Banister Primary School

Local Offer for Special Educational Needs and Disability (SEND) 2026/2027

This document describes how the school supports our children's learning

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1. Introduction:

At Banister Primary School we are committed to ensuring every child is known, valued, included and enabled to achieve their very best.

We are an inclusive mainstream school and believe all children have the right to access a broad, balanced and ambitious curriculum alongside their peers.

We recognise and celebrate neurodiversity and adopt a strengths-based approach which focuses on identifying and removing barriers to learning whilst promoting independence, confidence and wellbeing.

We work closely with families and external agencies to ensure children with SEND receive the support they need to thrive both academically and socially.

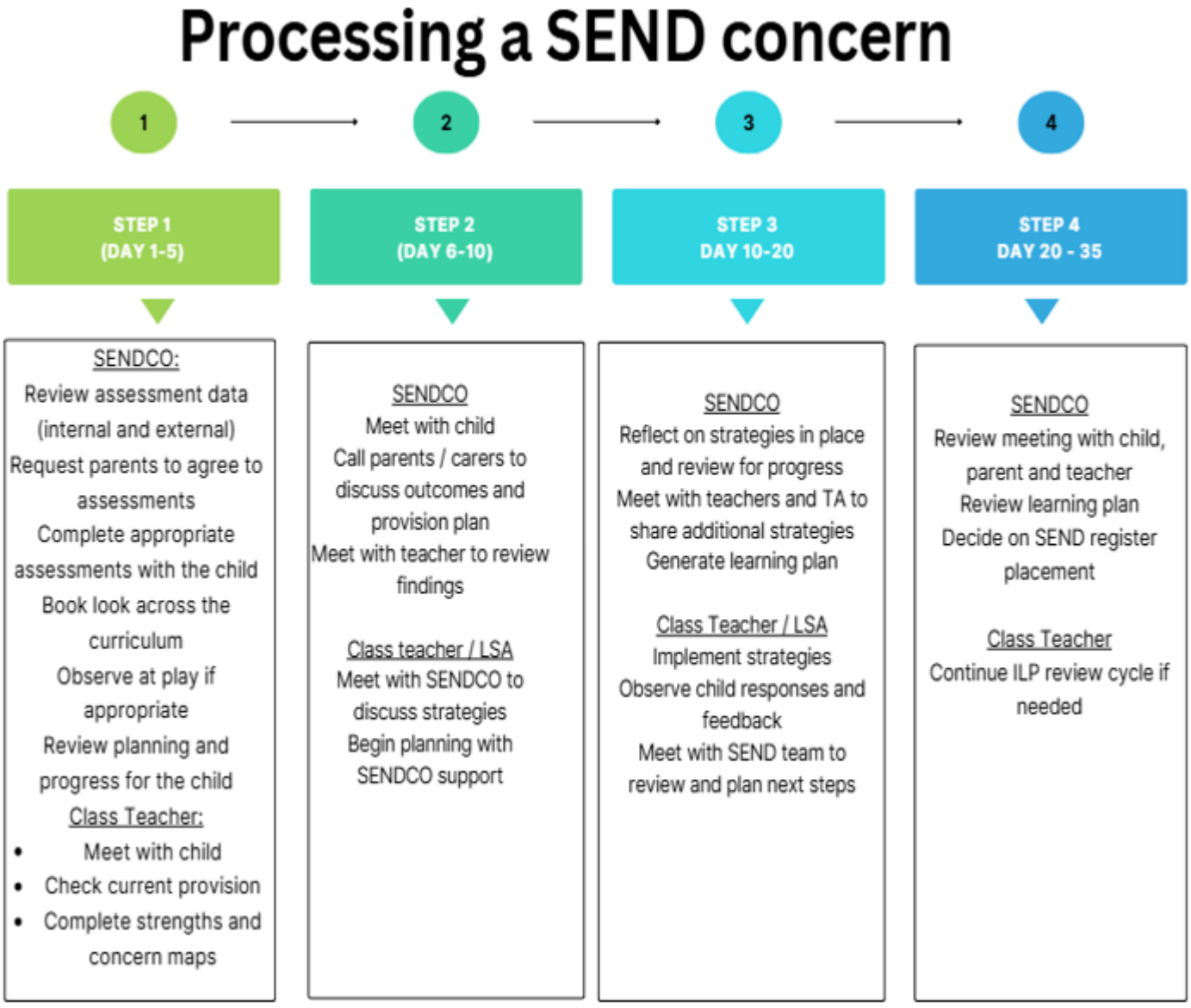
Banister Primary School is an urban city school. We are located close to the City Centre and do not have a dedicated catchment area. All of our children come from a variety of cultural backgrounds, including a large proportion of children who are new to the United Kingdom (without any English language) and those who have EAL (English as an additional language).

Our School currently includes pupils with SEND (Special Educational Needs and Disability) in the following areas:

- Learning difficulties
- Physical difficulties
- Speech, Language and Communication difficulties
- Specific Learning difficulties
- Medical needs
- Social and Emotional and Mental Health needs

2. Identifying pupils with SEN and assessing their needs

At Banister, we believe in partnership working with parents and early identification



We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

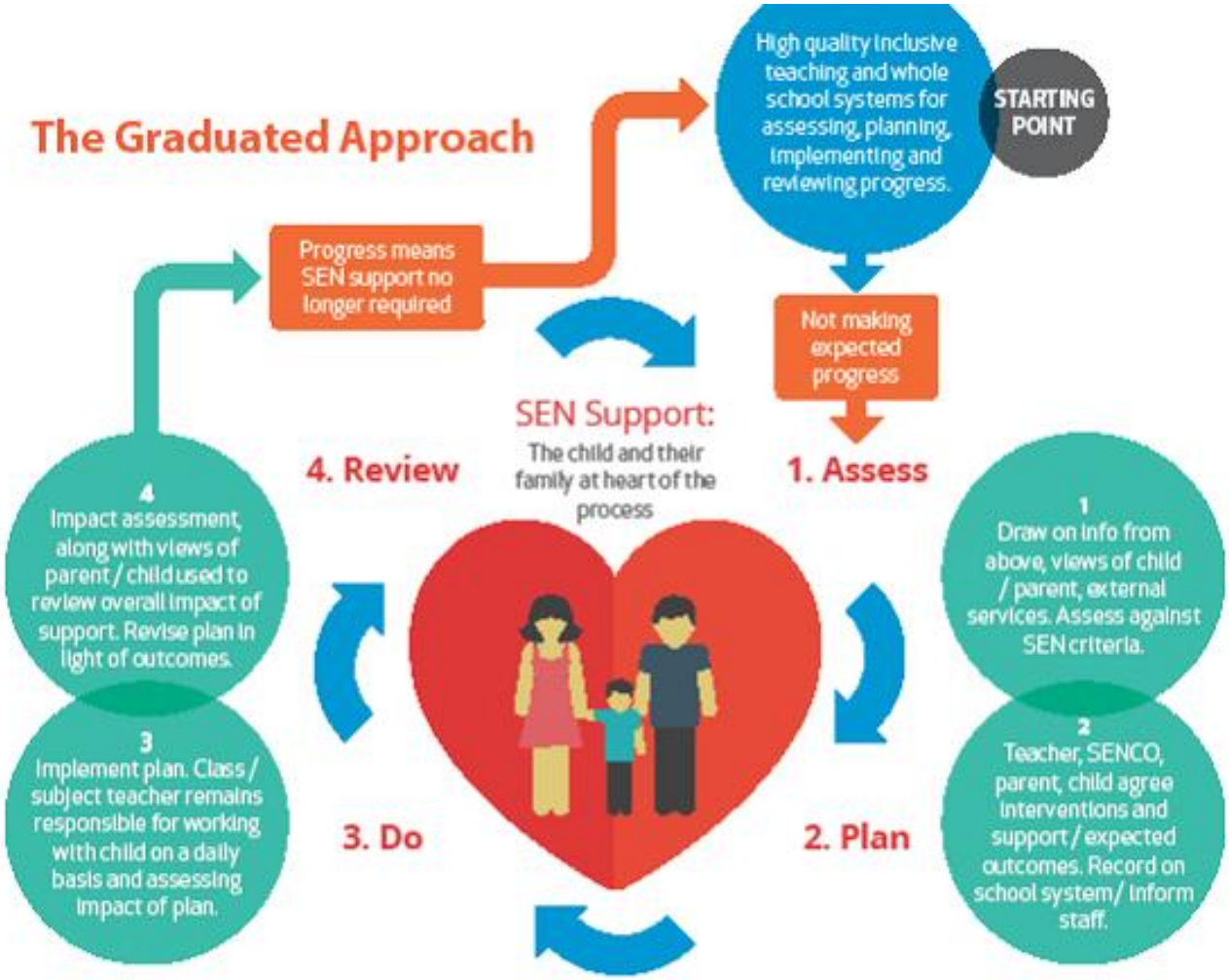
3. Consulting and involving pupils and parents

At Banister, we follow the flow chart (above) to ensure that we are consulting with parents and pupils where there is a concern about a SEND need. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision.
These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support. When it is decided that a pupil will receive SEN support, termly meeting will be scheduled as part of the Graduated Approach (Assess, Plan, Do, Review).

At Banister we follow a graduated approach to ensure that the needs of the child are being met in an appropriate way for their current level of need:



We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs.
This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant The assessment will be reviewed regularly.

Whole school Quality First teaching	**Targeted support for individuals or small target groups**	**Specialised individual support**
Teaching Approaches		
All children are taught by qualified teachers and follow the National Curriculum. Each class has a teaching assistant to assist the class teacher in ensuring pupils' needs are met. Senior leaders regularly monitor the quality of teaching and learning through observations of teaching, scrutiny of pupils' work and pupil conferencing. A purposeful high quality learning environment with a visual timetable is provided in all classes. All teachers have appropriate professional development training to ensure they have up to date knowledge of newly introduced curricular initiatives. Assessment for Learning (AfL) is embedded in to classroom practice to allow the needs of all children to be met. Regular assessment of pupils' progress takes place to inform 'next steps' in learning. Parent(s) /Teacher evenings are held three times a year where parents receive their child's targets for Reading, Writing and Mathematics. Parents receive a yearly report in the Summer term reporting on their child's progress and attainment throughout the year.	Teachers adapt the learning objectives and activities to suit the needs of individual children in their class. Children are supported in groups/individually by class teacher and/or teaching assistant. Intervention groups are planned for groups and individuals who are working below national average.	Support, both in-house and from external agencies, is put in place for children whose progress and/or attainment is below expected levels. This support can be: • Intervention programmes adapted to the child. • Key adult teaching or small group teaching by a qualified teacher or teaching assistant to address the child's learning needs. An application for an Education and Health Care Plan is made when a child displays significant special educational needs as described in the SEND Code of Practice. SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)

Learning and curriculum		
The children at Banister are given full access to the National Curriculum and Religious Education. The curriculum is taught in a creative way through half termly/termly topics to ensure that it is personalised towards our current school community. Curriculum planning is adapted to meet individual pupil's needs. Audits of planning and resources are carried out regularly to ensure coverage and current resources.	School identifies children displaying SEND by termly monitoring of attainment and progress. Children identified as working below national expectation for their age are entered onto the school's SEND register, in discussion with parents/carers. Children who are not making sufficient progress are discussed with the class teacher to identify any barriers in learning and also any extra support which may be needed to accelerate progress. This can also include screening, referrals to other agencies for support, particularly if medical and review of individual children by Class Teacher, Year Leader and Core Leaders. Parents/carers are informed when there are concerns regarding progress and/or behaviour of their child. .	The school responds to concerns raised by staff or parents. Children with an identified special educational need have a Learning Plan with specific targets identified. All Learning Plans are shared with parents/carers and reviewed termly. Specialist support from outside agencies is sought when concerns about a child's progress and/or behaviour is significant. A referral to the Educational Psychologist, Primary Heads Inclusions Group (PHIG) or school nurse may be made for further advice and support. Targeted interventions are implemented and the child's progress is closely monitored by all professionals involved.
Support		
Teaching and activities are adapted to meet the needs of all children. This may take the form of adapted tasks, resources or levels of support and may be differentiated for a group of children or individual child as appropriate. Subject focused learning walls are in all classrooms; e.g. working walls with displayed vocabulary to support and reinforce learning. Children and teachers use learning objectives and AfL, which informs future planning and 'next steps' in learning for each child.	Instructions are simplified and supported with visual aids when appropriate for children with SEND. Children have access to small group/individual support with a Teaching Assistant to support learning. Access to individualised and small group intervention programmes are implemented by our teaching assistants.	Individual and small group support is overseen by the SENCo in liaison with the Senior Leadership Team (SLT), subject leaders and class teacher. The primary contact for children supported by external agencies is the SENCo, although class teachers and teaching assistants are involved. The SENCo organises and ensures recommendations made by external agencies are implemented and evaluated. The school is visited throughout the year by the NHS speech and language service (referrals are made through the Children's therapy pack). The school has a school nurse who visits school regularly.
Environmental and Physical Resources		
Banister Primary School is committed to the inclusion of all children irrespective of their gender, culture, ethnicity, faith, abilities, attainment and background. Reasonable adjustments are made to include all members of the school community. The school provides a well-resourced environment which includes attractive and stimulating educational learning and play areas.	The school has a lift which can be used to access all floors by both children and parents with a disability. In school there are disabled toilets on every floor, including one with a shower on the middle floor. The school office and playground can be approached via the purpose built ramp for ease of access. Within school, corridors are wide to allow manual wheel chair access.	The SENCo co-ordinates the liaison and multi-agency working to support children with disabilities and, where possible, to provide any specialist equipment or adaptations that may be required.

Emotional		
We aim to provide an inclusive learning environment with a positive approach to behaviour management. There are many layers of support for children's behavioural and learning needs. We encourage and support children to make the right choices to resolve minor conflicts. We prepare children for changes and provide support to manage unpredictable events.	Children who require additional support are supported in class by the class teaching and learning support assistant.	Specialist advice is sought and acted on to support individual children with a significant need in this area.

4. Questions you may have:

Question	Answer
How does Banister Primary School know if children need extra help? **What should I do if I think my child may have special educational needs?**	Banister Primary School is committed to the early identification of children's special educational needs. Children's attainment and progress is monitored termly. If children are not making expected progress or reach the attainment expected of them, they are discussed with the class teacher, SENCo and the Senior Leadership Team (SLT) to determine any possible barriers to learning and any extra support or adapted provision which may be required in order to accelerate progress termly. If you are concerned about your child's learning, please speak to your child's class teacher or the SENCo.
How will school staff support my child?	The class teacher, along with support from the SENCo, will plan any extra support your child may need. All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for children to access their learning and make good progress. Your child may work: in a small group or individually with extra adult support; receive targeted intervention groups, key adult support, or specialist support from an external agency. For example: If your child has speech and language needs, then specially trained staff, from an outside agency, will support any speech, language and communication programmes weekly. Any support received weekly from outside agencies and any referrals made for outside agency support will be discussed with you, prior to referral and through personalised plans.
How will I know how my child is doing and how will you help me to support my child's learning?	Your child's class teacher will meet with you each term at parent/teacher meetings. The teacher will meet with you in addition to these times if they or you have any concerns. During parent's evenings, you will receive a paper copy of your child's targets, progress and attainment to date. The teacher will also write a report each year informing you of your child's progress and attainment during the year and you will receive this in the Summer term. We help you to support your child's learning by providing parent/carer learning workshops and programmes, sharing activities and home work.
What support will there be for my child's overall well-being?	We have close links with the school nurse and other agencies that, alongside the school, can support your child's overall well-being. Within school, we provide pastoral support through class teachers, teaching assistants and senior leaders, alongside targeted interventions to support social, emotional and mental health needs. We also have a trained ELSA who works with pupils individually or in small groups to develop emotional literacy, self-esteem, resilience, friendships and emotional regulation. We work closely with families and external professionals to ensure children receive the support they need to thrive.
What specialist services and expertise are available at or accessed by the school?	We link, through referrals on a needs basis, with other professionals such as: School Nurse, Springwell Outreach, Child and Adolescent Mental Health Services, Neurodevelopmental pathway, Social Care, Educational Psychology, Occupational Therapy, Physiotherapy and Speech and Language Therapy, Hearing Impairment service, Vision impairment service and Early help.

What training are the staff supporting children with SEND had or are having?	We have three members of staff with specialist SEND qualifications. One member of staff has achieved the National Award for SEN Coordination (NASENCO), and two members of staff have completed the National Professional Qualification for SENCOs. Together, they provide support, guidance and training for staff to promote inclusive practice across the school.
How will my child be included in activities outside the classroom including school trips?	We currently offer a variety of after school clubs from Monday to Friday. These are currently run by coaching staff from an outside agency and other outside providers. We also have a breakfast (from 8am) and after school club which runs from the end of school until 5:45pm, to provide wrap around care (Milky way). We make every effort to include all pupils in school activities outside the classroom and trips. All activities and trips are risk assessed and we complete individual risk assessments, when required, to ensure that everyone is fully included.
How accessible is the school environment?	Our school is a new modern building completed and first opened in the Autumn of 2013. The school building is across three levels. Each level has disabled toilets, one of which includes a shower on the second floor. The school also has lift access to each floor for children and parents. There is also ramp access to the school building and wide corridors suitable for a wheel chair access. Regular health and safety audits are carried out by our site manager.
How will the school prepare and support my child to join the school or transfer to the next stage of education?	When your child is preparing to start school you will be offered a school visit as well as stay and play sessions, this gives you an opportunity to tell us all about your child. Each year group has transition days towards the end of the Summer term, which gives the children an opportunity to meet their new teacher and experience time in their new classroom. Children who require additional transition support are also given extra time to meet with their new teachers and get to know them before starting in September. For new starters and transitioning between year groups, social stories are also used to support children with this change. These are adapted depending on the need of the child and a copy is sent home to begin the home/school link.
How are the school's resources allocated and matched to children's special educational needs?	The local authority provides funding for the school to meet the needs of all children with SEND. This funding is calculated using the information about the children's learning needs and the known needs of the community the school serves. We allocate support according to the needs of the children. Additional interventions and support are funded to help children's progress. If your child has an Education Health Care Plan we will provide the support written within the plan.
How is the decision made about what type and how much support my child will receive?	Teachers assess the needs of all of the children throughout the year. In addition, every term, the senior leadership team review the attainment and progress made by all the children with the class teacher. If your child is identified as not making sufficient progress possible barriers to learning will be discussed by the class teacher, SENCo and SLT. They will then decide on the appropriate level of support needed in order for your child to progress and whether any outside agency support or advice is required. If your child is identified as needing additional support this will be discussed with parents/carers.
How do we work with our SEND families?	At Banister we are all one family. We actively encourage our parents to be engaged; offering parent workshops across the year, stay and play or Wow afternoons to share your child's learning, home learning support, family support signposting, co-production of support plans and through providing access to our teachers each day and our SEND team.
What support happens before an EHCP? (Education Health and Care Plan)	All SEND children are entitled to and receive quality first and adaptive teaching to meet their needs. Their provision is mapped and targeted to ensure that progress is made. A graduated approach to SEN is applied following various cycles of Assess, Plan, Do and Review to make sure we are getting it right for your child. This is monitored by the SEN Team. We may also seek Specialist advice where needed and implement their recommendations to support us moving forward and helping your child even more.
How will you help my child develop for adulthood at Primary school?	We recognise at Banister that developing independence is a key skill for adulthood and work tirelessly hard to help each and every child develop the self help skills that the need to thrive. We actively teach resilience, promote confidence, self-advocacy and communication skills. We also prioritise building leadership skills and ensuring everyday has a leadership opportunity for them to learn and grow.

Who can I contact for further information?	If you wish to discuss anything regarding your child you may meet with your child's teacher. You can speak to any member of the school leadership team if you are still worried. If you would like to apply for your child to attend Banister Primary School, please contact the school office to arrange a visit.

5. The Banister Inclusion Hub

The Banister Inclusion Hub provides a school managed part-time specialist support, intervention and provision for children with complex SEND while maintaining a strong commitment to inclusion within mainstream education. The Hub exists to remove barriers to learning, improve outcomes and increase children's successful participation within mainstream classrooms and wider school life. Our aim is that every child develops the knowledge, skills, confidence and independence necessary to achieve their individual potential and access learning alongside their peers wherever appropriate.

Clear criteria is in place for entrance and exit to the Hub, this can be seen in the Inclusion Hub Policy on the website.

The Inclusion Hub supports not only children accessing Hub provision but also children across the wider school who present with emerging or complex needs.

Hub staff provide:

- Assessment and baseline support.
- Classroom coaching.
- Advice and modelling for staff.
- Support for children at risk of exclusion.
- Support for children with complex SEND accessing mainstream full-time provision.
- Transition planning and reintegration support.

6. SEND assessments:

At Banister Primary School, children are identified through ongoing assessment, observations, discussions with parents and regular progress reviews. We recognise that every child develops at their own rate and that SEND cannot be identified through one assessment alone. Any concerns will be discussed with parents throughout the process.

When concerns are identified, the SEND Team may use a range of assessments to build a clearer understanding of a child's strengths and needs. These may include:

- **Educational Assessments,** Baseline assessments and ongoing teacher assessments
- **Speech, Language and Communication Assessments** through Language screening tools**,** Speech and language checklists**,** Communication assessments completed with support from Parents and Speech and Language service where appropriate.
- **Cognition and Learning Assessments:** Dyslexia screening tools**,** Memory and processing/ Working memory assessments,
- **Social, Emotional and Mental Health Assessments** through Behaviour observations**,** Emotional wellbeing questionnaires**,** Boxall Profile or similar assessment tools**,** Strengths and difficulties questionnaires**,** Support from school pastoral staff and external agencies where appropriate
- **Sensory and Physical Assessments**
- Working with and referring to NHS for hearing checks, opticians for sight checks, Sensory profiling tools, Medical information provided by health professionals and parents
- **Observation and Consultation**

The SEND Team may also:

- Observe children during lessons, playtimes and social situations

- Review attendance, attainment and progress information
- Meet with teachers and support staff
- Gather the views of parents and carers
- Gather the views of the child themselves

Where necessary, and always in partnership with parents, the school may seek additional advice from specialists such as:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- School Nursing Services
- CAMHS
- Southampton Inclusion Services and other specialist support teams

No child is placed on the SEND Register because of a single assessment result. Decisions are based on a range of information and whether a child requires provision that is additional to or different from that ordinarily available through high-quality adaptive teaching. Parents and carers are involved throughout the process and their views are an important part of decision-making

7. Neurodiversity:

We recognise that children learn, communicate, interact and process information in different ways. Banister Primary School adopts a neurodiversity affirming approach that recognises differences as part of normal human variation. Our focus is on understanding needs, reducing barriers and enabling participation.

8. Annual update:

	School	National	Difference	RAG
Number of Children on Roll	414	280-300	+134	🔴
Number of Children on Register	114 (28%)	21%	+7%	🔴
Number of EHCP's	14 (3%)	6.0%	- 8%	🟢
Main areas of need	SLCN (ASC)	SLCN	=	
Number accessing inclusion Hub support	7			
Attendance of SEND children 25/26	92.8%	92.8%	=	
Persistent Absence of SEND children 25/26	22.2%	21%	+1.2%	🔴
Attendance of EHCP children 25/26	95.1%	89.9%	+5.2%	🟢
Persistent Absence of children with an EHCP 25/26	11.8%	29.3%	-17.5%	🟢