



Banks Road Infant & Nursery School

Local Offer

January 2019

School Name: Banks Road Infant & Nursery School

Headteacher: Mrs Carole Clemens

SENCo: Miss Rachael Morris

Governor responsible for SEN: Mrs Sarah Williams

Contact Details:

Banks Road Infant & Nursery School, Banks Road, Toton, Nottingham. NG9 6HE

Email office@totonbanksroad.notts.sch.uk TEL: 0115 9179881

SENCO rmorris@totonbanksroad.notts.sch.uk

Age Range: 3-7yrs

Funding provision: Local Authority

Accessibility of Building: Fully wheelchair accessible

Description of Specialist Support Available to pupils:

- SENCO - Special Educational Needs Co-ordinator
- Quality first teaching
- Level 2 -4 Teaching Assistants

Types of Additional needs catered for:

- C and I = Communication and Interaction
- S and I = Sensory and Physical
- SEMH = Social Emotional Mental and Health
- C and L = Cognition and Learning

Quality First Teaching (QFT)

The key to success with all learners is Quality First Teaching

- Friendly staff.
- Team teaching approach across the school to allow increased opportunities for academic success.
- Access to a broad, balanced curriculum with differentiated curriculum planning, work and delivery.
- Highly focused lessons with clear objectives.
- Focused marking and continual feedback with DIRT.
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils.
- Appropriate use of teacher questioning, modelling and explaining.
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.
- An expectation that pupils will accept responsibility for their own learning.
- Regular use of encouragement and praise to engage and motivate pupils.
- Clear objectives that are shared with the children and returned to at the end of the lesson.
- Dyslexia friendly provision in all classes.
- I-pad access for all pupils and access to apps to enhance learning.
- Carefully explained new vocabulary.
- Use lively, interactive teaching styles

- Make maximum use of visual, kinesthetic, auditory and verbal learning
- Regular pupil progress meetings and individualised targets.
- Provision of daily catch-up sessions in Literacy and Numeracy lessons.
- Differentiated teaching of phonics throughout the whole school.
- Disabled friendly environment- wheelchair access, disabled toilets, disabled parking facilities, handrails on ramps, 5 classrooms adapted for children with hearing impairments.
- Aim to train staff and ensure that training opportunities are matched to the school development priorities.
- All Midday supervisors trained in playground games & activities.
- Access to the school nurse.
- SEAL - Social Emotional aspects of learning.
- Anti- bullying week and awareness raising activities.
- Range of school clubs.
- Breakfast club 7.30am – 8.45am.
- Parental and pupil reviews.
- Transition programmes.

WAVE 2:

Additional interventions to enable children to work at age related expectations or above. Children who are identified as requiring additional support will have identified targets and outcomes on a provision map. Provision will be reviewed 3 times per year.

- Group Provision Mapping to monitor progression.
- In class support & small group targeted intervention with Teacher/Teaching Assistant.
- Literacy interventions and Numeracy Interventions.
- I-pad access for all pupils.
- Access to apps to enhance learning.
- Circle Time.
- Social stories.
- Targeted differentiation.
- Homework club.
- Referral wider health professional support.
- Fun Fit programme for DCD - developmental coordination disorder.
- Acorn group - Nurture facility.

WAVE 3:

Additional highly personalised interventions

- Individual Provision Mapping.
- 1:1 focused support.
- Literacy interventions and Numeracy interventions.
- Individual access arrangements for SATS.
- Individual access to IT programs and provision.
- Pastoral Support plans to monitor & focus emotional need to increase resilience & positive behaviour involving child, parents/ carers and school.
- Delivery of Speech and Language programmes directed by outside agencies.
- Delivery of planned Occupational Health and Physiotherapy programmes directed by outside agencies.
- Individual lunchtime support.

- Attendance Officer who offers support around punctuality and good attendance
- EHAF: Early Help Assessment Form. This provides parents and school a pathway of provision to access outside agency support.

<http://www.nottinghamshire.gov.uk/caring/childrenstrust/pathway-to-provision/early-help-assessment/>

- EHCP Education and Healthcare plans reviewed and monitored yearly.
- Referral for EHCP in conjunction with parents/carers.
- Zena Mayes Family SENCO. Support and advise to school and parents upon school request.

Local Authority Staff Working with Banks Road Infant & Nursery School:

- Zena Mayes -Specialist teacher for PSED Team Primary Social and Emotional Development team. Working in conjunction with South Broxtowe Partnership in the prevention of exclusions.
- Joanna Tilly- Educational Psychologist. joanna.tilly@nottscc.gov.uk
- Sue Mosley- Early Years Schools & Families Specialist Services (SFSS) sue.mosley@nottscc.gov.uk
- Community Paediatric Team, Beeston Health Centre, Dovecote House, Wollaton Road, Beeston
- Childrens Centre, Nottinghamshire Health Care, City Hospital Campus, Hucknall Road, NG5 1PB
- Speech and Language Therapy Service, Stapleford Care Centre, Church Street, Stapleford, Notts NG9 8DB.
- FPDSS Fountaindale Physical Disability Specialist Service.
- Simon Ray- SEN Officer advice for EHCP Education Health and Care Plan. County Hall, West Bridgford Nottingham. NG2 7QP.
- CAMHS support for further information <http://nottinghamshire.familyservicedirectory.org.uk/kb5/nottinghamshire/fsd/organisation.page?id=fllzZBOM2Tw>
- Nottinghamshire County Council Local Offer http://nottinghamshire.sendlocaloffer.org.uk/kb5/nottinghamshire/fsd/local_offer.page