

Angram Bank Primary School



SEND Report

Responsibility	Governors & SLT
Date of last review:	Summer 2026
Date of next review:	Summer 2027

Contact Details

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A brief overview

Angram Bank is a mainstream primary for children 3-11. There are currently 200 children on roll, including a 39 place nursery on site and a 7 place hearing resource. The average class size is 30. We are a one form entry school with a range of learning support assistants and two learning mentors to ensure each year group receives support. The school curriculum covers the National Curriculum and provides every child with access to a broad and balanced education to meet the specific needs of individuals and groups of children. In September 2021, Ofsted rated us as a good school.

Please see the SEND Policy for more information.

“We achieve – we belong- we thrive”

Current Provision

We have, and will endeavour to support children with needs identified through the Special Educational Needs and Disability Code of Practice, which are categorised and explained using the following areas:

- Communication and Interaction
 - Speech, Language and Communication Needs (SLCN)
 - Children with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
- Cognition and Learning
 - Support for learning difficulties maybe required when children learn at a slower pace than their peers, even with appropriate differentiation.
 - Learning difficulties cover a wide range of needs, including moderate, severe and profound and multiple learning difficulties
 - Specific learning difficulties affect one or more specific aspects of learning and encompasses conditions such as dyslexia, dyscalculia and dyspraxia.
- Social, Emotional and Mental Health

- Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.
- Sensory and/or Physical Needs
 - Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Identifying Learners with SEND

In our school, we track all our pupils' progress very carefully through formative and summative assessment and through half termly pupil progress meetings. All children will receive quality first teaching, which is the baseline of learning for all pupils, with targeted work focusing on any areas of their learning which need additional support. The class teacher is responsible for assessing all pupils and tracking their progress. Where it is determined that a pupil does have SEND, parents will be formally advised of this before inclusion of the individual on the School SEND Register and outside agencies. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place to remove barriers to learning. The support provided consists of a four part process, assess, plan, do, review.

- Assess
- Plan
- Do
- Review



This ongoing cycle enables the provision to be refined and revised as the understanding of an individual grows and enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Further details of this can be found in the Angram Bank SEND Policy.

Accessibility Plan

Angram Bank Primary is housed in two buildings which are both accessible to children with mobility difficulties. The entrance to each building has ramps. Not all exits/entrances are wheelchair accessible but all areas of school can be accessed through the main entrance.

We follow advice from the Sheffield Support grid to ensure children can learn with effective adaptations throughout school, for example this may include ensuring black-out blinds are closed so whiteboards can be seen clearly or ensuring children are sat at the front of the classroom. We have a hearing impaired resource on site and work closely with this specialist team to ensure inclusivity across school.

Within each school building, we have an accessible toilet and changing room. The school grounds are fully secure with a fence and gate which can only be opened from the main office or fob.

How we adapt the curriculum for learners with SEND

Angram Bank's curriculum is taught with year group specific expectations from the National Curriculum, however teaching and learning is differentiated for all learners who require this, including those with SEND. We believe all teachers are teachers of children with SEND. All lessons are differentiated to the individual needs of children.

For those children on the SEND register, they will receive support through interventions, a support plan, extended support plan or an Education Health and Care Plan. Support is reviewed half termly with teachers, families and learning support.

All children with SEND have access to the same activities within school as non-SEND children. Learning support assistants provide support within each year group to enable all children to access the curriculum.

Pastoral support, including learning support assistants and learning mentors, support children based on their individual needs, this may be social groups, friendships or working on coming to school on time and being ready to learn.

Interventions and programmes used to support children include:

- Communication and Interaction needs
 - Speech and Language Therapy sessions
 - Concept Cat – speech intervention around the understanding of mathematical language
 - LEAP
 - VIP – focusing on vocabulary
 - NIP – focusing on narrative
 - Lego Therapy
- Cognition and Learning
 - CUKU – Catch Up and Keep Up intervention
 - Rocket Reading group support
 - Birmingham Toolkit
- Social, Emotional and Mental Health needs
 - Mighty Minds

- Might Me – delivered through our Trauma Informed approach.
- Sensory and/or Physical
 - Fine motor skills
 - Sessions in Hearing Resource (1:1 or small group work)

Additional support also includes, bespoke lunchtime clubs ran by teachers which focus on social communication skills. All teachers use the Sheffield Support Grid to weave strategies into teaching and learning.

Staff Training

Quality first teaching is the first wave of intervention which is a whole school priority. Different members of staff are trained in a variety of interventions, approaches and support strategies. Recent training has included:

- Trauma Informed Training with a Trauma Informed Practitioners on site
- Speech and Language Interventions – Concept Cat, LEAP, Lego Therapy
- Word Aware Training – vocabulary programme
- De-escalation training
- Sheffield Support Grid training
- Assessment training – BPVS, Ravens, Lucid Rapid, PM Benchmarking
- Team Teach
- Mighty Minds
- Support Plan/Targeted support training for children across school in identifying and meeting their needs
- SEN systems and processes throughout school
- ADHD training
- Emotionally Based School Avoidance (EBSA)
- First Aid Training

At Angram Bank, we have a proactive ethos and the majority of staff use Trauma Training Informed School approach and the Teach Team ethos around de-escalation techniques throughout school.

We have staff across school trained in level three First Aid and staff responsible for managing medicines.

Family Communication

To support and communicate with our families, we use Twitter, Seesaw learning platform, video calls, phone calls, emails and face to face meetings. All parents have access to a line of communication with school and their child's class teacher.

We hold parent consultation evenings with all parents each term. If a child is identified as SEND, parents will have a longer appointment so individualised targets can be evaluated

and progress can be measured and discussed. If a child is receiving interventions, these will be discussed and evaluated. If a child has a support plan, they will have annual targets which are reviewed with families and outside agencies on a termly basis.

Parents are involved in any review process and setting new targets for children with SEND. They are invited to share responsibility and ownership of targets and are given support from our practises, the Sheffield Support Grid strategies and advice from outside agencies in how best we can both support their child.

We work alongside agencies across Sheffield, for example the Autism Team, Child and Adolescent Mental Health Service (CAMHS) and Family Intervention Service (FIS) to provide parent workshops and drop-ins to ensure parents feel supported and work with school to provide support for their child.

Evaluate the effectiveness of provision

The senior leadership team ensures the provision for all children at Angram Bank is effective and relevant to the needs of all children, including those with SEND.

As a school, we develop regular “Learning Walks” into areas of the curriculum and teaching and learning environment which has shown that the needs of SEND pupils are being met. These “Learning Walks” include looking at the effectiveness of the planning sequences in the curriculum, shine a light on the teaching in the classroom (including interventions) and evaluate the impact of these on the child and their learning at Angram Bank. Practices included in this monitoring would include; book looks, lesson observations, talking with children and staff meetings where practises are shared and developed.

At the heart of the termly pupil progress meetings and half termly health checks is the assess, plan, do and review process. Within this meeting, all children will be evaluated and discussed on the basis of how well they are achieving age related expectations, the barriers to learning they have and how effective strategies are at removing them. Assessment takes place in the classroom and using our assessment toolkit, in the meetings we then plan what we can do to improve the outcomes for children, teachers plan out when this would be sustainable and achievable and then we review after half a term of implementation.

The school works closely with ‘Locality A’ SENCOs in Sheffield, Learn Sheffield and other schools to ensure our provision for all children, including those with SEND is effective.

Children on the SEND register have specific support which is graduated dependent on the child’s level of need. Please see the SEND Policy (page 8 and 9) for the graduated approach to the level of SEND support.

Support for overall well-being

Daily collective worship, weekly RHE lessons and a curriculum with SMSC at the very heart of its design provides children with support and experiences throughout their time at

Angram Bank to ensure they are well-rounded citizens with a love of learning and acceptance.

We have weekly Learning Mentor Support meetings with the headteacher, SENCo and learning mentors where we evaluate the well-being of children and monitor the impact of the provision we have in place for all children, including those with SEND. We communicate this through a weekly bulletin to all staff which ensures all staff are aware of children's needs, updates from outside agencies, whole school agendas which allows us to efficiently work together as a team to best support all of our children.

Teachers and Learning Support are invited to meetings to share strategies from reports from outside agencies and to bring questions and requests for extra support from other areas for their children. If any children are identified in these weekly meetings, support can be effectively put in place in a timely manner. Examples of situations which have been dealt with in these meetings include attendance concerns, a change in family circumstance, bereavements and friendship issues.

Behavioural Intervention

All staff in school are trained to support with behavioural interventions. We have a proactive ethos embedded across school to provide positive behaviour throughout school. We have different members of staff with particular skills and training who provide structured interventions for those children who may need it.

We use many different tools for behaviour management, including class dojo as a positive reinforcement strategy. Strategies such as repair and reflect, time out tables and the STAR approach may be used for individual children.

Angram Bank is a Trauma Informed school with Trauma Informed practitioners on site. Most staff have had Team Teach training and as a school, we implement the de-escalation techniques throughout our practises and teaching. We have an excellent relationship with Fusion school to school support who do initial assessments to identify a child's needs and deliver bespoke training with staff.

We are extremely proactive in continually improving attendance. Strategies to help improve our attendance include first day calls, weekly class incentives, individual termly incentives and a whole school attendance incentives which look at percentage of attendance as well as proactively tackling punctuality.

Any difficulties with behaviour result in school forming effective communication with parents, the involvement of the senior leadership team, together school and parents will draw up a positive handling plan to ensure behaviour is improved and monitored. If necessary, daily monitoring will happen and meetings with parents enable effective feedback to continue.

Extra-curricular

All children, including those with SEND, are able to access afterschool activities. We ensure that these are accessible to all through the planning and delivery of clubs.

Parents and carers are involved in the planning stage for vulnerable children to ensure children can access them to the best of their ability through the removal of barriers.

Consulting with and involving learners in their education

There are many opportunities for children to share their views and represent members of the school community. We have school ambassadors named the 'Cultural Capital Captains' who represent the view of others, work proactively across school to promote community driven incentives and programmes. We also have Arches Athletes who promote sport across school and proactively find different ways of raising the activity levels of all children in school.

To support the identification of need, a learner profile is used to collate a child's views and gather data surrounding the child's profile, for example attainment levels and attendance, this establishes what is important to the child and how we can support them in school. This then informs the graduated response. If a support plan is created to support need, parents and children will become partners in creating outcomes to achieve individualised targets.

An Extended Support Plan and EHCP requires input from different agencies as well as the child's view through their learner profile and evaluation of what is working well for the child and what could be improved further.

Transition

Within school we organise events around transition. Key transition times for children at Angram Bank are F2 – Y1, Y2- Y3 and Y6 – Y7. We offer extensive packages throughout these times to all children to ensure they can feel excited and prepared to transition into their next stage of education.

Transition days within Angram Bank are done in the last week of term to begin to establish relationships with their new year group team. Teachers will run lunchtime clubs with their new class in the last half term and time will be facilitated to ensure that children feel comfortable moving to their next year group.

Depending on their level of need, additional opportunities may be planned. This may include a photo booklet, bespoke work with old and new teacher, a walk around the setting to establish routines. Parents are invited in on the last week of term to meet their child's new teacher and to discuss anything they wish.

Transition to secondary school is carefully organised and implemented. This involves extensive communication with secondary schools and the year six teacher. Transition to secondary schools will include secondary teachers visiting school and opportunities to visit the school they will be transitioning to. For children with SEND, extra and more

individualised visits will take place and extra communication between SENCOs ensures that the secondary school is aware of each child's needs and how these are currently met.

Complaints

If a parent is concerned with how their child is progressing at Angram Bank, they are encouraged to contact Andrea Carr (headteacher). The school intends to resolve all complaints at an informal level, however the process for formal complaints can be found in our Complaints Policy on our website.