

cascade

SEND Information Report: Banks House School

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Welcome

- Welcome to our SEND information report, which is part of the Norfolk Local Offer for pupils with Special Educational Needs and Disabilities (SEND).
- At Banks House School (Cascade), we are committed to working together with all members of our school/home community. This information report has been completed with support from various stakeholders.
- Our SEND Information Report is reviewed annually and approved by the governing body
- The following is a link to a useful glossary of SEN terms explained simply. It was produced by Norfolk County Council:
<https://www.norfolk.gov.uk/children-and-families/send-local-offer/about-the-local-offer/send-communication-guide/send-terms-explained-simply>

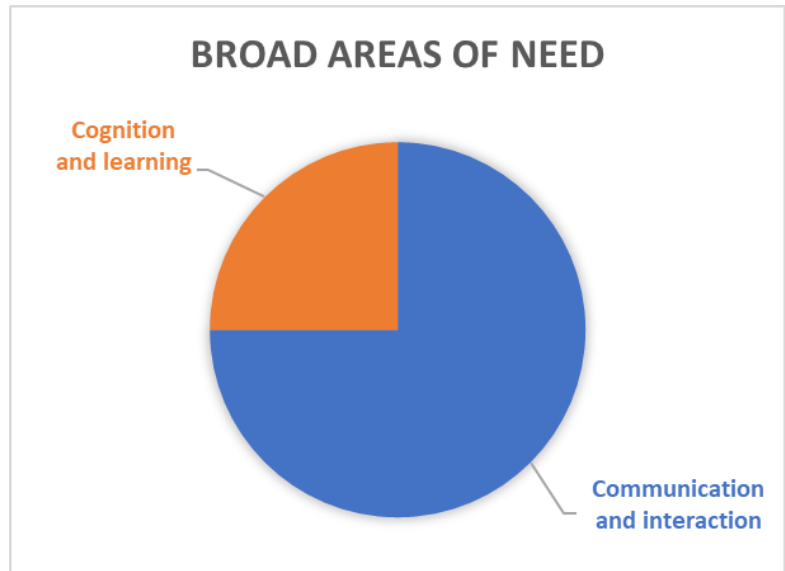
What kinds of SEN does Banks House School provide for?

The SEND Code of Practice defines 4 categories of SEND:

1. *Communication and Interaction*
2. *Cognition and Learning*
3. *Social, Emotional and Mental Health*
4. *Sensory and/or Physical Needs.*

At Banks House School, the primary needs of our students, as specified on their EHCPs, are as follows:

- Communication and interaction: 75%
- Cognition and learning: 25%.




- Our students have a range of additional needs and diagnoses. These encompass all the broad areas of need. These are not included in the statistics above.

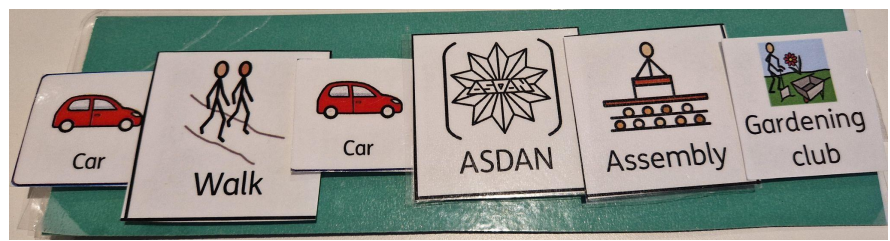
All pupils at Banks House School:

- Have a moderate, severe or profound learning disability
- Have an Education, Health and Care Plan (EHCP)
- Are Looked After Children, in Public Care and/or are in the care of Cascade or identified as a Child in Need.

<p>How do we identify students with SEND and address their needs?</p>	<p><i>“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:</i></p> <p><i>a) have a significantly greater difficulty in learning than the majority of others of the same age: or</i></p> <p><i>b) have a disability which prevents or hinders them 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.”</i></p> <ul style="list-style-type: none"> ● Students who attend Banks House School all have special educational needs, which will have been identified on an Education, Health and Care Plan. ● We use a variety of sources to identify other SEND as they present. For example, we liaise with their previous setting, obtain information from the student’s teachers, parents, carers, as well as from the young person themselves. ● We seek input and support from other professionals, and make referrals where needed - e.g. to a Speech and Language therapist or Educational Psychologist. ● The school follows the graduated approach of assess, plan, do, review (see below)
<p>Who is the SENCO?</p>	<p>Banks House School's SENDCO is Matthew Laband.</p> <ul style="list-style-type: none"> ● He can be contacted at matthew.laband@cascade-care.com or on 01603 441497
<p>How does Banks House School consult families / carers and involve them in the education of their child?</p>	<ul style="list-style-type: none"> ● When a child is placed with the school, a professional meeting is held with parents to explore the journey of the child thus far and the ‘dream’ educationally and personally. ● A representative from Banks School will always attend LAC and PEP (Personal Education Plan) reviews. ● The school regularly reports to parents, keeping them updated with progress and wow moments. Parents, social workers and other professionals receive weekly newsletters about the progress of each young person and details of what they have been learning that week. ● Posts about pupils’ school day are added to Evidence for Learning in order to share successful moments and the home/ school communication log. Parents and carers are encouraged to upload pictures, videos and comments too. ● Parents are invited into the school every term to discuss their progress. ● The views of all relevant people feed into the development of the school offer.
<p>How does Banks House School consult its young people with SEND and involve them in their education?</p>	<ul style="list-style-type: none"> ● Young people have a weekly meeting with their key workers. The school works closely with each student’s key worker in order to relay information. ● Choice boards are used to foster students’ decision-making skills. For example, students get to choose which activities they would like to do during their break and lunch times. ● Student input is solicited regarding input into EHCP and other reviews. Visuals are used to facilitate this where necessary. ● The school is mindful that behaviour is an important form of

	<p>communication and this is something we constantly monitor.</p> <ul style="list-style-type: none"> • Students' interests are used as the basis of planning for the future - e.g. careers pathways.
<p>How do we assess and review students' progress towards meeting outcomes?</p> 	<p>We follow the graduated approach of assess-plan-do-review:</p> <p>Assess:</p> <ul style="list-style-type: none"> • Baseline assessments • Observations and information from school staff and home staff • RWI • Using EYFS/National Curriculum/Pre Key Stage Standards (as appropriate) • Information from previous settings • Information from the student's parents • Information from the students themselves. • Referrals or other professionals are made when necessary. <p>Plan:</p> <ul style="list-style-type: none"> • Each student has a Personal Learning Plan to address their needs. This relates to the outcomes and provision linked on their EHCPs. • Each student also has a positive behaviour support plan to help understand behaviour and support behaviour change • Students have risk assessments, where appropriate. • Students have PEPs • EHCPs specify provision to meet needs and steps needed to meet outcomes • At LAC reviews staff and parents / social workers set targets. <p>Do:</p> <ul style="list-style-type: none"> • All staff are familiar with the student's EHCP and the learning intentions on their Personal Learning Plan. • There is consistency between 'school' and 'home' staff to help students work towards their learning intentions - for example folders accompany students between 'home' and 'school'. <p>Review:</p> <ul style="list-style-type: none"> • EHCPs are reviewed annually, with input from all stakeholders • Personal Learning Plans are reviewed every half term • Positive behaviour support plans are working documents and updated as needed • Risk assessments are working documents and updated as needed. • PEP / LAC reviews take place every term.
<p>How do we evaluate the effectiveness of our provision?</p>	<ul style="list-style-type: none"> • We work closely with our Local Authority Senior Advisor. She completes audits about our provision each term. • The Senior Leadership Team continuously looks at what is working well and what can be improved. • The Head of School also reports regularly to the School Advisory Board. • Our SIDP are focused on assuring our provision is effective.

<p>What expertise and training do staff have to support pupils with SEND?</p>	<ul style="list-style-type: none"> ● The Banks House School SENCO holds the National Award for SEN Coordination (NASENCO) ● All staff have annual safeguarding training ● Staff have Team Teach training where appropriate ● Ongoing training is provided as needed in response to the students' individual needs ● Recent whole school training for SEND has included: <ul style="list-style-type: none"> ➢ Annual inhouse safeguarding training with regular safeguarding CPD. ➢ In house Read, Write, Inc training. ➢ In house White Rose Maths training. ➢ In house Education Star training. ➢ EQUALS Curriculum Training/conferences ● The training plan for 2023 / 2024 includes: <ul style="list-style-type: none"> ➢ Sound therapy ➢ Continued EQUALS curriculum and implementation training ➢ Learning outside of the classroom. For example canoeing and belaying training ➢ Sensory Circuits
<p>How does the school secure specialist expertise?</p>	<ul style="list-style-type: none"> ● Sometimes the school, with agreement from parents / carers, makes referrals to external professionals, who will assess a student's needs and share information about how we can best support them ● Sometimes an external professional, with agreement from parents / carers (e.g. a speech therapist) will work with a child for a fixed period of time to provide additional support
<p>What is our approach to teaching children and young people with SEND?</p>	<ul style="list-style-type: none"> ● Teaching and learning is personalised to meet students' needs. Lessons are planned and delivered to meet students' needs. For example, visuals might be used and slots for regulation built into the planning ● Our curriculum is based on the Curriculum Schemes of Work from EQUALS https://equals.co.uk/curriculum/ ● Assessment takes place, and individual targets are set, using this scheme of work ● Through regular monitoring and supervision, we ensure students have access to quality first teaching ● Visual timetables are used to support transitions ● Engagement with learning is supported by taking account of students' interests - such as a love of songs and music ● Instructions are given using positive language and simple phrases. These are supported with visuals where necessary ● Students are taught by a teacher, but also supported by care workers in sessions. There is a high staff:student ratio which is maintained throughout the school day ● We ensure a consistent approach between school and home through daily meetings and check in's. Staff at the home are informed of educational approaches used by the school and how they can support this - for example, they will attend phonics training



How do we adapt our curriculum to take account of a child's SEND?

- Our curriculum is tailored to meet each child's SEND needs. For example, we timetable activities, such as sensory circuits, to help students regulate.
- Our curriculum is based on each student's stage of development
- Class sizes are small with a high staff:student ratio
- Learning is supported with visuals
- Choice boards are used where appropriate to encourage student decision-making
- Students are given appropriate processing time
- Students learn appropriate life skills

How do we adapt our learning environment to take account of a child's SEND?

- Our building has been adapted to widen accessibility for people with physical disabilities. This includes accessible toilets, additional handrails and clearly marked steps
- Students have access to a Sensory Room
- Students have access to a garden with equipment such as a trampoline, climbing equipment and swing.
- Students have access to a quiet space in Banks House School, where needed.
- Our school has been interior designed to meet the aesthetics for autistic children
- PECS is used throughout the school day to encourage independence
- **For further information, see our Accessibility Report**

How does the school secure equipment and facilities to support young people?

Funding in the last academic year included:

- IT equipment
- Regulatory equipment, such as a trampoline
- Sensory equipment


Projected spending this academic year includes:

- Equipment to facilitate outdoor learning - such as all weather clothing.
- Sensory equipment for the garden to attach to fences - e.g. musical items and spinners.
- Sensory equipment for swimming.

Banks House School does not receive top-up funding

What support is available to improve the emotional, mental and social development of children with SEND?

- The ethos and culture of the setting celebrates differences and values the individual and their special gifts.
- The setting fosters independence by teaching life skills and by encouraging students to develop their ability to make choices.
- Students are supported to explore activities to build up a toolbox of effective strategies to choose from to help them regulate
- Each child has a positive behaviour support plan, so that staff

	<p>are aware of signs that a student may be struggling and knows what strategies to put in place to support them.</p> <ul style="list-style-type: none"> • Banks House School tries to capture the voice of each student, using visuals and choice boards where necessary to do this. • There is good communication between home and school so that staff are aware what has happened in the student's day / weekend. • Students are scheduled to meet with their key workers on a weekly basis to ensure an effective channel of communication. They have input into the menu and activities for the following week. • A member of staff is THRIVE trained.
<p>How do young people with SEND engage in activities in an inclusive way?</p>	<ul style="list-style-type: none"> • All young people at the school have SEND • The school environment is adapted to students' needs, so they can all enjoy the facilities available • Students attend horse-riding, swimming and music sessions within the local community. These sessions have been specially tailored to account for our students' needs, and make appropriate adaptations where necessary - for example a higher Staff: student ratio in line with appropriate risk assessments • Students access local areas of interest in common with the local community - for example, the local park and outdoor gym. They are supported to do this by the staff that accompany them. • Woodland activities are child led. Engagement in all activities is risk assessed and adapted so that all pupils can toast marshmallows for example, some using longer sticks than others. <div data-bbox="863 1122 1294 1346" style="text-align: right;">  </div>
<p>How does the school include other bodies, including health and social services bodies, Local Authority support services and voluntary organisations, in meeting the needs of children with SEND and in supporting the families of such children?</p>	<p>Education services:</p> <ul style="list-style-type: none"> • Each young person has an allocated social worker • Virtual School input for children who have been in care. • Each young person has an Independent Reviewing Officer for their Looked After Child Review • Each child has a Personal Educational Plan • The school works with a Senior Advisor (Education Quality Assurance, Intervention & regulation at Norfolk County Council) <p>Health services:</p> <ul style="list-style-type: none"> • Starfish + • Norfolk and Norwich SaLT services • Community Dental Service <p>Social care services:</p> <ul style="list-style-type: none"> • Family Support Workers • Social workers.

	<p>Third sector services:</p> <ul style="list-style-type: none"> ● Musical Keys (musicalkeys.co.uk) ● RDA (Riding for the Disabled Association) (norfolkcoastrda.org).
<p>How does Banks House School support children with SEND transferring between phases of education?</p>	<ul style="list-style-type: none"> ● Our pupils can enter our school from Year 8 and are able to stay with us until they are 19 where they will then transfer to one of our adult homes, where appropriate and will continue to receive education (Adult Ed). ● Transition is planned in conjunction with the young person's Home setting. There is a long transition (a year in advance) when young people move onto a new setting. We provide as much transition time as is reasonably practicable for young people joining this setting. ● Our Norwich based Adult Education leads work with the school in order to get to know the children and can therefore support them as they transfer seamlessly into Adult Education, continuing learning where necessary. ● Students are supported with multiple visits prior to transition. ● We review transition processes by requesting input from all stakeholders
<p>How does Banks House School support children/ prepare them for adulthood and independent living?</p>	<p>Banks House School, part of Cascade, shares an ethos that aims to support the young people gain greater independence. This is achieved through:</p> <ul style="list-style-type: none"> ● 24/7 provision ensures consistency in working towards outcomes ● ASDAN's Supporting Aspirations ● Strong links with the home and adult homes ● Careers Pathway ● The EQUALS Curriculum includes sections on how to keep safe and how to help the environment that we live in (e.g. tidying and cleaning, travel training, independence) ● Our school provides lots of opportunities for students to develop independent living skills within the home and the community. For example, choosing their drinks, food, break time activities, putting cups in the sink, washing up, placing laundry in the washing machine, ● Students become familiar with using public transport, ● Students spend time in the community, visiting local places of interest.
<p>Where can I find information about the Local Authority's local offer?</p>	<p><i>The Local Offer published by Norfolk County Council's Children's Services details the provision available across education, health and social care for children with SEND.</i></p> <ul style="list-style-type: none"> ● Details of the Norfolk Local Offer can be found here: https://www.norfolk.gov.uk/children-and-families/send-local-offer
<p>Details of support services for the caregivers of children with SEND</p>	<p>Further advice and support is available from:</p> <ul style="list-style-type: none"> ● Norfolk SEND Information Advice and Support Service <p>Norfolk SENDIASS provides information, advice and support to young people and carers about Special Educational Needs and Disabilities.</p>

	<p>SENDIASS is statutory, free, confidential and impartial. Staff are independently trained in SEND</p> <p>https://www.norfolksendiass.org.uk/</p> <p>☎ 01603 704070</p> <p>✉ norfolksendiass@norfolk.gov.uk</p> <ul style="list-style-type: none"> ● DfE Parents and Carers Guide <p>A guide on the support system for children and young people with special educational needs and disability (SEND) The guide explains how the system that supported children and young people with special educational needs and disability (SEND) works,</p> <p>It covers:</p> <ul style="list-style-type: none"> ● The law and guidance on which the system is based ● Places to go for help and further information <p>https://www.gov.uk/government/publications/send-guide-for-parents-and-carers</p>
<p>Who should parents / carers contact for further information or to report concerns?</p>	<p>The Head of School and Designated Safeguarding Lead: Dawn Wale Email - dawn.wale@cascade-care.com Telephone number: 01603 441497</p>
<p>How can parents or carers of children with SEND make a complaint about the provision made at the school?</p>	<ul style="list-style-type: none"> ● Any concerns or complaints about SEND provision at Banks House School should be directed in the first instance to the SENDCO, Matthew Laband: matthew.laband@cascade-care.com ● Matthew will arrange an opportunity to discuss the matter with you at the earliest convenient time - either in person or on the telephone. ● If the matter is not successfully resolved, the Head of School, Mrs Dawn Wale, will address any secondary complaints: Dawn.Wale@cascade-care.com ● If necessary, the Chair of our School Advisory Board, Miss Rachel Quick, can be contacted about the complaint: Rachel.quick@cascade-care.com ● All complaints will be investigated by the school in a reasonable period of time in line with the school's <u>Complaints Procedure Policy</u>, which can be found on the school's website.