

Bangabandhu Primary School

SEND Information Report



Our Values

Everyone Belongs
Everyone Achieves
Everyone Thrives

The Bangabandhu Way

Be Respectful
Be Responsible
Be Ready to Learn

SENDCos:

The SENDCOs for our school are Penny Seymour and Sharon Cargill.

All of our staff can be contacted on the school's main telephone number 020 8980 0580. Our office staff will either transfer you to the relevant person or book you in for an appointment with them.

Types of SEND:

The SEND Code of Practice 2014 which all schools are required to follow describes four categories of need:

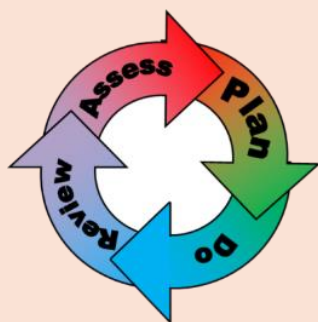
- **Communication and Interaction**-This could be children with an Autism Spectrum Condition (ASC) speech and language difficulties, social communication difficulties, or Developmental Language Delay (DLD).
- **Cognition and Learning**-This could be children who find learning challenging and their rate of progress is not the same as other children of their age, have difficulties with organisation and memory skills or a specific learning difficulty.
- **Social, Emotional and Mental Health**-This could be children who have difficulties in managing their emotions, relationships with other people, they are withdrawn or may have attachment difficulties.

- **Sensory and/or Physical**-This could be children with hearing or visual impairment, epilepsy or a physical need. Children may be diagnosed with Sensory Processing Disorder.

Our Approach: How we identify SEN and assessing needs

We believe that **early identification** is essential in ensuring children receive the right support.

Throughout school we monitor all children's progress regularly. If it is felt a child is not making the expected progress, we will use the criteria from the SEND Code of Practice to identify their needs. If a child is identified as having Special Educational Needs, we use a 'Plan, Assess, Do and Review' cycle to monitor progress and to plan appropriately to meet their needs.



Once, a child is placed on the special needs register, they will be identified as having either low, medium or high needs and their progress will be carefully monitored and tracked by the SENDCOs and other members of the team.

In consultation with parents and the teacher, a child may exit the SEND Register if they have made progress and learning is in line with age related expectations.

If there are further concerns about a child's rate of progress further information gathering and assessment may take place depending on need. With parental agreement a referral will be made to external agencies and professionals for more specialised assessment, advice and support for strategies. This may include an Early Help Assessment (EHA) in order to obtain a holistic view of the social and developmental needs of the child. Referrals may be made to NHS teams e.g. Speech and Language or to Educational Psychology (EP) to seek further advice and assessment.

If a child is considered to have high needs and assessments have been carried out, the school or parents/carers may apply for an Education and Health Care Plan (EHCP). This is a statutory assessment process in consultation with the child, their parents/carers, school, the LA and all other agencies involved. An EHCP provides the school with additional funding in order to meet the child's individual needs and enable them to make progress.

Teaching & Learning: What is our Provision for children with SEND?

- Bangabandhu is an inclusive school that aims to provide a high-class education to every pupil. We set high expectations and our intention is for every child, regardless of background or ability to achieve their best academically and socially. We thoroughly believe and intend that every child can achieve, has the right to achieve and will achieve at Bangabandhu. To make this happen we match and adapt our curricula, our planning, our teaching approaches, our expectations, and our resources to the needs of the wide range of learners within our school community. The best interests and needs

of each child is at the core of that we do. This may at times be challenging and require energy, new learning, understanding, creativity, and flexibility but that is quite simply our job. We adapt to the needs of children and do not take a 'one size fits all' approach. The following document outlines our approach to ensuring every child's learning is catered for; Bangabandhu Layered SEND Support [Bangabandhu Layers of SEND Support.docx](#).

- It is the responsibility of all teachers to identify and meet the needs of all pupils including those with SEND so that all children become successful learners. Class teachers are responsible for providing high-quality universal support for all children with SEND and across all areas of the curriculum.

Reviews: How we assess and review progress of SEND learners

All classes have introduction meetings at the beginning of the year in September and October. Parent workshops are undertaken by Outreach teachers and Speech therapists and parents are given time to discuss their child's needs and any concern.

Parents and carers are invited to attend all Annual Reviews and Team Around the Child (TAC) meetings. 'Time to Talk' parent/teacher meetings are held three times a year with the class teachers.

Parents in the specialist classes and the SLD Inclusion Base and the teachers, communicate daily through the Tapestry Care Diary.

If a parent/carer of a child with SEND has any concerns, they can discuss them with the class teacher or they can make an appointment to meet with the SENDCos.

Pupil Views: For pupils with SEND;

A Person-Centred Approach: This means that we place the child at the centre of all the planning and decision-making that involves them. We believe that it is important that children have the right to be heard and say what they think (Article 12 UNCRC). Adults ensure that children with SEND are listened to, and adults act in the best interests of the children. At Bangabandhu we encourage all children with SEND to communicate their views about their successes, what they find difficult and what they would like to get better at. We endeavor where possible to involve them in all discussions about them. We strive to enable all children to reach their full potential, whilst they are at school with us and to develop their independence.

For pupils with an EHCP, we hold 'person-centred' Annual Reviews which children attend and contribute to. The reviews are an opportunity for the child, parents and everyone that works

with the child to share their successes and reflect on what needs to happen to enable them to make further progress.

Inclusion outside lessons: How we support pupils to engage in activities with pupils who do not have SEN:

In our ASD classes and SLD Inclusion base some of the children spend time in their link class during the week to work and socialise with neurotypical peers e.g. music, assembly, playtimes, PE, art and for other appropriate activities e.g. outings/trips. Children who attend the ARP class have other trips/outings and experiences e.g. Forest School, local walks, travel training and swimming linked to their curriculum and personal learning targets (IEPs).

Afterschool clubs are available to all children. If children with SEND needs a TA to support them to attend an appropriate club, this will be arranged. Breakfast club and sports club (before school) also welcome children with SEND.

Staff Training & Development: The expertise and training of staff to support SEND.

The SENCOs have the NPQSEND qualifications and attend the SENCO forums and network meetings.

All staff in the ASD Specialist classes have received training from Phoenix Autism Specialist School.

The SLD inclusion base staff have training from Equals Curriculum consultant.

Staff who work in Specialist Inclusion bases have TEAM TEACH training.

Mainstream teachers receive SEND specific training including Autism training, ADHD training from an EP,

- Teachers can request support with specific children's needs at any time from the SENCO
- Teachers are supported by the school's educational psychologist, speech and language therapist and Phoenix Outreach service to support specific needs in their class
- Teaching assistants have specific SEND targets as part of their performance management
 - Teaching assistants can access specific training through Phoenix Outreach and other providers
- Teaching assistants can request support from the SENCO for specific children's needs.

Support Services:

Most children's needs can be met through the assess, plan, do, review cycle in the school. Where a child is not making progress through in-school support, or where they have specific needs that require additional expertise, parents will meet with the SENCO to discuss a referral to external providers. These include, but are not limited to:

- Occupational therapy, who can support with physical or self-care needs.

- Educational psychology, who can assess children's needs and advise school on how best to support the child to make progress.
- Speech and language therapy, who can assess children's communication needs and provide support at home and in school.
- Our ASD classes are supported by Phoenix Autism Special School outreach teachers.
- Outreach teachers from The Hamlets School (formerly Stephen Hawking School) and Beatrice Tate Special School.
- Short breaks team, who provide holiday care for children with SEND.
- Visual and hearing impairment teams.
- Disability advisory and assistive technology team at Tower Hamlets.
- CAMHs, who support with children's mental health and wellbeing.
- Bereavement charities, who support children who have lost a loved one.

Transition:

How do we prepare and support children to transfer within school and between schools?

Transitions are planned carefully in order to meet the needs of individual children. As a school we put measures in place to ensure smooth and successful transitions.

When transferring within school we ensure that:

- Transition meetings are held between the current class teacher and the new teacher to hand over relevant information and discuss the child's needs.
- Children meet staff who will be working with them before any changes take place.
- The SENDCo meets with all class teachers at the beginning of the year to discuss children who are on the SEND register and to ensure information is shared.
- Transition books are made in the summer term containing pictures and information about the child's new class, teachers and any change to routines (i.e. different playgrounds or playtimes). These are sent home to be shared by the parents and children during the summer holiday in preparation for September.
- All children moving from Key Stage 1 to Key Stage 2 spend a morning in their new classroom and experience lunch and playtime in the Key Stage 2 playground.
- Transition programmes are tailored to meet the needs of individual children and include spending time in the new areas and with new adults who will work with them.

When transferring to or from other settings and schools we ensure that:

- The Deputy head for Inclusion or another member of the SEND team will visit the child's previous setting or home.
- Transition planning meetings are held as early as possible, prior to transfer and a plan is set up to ensure a smooth transition for the child to school.
- The Deputy head for Inclusion will liaise closely with the SENDCo of the receiving new/secondary school to ensure all information is passed on and that effective arrangements are in place to support the child.
- Any additional training needs for staff at Bangabandhu are organised accordingly.

Emotional and Social Development: Support for this area of SEND, including pastoral support.

At Bangabandhu we teach Zones of regulation as part of our universal provision.

For children who require further support we run targeted interventions such as providing opportunities to participate in sensory circuits and small group zones of regulation.

Bullying: How we prevent bullying.

UNCRC: Article 19 - Protection from violence

Children must be protected from violence, abuse and neglect by anyone who cares for them.

We have a 'zero tolerance' approach to bullying. All children have the right to learn in a safe and enjoyable environment. The school has an Anti-Bullying Policy. All staff have a responsibility to foster an inclusive learning environment, be aware of the signs of bullying, particularly of vulnerable learners and ensure that action is taken, and correct procedures are followed.

Complaints: How we deal with parent complaints about SEND provision.

Complaints about SEND provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy. The 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 service

Evaluation: How we evaluate the effectiveness of our SEND provision.

We assess the effectiveness of SEND provision by monitoring the following data points:

Children's progress against national curriculum objectives

Children's progress against personalised MAPP learning intentions (Ipsative)

Children's progress against Phoenix Steps targets

Children who are not yet working towards the national curriculum will be assessed against the engagement model.

Children's progress against EHCP targets

Pupil questionnaires

Lesson observations, learning walks and book looks

Monitoring the impact of interventions