b>Free School Meals</b>
<b>HI</b>	<b>Hearing Impairment</b>
<b>IPP</b>	<b>Individual Provision Plan</b>
<b>ISR</b>	<b>In School Review</b>
<b>KS</b>	<b>Key Stage</b>
<b>LAC</b>	<b>Looked After Child</b>
<b>LEA</b>	<b>Local Education Authority</b>
<b>MLD</b>	<b>Moderate Learning Difficulty</b>
<b>NC</b>	<b>National Curriculum</b>
<b>OT</b>	<b>Occupational Therapist</b>
<b>PSP</b>	<b>Pastoral Support Programme</b>
<b>PP</b>	<b>Pupil Premium</b>
<b>SaLT</b>	<b>Speech &amp; Language Therapy</b>
<b>SEN</b>	<b>Special Educational Needs</b>

<b>SEND</b>	<b>Special Educational Needs &amp; Disability</b>
<b>SENCO</b>	<b>Special Educational Needs Co-ordinator</b>
<b>SpLD</b>	<b>Specific Learning Difficulty</b>
<b>VI</b>	<b>Visual Impairment</b>

**1. How do Lady Bankes Infant and Junior Schools know if children need extra help?  
(SE7 1 Q1)(Schedule 1:Point 2)**

We know when a child needs help if:

- ❖ concerns are raised by parents/carers, teachers, teaching partners or the pupil's previous school
- ❖ there is a lack of progress in any area of the curriculum
- ❖ they are falling behind expected levels for their age
- ❖ there is a change/or concern about their behaviour/self esteem
- ❖ they ask for help
- ❖ there is a health diagnosis by a doctor

**2. What should I do if I think my child may have special educational needs? How do I raise concerns?  
(SE7 Q1) (Schedule 1 : Points 2 &4)**

- ❖ If you have concerns about your child it is highly likely, if your child is already in school with us, that we would have picked up on this and have approached you. However, you are your child's primary carer and may have noticed things at home that are worrying you. Both our schools have an open door policy and we would want you to feel confident about coming to speak to us. We pride ourselves on building positive relationships with parents and being open and honest. We would hope that you are able to do the same with us and work closely with us to support your child.
- ❖ The first step is to speak to your child's teacher or, if you would prefer, their year group leader.
- ❖ You are also very welcome to come and speak to the SENDCo, Assistant Head or Headteacher.
- ❖ We will investigate all concerns that are raised.

**3. How will Lady Bankes Infant and Junior School support my child?  
(SE7 Q3) (Schedule 1 : Points 2,3,6,8 &10)**

- ❖ The level of support will depend on the child's needs. We will use a graduated response to support which starts with the class teacher providing in class support or interventions. These will then be reviewed to decide if the support has been effective or needs to continue or be altered.
- ❖ If there is a concern that a child may have a special educational need the school will organise assessments in order to clarify this. This may involve tests/tasks in school or the use of outside agencies. Parents/carers will be closely liaised with and as a result of these assessments an individual provision plan will be put in place .

***Who will oversee, plan, work with my child and how often?***

- ❖ The class/set teacher will plan and work with each child with SEND in their class to ensure that progress is being made in every area. This may include planned additional general support by the teacher or learning support assistant in class. Parents will always be informed about the key people working with their child.
- ❖ Our SENDCo oversees the progress of any child requiring additional support across both schools and she does this in close liaison with the year group leaders and class teachers so that they can effectively manage their staffing and provision to give the best support possible. This is done through looking at progress data, organising classroom and playground observations, looking at children's work and having discussions with parents/carers, children and staff.
- ❖ Pupil Progress Meetings are held each term. This is a meeting where the class teachers meet with the Head teacher, SENDCo & EAL Co-ordinator to discuss the progress of the pupils in their class. This shared discussion may highlight a possible need for changes in provision. Ongoing discussions of pupil progress in a year group are carried out at weekly year group meetings and decisions will be made about adjustments to the provision.

- ❖ If a pupil has needs related to more specific areas of their education, such as numeracy/ literacy skills, or social/emotional difficulties, it is likely that the pupil will be placed in a small intervention group. This will be planned by a teacher and a learning support assistant with the advice of the SENDCo or an outside agency as appropriate. The length of time of the intervention will vary according to need but will always be reviewed by 6 weeks to ensure that it is impacting positively on progress and to inform future planning. All interventions are tracked by the SENDCo/Leadership team with data being submitted at least termly. Parents will always be kept closely informed about any intervention groups that their child is attending. **If a child is attending an intervention group it does not mean that they have an identified special educational need but may just need some additional support at that time. (Parents/careers will have been informed if assessments have identified that their child has a special educational need and an individual provision plan will be in place which may include access to intervention groups.)**
- ❖ A pupil may need more expert support from an outside agency such as the speech and language therapist or the paediatrician Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers. This will be built into the school's provision map for the child.

***Who will explain this to me?***

- ❖ The class teacher will meet with parents at least on a termly basis and will share targets for the child. Additional meetings will take place if school or parents feel the need for them e.g. the child will be accessing a new intervention group. As already stated above, the open door policy of the school encourages parents to come and talk openly with relevant members of staff and the SENDCo and leadership team are easily available to discuss and concerns/answer questions. At significant points for the child it is likely that the SENDCo will talk to parents/carers with the teacher e.g. when results of an assessment have identified a significant need.

***How are the Governors of the school involved and what are their responsibilities?***

- ❖ The Governors agree priorities for spending within the SEN budget with the overall aim of all children receiving appropriate support in order to make progress.
- ❖ The school reports to the Governors every term to inform them of Pupil Progress. This includes the tracking of groups such as children with special educational needs. None of the information shared with governors refers to individual children and confidentiality is maintained at all times.
- ❖ The Governors of Lady Bankes Infant and Junior Schools are responsible for ensuring that statutory requirements for the school's provision are being met. This includes the provision for children with special educational needs and monitoring Safeguarding procedures. In a supporting and challenging role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review policies as defined by the Dfe and track the attainment of children in the school through government disseminated data.
- ❖ There is a nominated 'inclusion governor' who plays a key role in supporting and monitoring the school in this area.

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

- ❖ Lady Bankes Infant and Junior Schools teaches in a way that meets a variety of learning styles, (visual, auditory and kinaesthetic.) Lessons are adapted to ensure that all children are able to access the learning at appropriate levels. There is a focus on children being clear about their achievements and proud of their own progress. Wherever possible the interests of children with Special Needs are used as a way of accessing the learning that is needed. This is why we place such a high value on really knowing our children and gathering information from their families.
- ❖ Teaching Assistants may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs, under the guidance of the class teacher or SENDCo
- ❖ If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration toys, pen/pencils grips or easy to use scissors.

## 5. **How will I know how my child is doing?**

- ❖ You will be able to discuss your child's progress at parent consultation meetings. There will be a termly main meeting but additional meetings will be arranged where needed or at a parent/carers request
- ❖ The day to day contact that you are encouraged to have with the school is also an important part of our liaison with you and where appropriate (e.g. if parents are working,) Your child's class teacher/TA will be at the entrance to greet you every day and seeing the children out at the end of the day so small issues/pieces of information can be passed on at this point or you can ask for an appointment after school if more time is needed.
- ❖ An Individual Learning Plan will be in place for your child and this will be discussed with you at least termly so that you are clear about the progress that your child is making, can have input to the plan, know how to help at home and know how this is impacting on their learning.
- ❖ Targets are usually set by the class teacher in consultation with the SENDCo/outside agencies. Parents/carers are encouraged to contribute to discussions around the plan at the target setting meetings mentioned above so that their suggestions/feedback can inform the way forward. If a child has not met any of their targets the reasons for this will be identified along with progress towards achieving the target. The targets may then be adapted into smaller steps or a different approach may be adopted to ensure the continued progress of the child. The focus is on the impact of what we are providing for each child.
- ❖ The progress of all children is tracked against National age related expectations. Where a child has a special need that means they are out of line with these expectations the school will use outside expertise to give feedback on how well the child is progressing in relation to their need. The head teacher, Assistant Head and the leadership team of both schools are involved in tracking the progress of every child.

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

- ❖ The class teacher sends weekly homework to all children and this is adjusted to suit different levels of learning for English and Maths.
- ❖ Additional ongoing activities/strategies may be sent home so that you can support your child e.g. extra activities to help you support their reading, handwriting, or behaviour patterns. These would always be discussed with you as we want to be working with you.
- ❖ At parent consultation meetings the teacher will discuss strategies to help you support your child at home and will be happy to speak to you at other times if you would like more support. Our message to parents and carers is that they should always come and talk to us if they are unsure or worried about something.
- ❖ If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home.

## 6. **What support will there be for my child's overall well-being?**

Lady Bankes Infant and Junior Schools believes that a child's happiness is fundamental to good progress and this is therefore central to all that we do. We pride ourselves on the fact that visitors to both of the schools quickly notice the highly positive atmosphere and the high levels of motivation in the children. If a child ever exhibits signs that they are unsettled we would talk to the child, observe the child and look at our strategies to support them in a positive way in liaison with the parents/carers. The views of the child and the family are integral to our policy in providing for every child's needs. We are open and honest about a child's difficulties but place high value on perseverance and on celebrating small steps of achievement.

In addition we specifically provide interventions where needed and these include;

- ❖ Social skills groups that are run to support children. These are based on advice from outside agencies such as the speech and language therapy team or the behaviour support team.
- ❖ Medical needs being put into a detailed Care Plan by the welfare assistant and parents in close liaison with the leadership team of the schools and outside medical support. This plan is discussed with all of the staff who are involved with the pupil to ensure that the child's needs are effectively met wherever they are in the school.
- ❖ All staff receiving epipen and asthma training delivered by the school nurse and training in the administration of other medication e.g. epilepsy medication as appropriate annually.

- ❖ Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed plan is in place to ensure the safety of both child and staff members.

**7. What support is there for behaviour, avoiding exclusion and increasing attendance?**

- ❖ In our schools we have a very positive approach to all types of behaviour with a focus on developing children's responsibility for their own behaviour and a clear reward system that is followed by all staff.
- ❖ The schools use many of its skilled learning support assistants from the classrooms during the lunchtime so that there is consistency of behaviour management strategies and a high level of understanding of the children's needs/backgrounds.
- ❖ The schools put clear structures in place to enable children to improve their behaviour with the support of those around them. The emphasis is on avoiding situations in which the child will be unable to cope and providing a programme that helps them to develop the skills that they need to cope.
- ❖ Attendance is very closely monitored and support is given to families to make sure that they are managing to get their child into school. Our open door policy enables us to have honest discussions about causes of absence and to therefore support the family and tackle any issues quickly. We have many successes in improving the attendance of our children.
- ❖ As a result of the support that the schools provide it is extremely rare for a child to be excluded from our schools and we have a proven track record of turning around a new child's reluctance/negative feelings into an enthusiasm for all that schools have to offer.

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

**At times it may be necessary to consult with outside agencies to receive their more specialised expertise.**

**The agencies used by the schools include:**

- ASD advisor
- Behaviour Support Team
- Child Protection Advisors
- Educational Psychologist
- CDC child development centre-paediatricians at Hillingdon Hospital
- CAMHS (Child & Adolescent Mental Health Service)
- Participation Officers
- Visual and Auditory Impairment teams
- Social Services
- Specific Learning Difficulties advisor
- Speech & Language Therapy
- Occupational therapy team
- Outreach from Hedgewood School for children with moderate learning difficulties
- School Nurse

**9. What training have the staff supporting children with SEND had or are having?**

*All of the staff have received some training related to the inclusion of all children in both schools. Some of this training will have taken place outside of school but both of the schools also believe in disseminating information across the whole staff team by regular update trainings from outside experts on key aspects such as supporting learning children with English as an additional language, children with specific learning difficulties, behaviour management skills, providing for children with autism. In this way we aim to build strategies into our overall practise to make our classrooms as inclusive as possible for all children. Specific training around inclusion for key members of staff has included;*

- ❖ Training around asthma, epilepsy and general first aid, (all TA's)
- ❖ How to support pupils with a diagnosis of dyslexia.
- ❖ How to support pupils on the autistic spectrum.
- ❖ How to support pupils with behavioural/emotional needs.
- ❖ How to support children who need occupational therapy
- ❖ How to support children for whom English is an Additional Language.

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

Activities and school trips are available to all.

- ❖ Risk assessments are carried out and procedures are put in place to enable all children to participate.
- ❖ However, if it is deemed that an intensive level of 1:1 support is required a discussion will take place with the parent/carer as to whether or not it would be better for them to accompany their child during the activity.

#### **11. How accessible is the school environment?**

Our building is a challenge for accessibility as it is a listed building with a large number of stairs and steps between levels. We have an Accessibility Plan in place identifying some possible future developments but obviously this is restricted by our listed status.

Our Junior school is located on the first floor of the building and is accessible only by two flights of stairs and due to the listed status we are unable to make adaptations.

As a school we are happy to discuss individual access requirements and provide as much support as possible.

Facilities we have at the infant school at present include:

- ❖ a toilet adapted for disabled users.
- ❖ wide doors in some parts of the building.
- ❖ Clearly marked steps to support those with visual impairment

Facilities we have at the junior school at present include:

- ❖ Some ramps into school to make some key parts of the building accessible to all.
- ❖ Wide doors in some parts of the building.
- ❖ Clearly marked steps to support those with visual impairment.

#### **12. How will the school prepare and support my child when joining Lady Bankes Infant and Junior Schools or transferring to a new class/school?**

We understand what a stressful time moving schools, (and even moving classes,) can be and therefore we have clear strategies in place to enable the transition of the child and the family to be as smooth as possible. The key to the effectiveness of all these strategies is working in close partnership with families and the receiving classes/schools. Below is a list of some of the strategies that we often use although they may be adapted for individuals.

- ❖ Discussions between the staff in the classes/schools prior to the pupil joining/leaving.
- ❖ All pupils attend a transition morning where they spend some time in their new classes (Yr 2 in the junior school,) and meet key staff. For children with an additional need the junior school welcomes them being taken up for walks around the school with their current teacher/TA so that they can become more familiar with their surroundings and within both schools we spend as much time as is appropriate involving the children with their new staff/classrooms.
- ❖ If any parents have worries or concerns about the next steps for their child they are very welcome to come and talk to their class teacher or a senior member of staff.
- ❖ Class teachers/TA's spend time talking to all children about the transition and provide lots of opportunities for them to express any worries and ask any questions.
- ❖ Personalised transition booklets are created for all children that staff have identified with a need for additional support for the change. These outline key aspects of the change and have photographs so that children can re-read the information as many times as they need to and can share it with their families and their key staff.
- ❖ Transition review meetings with staff from both schools, key support agencies and the family. (This level of meeting is generally for children with an EHC plans but may be held for other children according to need.
- ❖ All paperwork detailing a child's history will be passed on to the receiving class/school.

#### **13. How are the school's resources allocated and matched to children's special educational needs?**

- ❖ Our schools employ and train a high quality group of learning support assistants to aid the teachers in carrying out the additional support needed for a child with a special need.

- ❖ The school has a range of assessment tools that it uses to identify specific issues that may be effecting a child's learning progress. If any concerns are raised on completion of such assessments further support or resources may be allocated to your child to target the specific need that has been identified.
- ❖ The additional provision may be allocated after discussion with a previous school, or with the class teacher at pupil progress meetings, or if a concern has been raised at another time during the year.
- ❖ Where a child has an Education Health Care Plan (EHCP) the additional funding is carefully planned to meet the outcomes set out in the Plan – this could include allocation of 1:1 support in extreme cases, working in smaller groups with adult support, allocation of specialist support – for example speech or occupational therapy delivered by school staff, or specialist equipment and resources as advised by external professionals. There will be an annual review for children with an EHCP to ensure the plan is still appropriate for the child or to make any changes. All professionals working with your child are invited to attend these meetings/ or send a report.
- ❖ N.B. Where a family are registered for benefits there is an additional allocation of money, known as Pupil Premium, which will be allocated to target support for individuals to increase their rate of progress.

**14. How is the decision made about how much support my child will receive and how will I be involved in discussions about planning for my child's education?**

- ❖ Different groups of children will require different levels of support in order to narrow the gap towards achieving age expected levels. Children can fall behind for a variety of reasons including a negative experience in their life, a lack of support from home, a disruption to their normal life routine, or an identified special need. The schools will actively tackle this gap in their progress.
- ❖ The class teacher, year group leaders, SENDCo, and head teacher (where appropriate,) will discuss the child's needs and what support is needed. This will be discussed with parents/carers. During their school life, if further concerns are identified due to the pupil's level of progress or their well-being, other interventions will be arranged.
- ❖ Parents/carers will be able to see the support their child is receiving on an individual learning plan which is a record of support that the child is receiving, including the impact that it is having on the pupil's learning. They will be encouraged to join in discussions around the effectiveness of the plan and the next steps for their child.

**15. Who can I contact for further information?**

If you wish to discuss your child's educational needs or have any concerns about something regarding your child's schooling please contact one of the following people:

- ❖ Your child's class teacher
- ❖ Your child's year group leader
- ❖ The Inclusion Manager - Mrs Barcessat
- ❖ The Infant/ Junior school Head teacher
- ❖ The school Governing Body

*Note – the above list is in the order that we suggest you contact people, moving down the list if you feel that you need further support/information.*

*The link to Hillingdon Local SEND offer website is <https://www.connecttosupporthillingdon.org/> and can also be found on our schools website in the 'useful links section'.*

***I hope these have answered any questions that you may have but do not hesitate to contact the schools if you have further questions.***