Banwell Primary School
SEND Information Report

September 2025

At Banwell Primary School we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential. We are committed to providing a broad and balanced curriculum and we ensure that all children in our care have equal access to it.

Our vision is to give every child, whatever their starting points, the life chances they deserve. It is our responsibility to open up the futures for our children. We do this by providing lessons to nurture Creativity, Independence and Exploration. We teach our children in a way they will remember. We make every second count.

As part of the Extend Learning Academies Network (ELAN) we work alongside our partner schools. We are all dedicated to providing an EXTRAORDINARY education that empowers our children and staff to always be proud of who they are and what they do.

This SEND information report is linked to the ELAN SEND and Inclusion Policy, the ELAN Accessibility Plan and the North Somerset Local Offer.

Name of the Special Educational Needs/Disabilities Coordinator:	**Amy Jones** *supported by Mrs Roxanne Simpson*
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The levels of support and provision offered by our school

How do we identify pupils with special educational needs?

All children at Banwell are monitored closely by their Class Teachers. This is done through on-going assessment and regular progress meetings. If a child is not making expected progress despite additional support the class teacher will initiate some intervention work. If the Class Teacher feels the child is still not making the required progress, the teacher will seek the advice of the Special Education Needs and Disabilities Co-ordinator (SENDCo). The SENDCo may then invite parents/carers to a meeting and/or carry out observations and assessments to help decide if the child needs to be included on the school record of need. The SENDCo might also contact outside agencies who can offer both parents and school additional advice. This stepped approach to supporting children is known as a graduated response.

Who is the best person to speak to if I am concerned about my child's progress or other difficulties in school?

If you have any concerns about your child, you should raise them with the class teacher. They will be able to share information with you about your child's progress and any difficulties that they think your child might be having. Teachers work with your child every day so have the most up to date information. Teachers are responsible for the attainment of all children in their class; if there is a barrier to a child's learning the teacher will work to find ways to help them overcome any difficulties.

Class teachers may recommend that advice should be sought from the school SENDCo. The SENDCo is able to offer advice, carry out learning assessments and make referrals to a range of outside agencies. The SENDCo will coordinate this additional provision and monitor its effectiveness.

How is the decision made about what type and how much support is provided for pupils with SEND?

All teachers are required to offer 'Quality First Teaching'. This means that they plan and deliver lessons that all children are able to access, whatever their ability. All children should be making progress in their learning.

Some children will require additional support to make the required progress. Teachers will plan and deliver a range of interventions to help children close the gaps in their understanding or learning of a particular subject. The impact of all interventions are measured with focused assessments.

Teaching Assistants and Learning Support Assistants work across the school to support all children in their learning. All classroom assistants work under the direction of the class teachers.

A small number of children might require more focused support. If this support is different from, or additional to, that which is delivered to the class as a whole the child will be included on the School Record of Need. The SENDCo will oversee and co-ordinate this additional provision. Children on the Record of Need will have regular 'Assess, plan, do and review' meetings. The teacher, parents and SENDCo will discuss the difficulties the child is having and plan ways to support them. This is recorded in an Individual Support Plan (ISP). The children will be set learning targets so that we can measure the impact of the additional support. Children on the record of need usually have support from outside agencies such as, Speech and Language or Occupational Therapy. These agencies provide school and parents with additional advice and individual actions for the child.

Children who require ongoing support throughout their schooling and into adulthood may benefit from an Education and Healthcare Plan (EHCP). Parents, school or Medical Professionals can apply to the Local Authority for an EHCP. The Local Authority will decide whether to complete an assessment for the child, and then based on this assessment meeting their criteria an EHCP will be awarded. In North Somerset there is no individual budget attached to an EHCP. A child with an EHCP will have their targets reviewed annually. Children who the Local Authority deem to be at a level that requires specialist intervention will have access to higher needs funding. This funding can be used either, to provide additional resources, to provide specific interventions, or to provide some adult support. Adults supporting children in school are Learning Support Assistants (LSAs). The role of the LSA is to support learning and to encourage children understand the process of learning, not to do the tasks for them, LSAs can be used to support children for certain lessons or parts of the day, rarely are they used as full time support.

Which types of SEND does the school support?

All teachers are teachers of all children. At Banwell Primary School, we work with children with many different types of special educational need. We are able to provide equal opportunities to all children attending our setting.

Special educational needs are defined into 4 categories:

Cognition and Learning
Children with cognition and learning difficulties may learn at a slower pace. Some children will need support with certain aspects of learning such as spelling or reading whilst others have complex learning difficulties as well as a physical disability or sensory impairment.

Language and Communication
Children with speech, language and communication needs have difficulty in communicating with others. They may have difficulty saying what they want to, understanding something or not understanding the social rules of communication.

Social, Emotional and Mental Health
Children may experience a wide range of social, emotional and mental health difficulties. These can show themselves in many ways. We work with children who are withdrawn, find it difficult to access learning, have suffered trauma or have difficulty with social interaction. Some children have diagnosed disorders such as attention deficit or difficulties with attachment.

Sensory and/or Physical Needs
Some children have disabilities which prevent them from accessing the educational facilities provided. Most of these children require specialist support and equipment to access the opportunities available to their peers.

What type of provision is available for pupils with SEND?

Provision for ALL Pupils

- A high standard of quality first teaching through whole class or small group teaching. Classrooms are well laid out and all resources are clearly labelled. Children are able to access resources independently.
- Daily routines are established early to enable children to be independent in the classroom.
- Children are given opportunities to work independently.
- There is opportunity for paired and group discussion in lesson times.
- Each class teacher has high expectations of every child and all teaching is built on what your child already knows, can do and can understand.
- Teachers carefully check the progress of each child at regular intervals to ensure that they are accessing their learning opportunity.
- The contributions of every child are valued, and we provide a secure and supportive learning environment. We operate a positive behaviour policy.
- There are displays to celebrate children's achievement.
- Children take part in P.E. lessons each week
- Brain breaks and calm corners are available in all learning environments and part of the daily routine.

Additional Targeted Support

- Children who are finding some aspects of learning difficult or who are not making sufficient progress are included in intervention groups which is generally supported by Teaching Assistants. Interventions might include additional sessions for writing, reading, phonics, maths, fine and gross motor skills or dyslexia support.
- Children with SEMH or communication needs may be included in group work for social interaction or emotional literacy.
- All work completed in intervention groups is overseen by the class teacher.
- Teachers make use of visual timetables allowing children to be prepared for what is happening next in their day.
- Teaching assistants and Learning support assistants are available to support in the classroom. Teachers will also work with targeted children.

Individual Support

Children with SEND will have Individual Support Plans, written and reviewed at regular assess, plan, do review meetings with small, measurable, achievable, realistic and time bound (SMART) targets

- If a child continues to find specific areas of the curriculum difficult, individual or 1:1 input may be beneficial. Examples of 1:1 support would include:
  - Speech and Language
  - Social and emotional support
  - Physiotherapy
  - Individual dyslexia or dyscalculia support
- Any specific strategies put in place will usually be the result of having input from the SENDCo or a professional agency. Advice is sought from a number of external professionals such as Advisory Teachers, Hearing Support, Vision Support, Speech and Language, Occupational or Physical Therapy.
- Some children make use of personalised visual timetables and now and next boards.
- Some children require alternative methods of communication and we make use of Makaton
- Some children benefit from sensory assessments and bespoke sensory provision through daily sensory circuits or provisions such as chewellery or wobble cushions.
- Some children require alternative methods of recording their work and where appropriate we make use of ICT.
- The views of the individual child are an integral to the SEND process within our school and are included in Assess, plan, do, review meetings.
- Children are encouraged to talk to staff to share any worries or concerns about learning of social interactions.
- The SENDCo works closely with individual children to identify the ways in which they can be supported in school.
- Occasionally children require a substantial amount of 1:1 support; this is available for children whose learning needs are, severe, complex and lifelong. This is usually provided for via an Education, Health and Care Plan (EHCP).

What support does the school offer to parents of pupils with SEND?

- The school community are kept up to date with whole school events through regular newsletters and social media posts.
- The school website contains school and class information.
- Our SENDCo runs coffee mornings or afternoons during the year designed to provide opportunities for feedback as well as workshops to support parents/carers at home.
  - Children make the most progress in their learning when parents and teachers work together. Children's progress is shared with parents through parents' evenings and reports. Teachers are proactive in engaging parents in discussion about their children should they feel that there is something they should be aware of. If more frequent, regular contact is necessary this will be arranged based on the needs of the individual child.
  - Parents will be consulted in all aspects of additional provision for their child.
  - Parents will be invited in to meet with the SENDCo to review their child's progress and the support that they are receiving in school.
  - Parents are also invited to attend meetings with professionals from outside agencies, Assess, plan, do review meetings, Annual Reviews and Team Around the Child meetings.

How accessible is the school environment?

There is an ELAN accessibility plan available on the school's website.

Banwell Primary School is housed in a range of buildings that conforms to all building regulations and have been adapted, where necessary, to be as accessible as possible to all children. Individual buildings are on a single level and all entrances are accessible to disabled people with support and parents/carers with young children in prams. There are toilet and showering facilities suitable for all disabilities and ages. Features within the building support those with visual impairment. There is a designated disabled parking bay on the school site. Playground equipment is accessible and regularly maintained. Emergency lighting is fitted throughout the building. Provision is made for evacuating disabled children and adults with disabilities in the event of an emergency through Personal Emergency Evacuation Plans (PEEPs).

Further access arrangements can be found in our accessibility audit which is available on request.

The SENDCo works closely with Occupational Therapists to ensure that children in our care are able to access their learning environment effectively. Individual specialist equipment is used by some of our children and is sourced through outside agency support. For those children with additional needs, alternative provision can be made for certain activities; examples include additional adult support, alternative travel arrangements, or alternative arrangements for the administration of medicines.

Who will oversee my child's support?

Your child's class teacher will be responsible for your child's daily support and will ensure that there is a graduated response to all children's learning needs.

The SENDCo will:

- Oversee and co-ordinate additional provision for your child.
- Be an additional point of contact to discuss concerns with parent/carers, children and staff
- Arrange review meetings which include children/young people, their families and involved professionals
- Liaise with professionals from outside agencies

- Arrange and carry out annual reviews for children with EHCPs and will complete the annual review paperwork.
- Ensure that transition is managed effectively when children move between classes or schools.

How will the school measure the progress of my child?

The class teacher monitors the children's progress through observation, marking, verbal feedback, formal and informal assessments. Teachers and senior leaders attend regular pupil progress meetings. Some children with certain types of SEN are likely to be working below age related expectations; their progress will be measured from their starting point.

The impact of interventions will be measured.

Children on the record of need will have individual SMART targets; these are used to measure the success of individual provision. SMART targets will form part of the child's Individual Support Plan. We use Provision Maps to help support and develop our Individual Support Plans.

Pupils are given the opportunity to share their thoughts on their learning and their progress prior to assess, plan do and review meetings.

How will I know that my child is progressing?

Pupil progress will be shared at Parents' Evenings and through Annual Reports

Parents who have a child who is receiving SEND support will be invited to assess, plan do review meetings.

If the school feels that outside agency support is required to support a pupil, parent permission will be sought and they will be invited to meet with these agencies whenever possible. Parents will always be sent a copy of any written reports.

Parents are also welcome to arrange additional meetings with the class teacher or SENDCo to discuss progress.

What specialist services are available or can be accessed by the school for pupils with special educational needs?

The SENDCo is a teacher who has additional qualifications, training and experience in working with children who have additional needs/disabilities. The SENDCo is able to complete a range of learning assessments to identify barriers to learning and is able to offer advice on how to support children with additional needs.

Community Paediatricians are specialist paediatricians who provide out of hospital care for children and young people. They also carry out a range of statutory duties in relation to child protection, medical advice for special educational needs, and health assessments of children in care.

Enhanced Provision for Social Communication and Autism can be accessed through school and offer support and advice for children with social communication difficulties or showing behaviours that indicate they may have autism.

Educational Psychologists work with children with the most complex special educational needs and disabilities. They complete statutory work linked to Education and Health Care Plans (EHCPs)

Occupational Therapy and Physiotherapy offer advice and support with physical needs. This can be physical disabilities, support with physiotherapy and conditions such as hypersensitivity and dyspraxia.

Speech and Language Therapy work with you and your child to encourage clear speech development. They are also able to help with delayed speech and stammering. We will liaise with Therapists and follow guidelines to ensure our practice supports your child's individual needs

The School Nurse is available for parents who need support at home with issues from toileting to dietary concerns and to parenting strategies.

Vision Support offer support and advice for schools and families with regards children who have limited or failing sight.

Hearing Support are able to administer hearing tests and to offer support and advice for children with temporary and permanent hearing loss/difficulties.

Child and Adolescent Mental Health Services (CAMHS) offer assessment and treatment when children have social, emotional or mental health needs. We also have access to a Mental Health Support worker who works in school every Thursday. Referrals to CAMHS and our MHST support are accessed through our Mental Health Lead Mo Parker in consultation with our SENDCO.

ELAN has a SEND Lead practitioner who is available to the school to offer further advice should the school feel it necessary.