



Banks Lane Infant and Nursery School

SEND Information Report 2022 - 23

As part of the Children and Families Bill (2014) schools are required to publish a document setting out the services they offer for children and young people with **special educational needs (SEN)**.

We appreciate any questions or comments you may have that will contribute to this document and to our provision for children with needs.



— Cornelius —
Collaboration



— Ethel —
Effort



— Eberhardt —
Excellence



— Radmilla —
Respect

Our school values characters





SENCo

Mrs Wilkinson - senco@bankslane-inf.stockport.sch.uk



(not to be confused with our Pastoral Manager who is also called Mrs Wilkinson!)

Head - Mrs Newson - headteacher@bankslane-inf.stockport.sch.uk

SEND Governor - Mrs Chadbourne - lynda.chadbourne@outlook.com



Our SENCo is a Year 2 class teacher with many years of experience and two children of her own.



School is signed up to the Stockport Co-Production charter



The official definition of Special Educational Needs:

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 educational facilities of a kind generally provided for others of the same age in mainstream schools** or mainstream post-16 institutions. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Banks Lane Infant and Nursery School

values the individuality of all our children.

We are committed to giving all children every opportunity to achieve the highest standards regardless of age, gender, race, disability, faith or background.

Our school is inclusive which means that equality of opportunity must be a reality for all children.



We believe that positive partnerships with parents play a vital role in a child's education and wellbeing.

Detailed knowledge of our children and early identification of their needs enable us to support our inclusive ethos.

“Working together, nurturing excellence”

We aim to develop a lifelong love of learning in all children, through a motivational and fully inclusive curriculum in which the needs of every child are taken into account.

Provision is made for children who may have SEN in any area of need - Communication and Interaction, Cognition and Learning, Social, Mental and Emotional, Sensory and/or Physical.



Banks Lane Infant & Nursery School is a large single storey building with three corridors. It is fully accessible and includes a room that can be used for small group interventions.

The Nursery is housed in a separate building.

There are disabled toilets in the school and nursery buildings for those with physical needs.

Appropriate resources are provided when required such as adapted chairs, sloping boards, hoists etc.

The Governors have approved a three year access strategy.



This SEND Information Report describes how we support children with a range of special needs.

It is set out as 'frequently asked questions' to enable accessibility.



School has been awarded the Stockport Inclusion Quality Mark.

How are parents involved in the school? How can I be involved?



All parents/carers are encouraged to work with school to support their child's education.

This may be through:

- * Discussion with the class teacher, informally or during parents' evenings.
- * Discussion with the SENCo, Headteacher or Pastoral Manager.
- * Attendance at formal person centred SEN review meetings.
- * Attendance at Year Group reading and curriculum meetings (September each year).
- * Attendance at parents' coffee afternoons and other school events.
- * Responding to a range of surveys sent out by the school.
- * Through our home learning app - SeeSaw.



Electronic information about the school is accessible through the website, a Twitter feed, and our SeeSaw app.

Stockport Co-production Charter

The charter has been co-produced with families, children, young people and health, care and education colleagues.

The co-production charter is about the way we will all work together to create a culture where we will all:

- Value the Lived Experience
- Do What matters
- Be Accountable and Responsive
- Work Together
- Be Respectful
- Be Open and Honest
- Actively listen

To find out more about the charter visit: www.sen.supportstockport.uk

To give feedback please email: SEN@stockport.gov.uk

What should I do if I think my child may have special educational needs?

- ♦ Speak to the class teacher who is available after school for informal conversations but can make a longer appointment at a mutually convenient time.
- ♦ If you have further concerns, contact the **Headteacher** or **SENCo (Mrs Wilkinson)**
- ♦ In some situations our **Pastoral Manager**, will complete an EHA form (Early Help Assessment) with parents/carers to gain a more detailed insight into the child's needs. The EHA can then be used to make a referral to outside agencies such as, Speech and Language Therapy Service, School Nursing Team, School Age plus Worker, Primary Jigsaw and CAMHS. This may result in a Team around the Child (TAC) meeting involving parents/carers, school and relevant agencies who work in partnership to plan & action an appropriate package of support.
- ♦ Further information on the role of our **Pastoral Manager** follows on **Pages 15+16**

Every teacher in school is a teacher of SEND. Always talk to your child's class teacher if you have any worries or concerns.





How does the school know if a child requires additional support?

We identify Special Educational Needs in the following ways:

- * Admissions information provided by parents, previous schools and settings.
- * Concerns raised by parents/carers, teachers or the child. Initial baseline and ongoing assessments by the class teacher identifying a lack of progress or other concerns.
- * Observations by experienced staff in school identifying emotional concerns, physical difficulties, speech and language concerns or difficulties with motor skills. Information provided by external agencies such as health services, the Speech and Language Therapy Service, the Early Help and Prevention Team and the Inclusion Team.
- * If a child needs support that is significantly additional to and different from that which is offered to all children, a SEN Support Plan will be written by the class teacher in co-production with parents/carers, and specialists where appropriate.



— Cornelius —
Collaboration



— Ethel —
Effort



— Eberhardt —
Excellence



— Radmilla —
Respect



How are decisions made about the type and level of support that my child needs?

- * Every child is an individual and the level of support given will always be based on what will best meet their needs.
- * Initial discussions between the class teacher and the SENCo inform decisions regarding types of support. Teacher assessments, observations and tracking are taken into account.
- * Assessments by outside agencies such as the Speech and Language Therapy Service inform decisions.
- * Dialogue with parents/carers is vital, supported by a range of formal and informal opportunities for discussion and information sharing.
- * Support is monitored and reviewed to ensure a positive impact. The level of support will change as required, to meet a child's needs. This will always be done in discussion with parents.



How will my child be able to contribute his/her views?

- * The school ethos fosters evaluation and contributions from all children.
- * Children are encouraged to talk to staff if they have any concerns.
- * Our PSHE curriculum is fully inclusive and Circle time, Wellbeing and Mindfulness is a regular feature of school life.
- * The school council is regularly asked to feedback on any aspect of school life that children may be worried about or that can be improved.
- * Teachers discuss work and targets with individual children and give opportunities for feedback.
- * All children complete an Individual One Page Profile and update it every year. For children with SEN this forms an important part of the review process.
- * A pupil voice activity is completed every term with SEN children and inform their SEN Support Plan and One Page Profile.



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

- * When a pupil has been identified with SEN, their work or the support they receive, may be differentiated by the class teacher to facilitate access to the curriculum. For children with significant additional needs this could include a personalised timetable to accommodate required interventions.
- * Children with SEN will have a SEN Support Plan that consists of individual targets and a provision map to show how their needs are being met. Parents/carers are fully involved in discussing, writing and supporting the plan. We refer to this as 'coproduction'.



- * Teaching Assistants may be allocated to work with individuals or small groups to target more specific needs.
- * SEND Standards assessment is ongoing and informs planning, target setting and next steps.
- * Class groupings are flexible.
- * Specialist equipment is available such as sloping boards, pencil grips, triangular pencils, easy to use scissors or visual timetables.
- * The school has a detailed teaching and learning policy which is applied consistently by all teachers.

How are the school's resources allocated and matched to the needs of an SEN child?

- * The SEN budget is allocated on a needs basis each financial year. The money is used to provide additional support or resources dependent upon the needs of individuals. The Head Teacher, SENCo and School Business Manager set the budget for SEN in consultation with the school governors, on the basis of the needs of the children currently in the school.
- * Resources are allocated, including the deployment of staff for individual pupils or groups of pupils, based upon an assessment of needs of each pupil.
- * It is school who decide how any allocated money is spent to best meet the needs of our children. This can be discussed with parents as part of our co-production.



- * Interventions are planned and run in response to the needs of individuals, classes and year groups. These can include Motor Skills United, Bright Maths, Early Reading, Phonics. They are planned and monitored by the class teacher and often delivered by a Teaching Assistant.
- * The allocation of the budget is monitored by the governors and the Local Authority. All resources, training and support are regularly reviewed.



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

- * We believe that all children should be included in all aspects of the school curriculum.
- * We aim for all children to be included on school trips and visits and will endeavour to provide the necessary support. Risk assessments are carried out prior to any off site visits to ensure that health and safety needs are covered. This may include additional one to one support to enable a child to take part.
- * In the unlikely event that it is considered unsafe for a child to take part in an activity, consultation with parents/carers will take place and an alternative arrangement will be made.
- * Parental support and additional support will be sought as appropriate in order to ensure the safety and wellbeing of all pupils during activities outside the classroom.

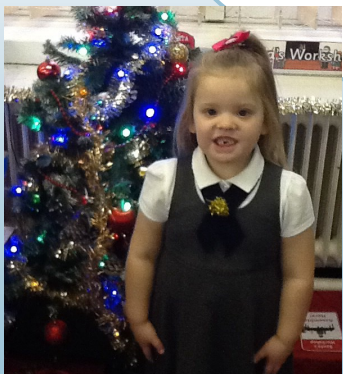


A visit to Staircase House

The Banks Lane Experience!



- * All children are part of our Banks Lane Experience and will receive a booklet to keep track of their school and home experiences.
- * All the opportunities have been carefully planned to be fully inclusive and develop the interests and talents of all children.
- * Our school values underpin and are woven throughout our exciting curriculum.



Banks Lane Infant and Nursery School *Working together, nurturing excellence*

The Banks Lane Infant Experience



*Collaboration, Effort, Excellence and Respect
are the values that underpin our work*



— Cornelius —
Collaboration



— Ethel —
Effort



— Eberhardt —
Excellence



— Radmilla —
Respect



How will the school staff support my child?

- ♦ Each child's education programme is planned by the class teacher. It will be differentiated accordingly to individual needs. This may include additional general support by the teacher or the teaching assistant in class.
- ♦ If a pupil has needs related to more specific areas of their education such as phonics, mathematics, speech and language, social skills development or motor skills then the pupil may be placed in a small intervention group. This will be led by the class teacher, an experienced teaching assistant, or a specialist teacher. The length of time of the intervention will vary according to the programme but usually will last at least half a term. The interventions will be regularly reviewed to check the effectiveness of the provision and to inform future planning for the pupil.
- ♦ Children have access to specific resources as required e.g. sloping boards or visual timetables in order to support learning.
- ♦ Pupil progress meetings are held each term between the Headteacher, SENCo and the class teacher to highlight potential issues, discuss support and plan next steps.





How will the school staff support my child? cont.

- * Pupil progress meetings are held each term between the Headteacher, SENCo and the class teacher to highlight potential issues and discuss support.
- * There will be an SEN review with the class teacher **at least** every term.
- * If a pupil requires support from an outside agency such as Speech and Language Therapy Service, Occupational Therapy Service, Educational Psychology Service, Inclusion Team or Primary Jigsaw a referral will be made with parental permission. Following a series of assessments, a programme of support may be provided for the school and the parents/carers. This could include additional advice for the class teacher or a specific programme of activities to be undertaken by a Teaching Assistant.
- * The SENCo maintains an overview of pupils requiring additional support. The Governors are responsible for ensuring appropriate support for all learners. There is a named link governor, Mrs L. Chadbourne who monitors SEN.
- * Mrs Newson is responsible for Safeguarding and Child protection procedures.



The school has been awarded the Stockport Inclusion Quality Mark.

The role of our Pastoral Manager



- Our **Pastoral Manager is, a little confusingly, also called Mrs Wilkinson**. She plays a vital role in the way we 'join up' our support for our school community and families.
- She can help with a wide variety of issues such as foodbank vouchers, housing support, liaison with social care and making links with other services/agencies including those related to SEN.
- Mrs Wilkinson works closely with the SENCos, the Senior Leadership Team and all school staff to help provide the appropriate support for children and their families. She will also work with children in small groups or on a 1:1 basis when this is appropriate.
- Mrs Wilkinson is often available to chat to first thing in the morning, via telephone

Mrs Wilkinson, Pastoral Manager



Contact the Pastoral Manager:

Telephone: 0161 480 9252

Email: laura.wilkinson@bankslane-inf.stockport.sch.uk



The role of our Pastoral Manager (continued)

- The school has a structured system for following up concerns around **attendance** and lateness. Mrs Wilkinson, works in a supportive way with families to overcome obstacles to full attendance and punctuality.
- TAC/F (Team Around the Child/Family) meetings help to provide the appropriate support for families who may be experiencing difficulties in ensuring their child's school attendance/ punctuality or family/child wellbeing concerns.
- The Pastoral Manager, Mrs Wilkinson, monitors attendance daily and liaises with the Education Welfare Team on a regular basis. This seamless link helps to keep a thorough log of children of families who may be experiencing issues re; attendance & punctuality & ensure the suitable & necessary level of support is made available.
- Sometimes children who are experiencing difficulties maintaining regular school attendance & punctuality may be facing other learning barriers in school and issues at home. Mrs Wilkinson works closely with the family, child & relevant teaching staff to ensure any additional areas of need are identified, explored and there is a seamless provision of support provided or appropriate signposting is made to the relevant outside



How will I know how well my child is doing?

In addition to the formal events listed below you are able to make an appointment with the Headteacher, the class teacher or the SENCo **at any time if you have a concern.**

We report to parents/ carers in the following ways:

- * Two confidential parental interviews each year with the class teacher.
- * Reviews for children with Special Educational Needs take place with the class teacher **at least** termly. The SENCo will attend these if requested. A full SEN review takes place during the final term when the SENCo, current class teacher and future class teacher are in attendance.
- * A written end of year report at the end of each academic year.
- * Children with SEN have an SEN Support Plan which is coproduced with families. These are constantly updated and inform planning and assessment and help ensure good progress.
- * Our SEND Standards document tracks small steps of progression for each child with SEN.



Every teacher in school is a teacher of SEND. Always talk to your child's class teacher if you have any worries or concerns.

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

- ♦ At the start of each academic year information is provided about reading systems and ways to support your child's learning.
- ♦ You will be given information about how to log onto our SeeSaw home learning app.
- ♦ There are two confidential parental interviews where targets and strategies for support are discussed.
- ♦ Your child may have a SEN Support Plan which will be coproduced with you and regularly reviewed.
- ♦ We may involve agencies such as Inclusion or Speech and Language Therapy who will offer you specialist advice and contribute to the SEN Support Plan. Sometimes you will be invited into school to work with an agency such as Speech and Language Therapy.
- ♦ Homework is set by class teachers, taking into account the needs of individual children.



What support is in place for my child's wellbeing?



We offer support for children encountering emotional difficulties in the following ways:

- ♦ We are committed to an inclusive ethos which celebrates and recognises the varied strengths and talents of all children enabling them to flourish.
- ♦ All children have a Class teacher and a Teaching Assistant for a full year.
- ♦ The class teacher and the Headteacher are available to discuss issues and concerns with children and parents/carers.
- ♦ The curriculum supports emotional health and wellbeing through our PSHE lessons which take place each week.
- ♦ Nurture group interventions take place when necessary.
- ♦ All children practise a period of Mindfulness every day.
- ♦ All children complete a wellbeing survey and pupil voice activities each term.
- ♦ SEN Support Plans include children's thoughts and feelings and their One Page Profile.



What strategies are in place to support and develop behaviour expectations?



- We have a positive approach to behaviour management which is based on detailed knowledge of the child and the principles of raising self-esteem.
- Children understand what is expected through classroom and school codes which are followed consistently throughout the school.
- Struggles with behaviour are often an indicator of an underlying need and we will work with parents/carers to really understand what is happening.
- If a child needs support with behavioural difficulties, strategies are identified in consultation with professionals, parents/carers and pupils and are outlined in the SEN Support Plan. This is reviewed on a regular basis with the class teacher, parents/carers and the child.
- Behaviour needs that are consistent or of a high level of concern are recorded and then referred directly to the Headteacher. Parents/carers are contacted so that school and home can work together to improve behaviour.



Children with medical needs.



- ♦ We have a Medical Needs Policy based upon guidance from the Local Authority.
- ♦ We are able to store and administer over the counter medicines, antibiotics and prescribed medication in consultation with the teacher. Parents are asked to fill in medical forms with all relevant details.
- ♦ We maintain medication for life threatening conditions. We administer inhalers and rescue medication. We ask parents to complete asthma plans and keep them updated regularly.
- ♦ Staff have regular training which includes updates of conditions and medication. This includes asthma training, epilepsy training, diabetes training and has included training on the use of EpiPens when needed.
- ♦ If a pupil has a life-threatening condition, then a detailed Health Care Plan is compiled by working very closely with parents the school nurse and the parents/ carers.

How will my child be supported when starting school or transferring to the next school?

Smooth induction and transition are carefully planned to ensure positive outcomes for all our children. As a three form entry Infant School we take children from a number of settings including our own Nursery class.

Our children transfer to Banks Lane Junior School. We encourage parents/carers of children with Special Needs to make an appointment to visit the school before registering their child with the Local Authority admissions.

Class teachers spend a long time meeting together and discussing children's individual needs at every transition stage. The final review of the year for SEN children includes the parents, the new teacher and SENCo.



Banks Lane Nursery



Some induction and transition activities are listed on the next page...

Our induction/ transition activities can include:

- ♦ Nursery induction day for parents/carers and children. Nursery home visits.
- ♦ Transition review meetings if appropriate, including parents/carers, SENCOs, agencies and staff from previous settings. Special individual induction or transition events can be planned during this meeting if necessary.
- ♦ Reception induction visits for children to spend time with the teacher whilst the Headteacher talks to parents/carers in the hall.
- ♦ Open Afternoon when parents can meet the next teacher and look at the new classroom.
- ♦ A full programme of events for Reception to transfer to Year 1 and Year 1 to transfer to Year 2 including leaflets for parents. A full programme of events and visits for Year 2 during the summer term to prepare for the transition to Banks Lane Junior School.
- ♦ An Inclusion transition meeting for children with Special Needs including the Infant and Junior SENCOs, the Year 2 and Year 3 teachers and the Inclusion Team. During this meeting our detailed knowledge of the children is shared with the Junior school.
- ♦ All relevant paper work is transferred.
- ♦ Individual arrangements for transition are made if appropriate.
- ♦ All children on the SEN register have a full review in the last term with the SENCO and current and future class teacher.



What are the specialist services and expertise that can be accessed by school?

It may be necessary to consult with outside agencies to receive specialist advice in order to help school and parents/carers to best support your child.

These can include:

GPs

School Nurse Team

Educational and Clinical Psychology Service

Paediatricians

Speech and Language Therapy Service

Occupational Therapy Service

Sensory Support Service

Inclusion Team

Physiotherapy Service

Ethnic Diversity Service

Signpost Young Carers

Social Services

Primary Jigsaw

CAMHS

MOSAIC

An Educational Psychologist is allocated to the school to assess children who have additional needs, if appropriate. The Psychologist will provide advice to parents/carers and the school following observations and assessments.



What sort of training is available to staff supporting children with SEND?



- * Staff are experienced in supporting children with a variety of needs.
- * All teachers and Teaching Assistants complete asthma and anaphylaxis training annually and have first aid training.
- * Staff are trained to manage other medical conditions such as diabetes when necessary.
- * Several members of staff have received training to support children with additional needs within the classroom, including children with specific learning difficulties. Some support staff have received additional training on ways to support children with speech and language difficulties.

Examples of some training include:

SERI – Stockport Early Reading Intervention

Reception Literacy Programme

Stockport Early Maths Intervention

SEAL – Emotional Health and wellbeing

Mindfulness

Growth Mindsets

Autism Awareness

Dyslexia Friendly Classrooms

Links to useful websites, further help and information

[Stockport SEND Local Offer](#)

[PACT Stockport | Helping Children & Young Adults with SEN](#)

[Where do you go for help if you think your child has a Special Educational Needs? | Stockport Information and Childcare Directory](#)

[Children with special educational needs \(SEND\) - Stockport Council](#)

Click for more information...



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