



### SEN information report

The following information details Withinfields Primary School's Individual Local Offer (SEN Information Report as required in Schedule 1 of Regulation 51) and should be read in conjunction with the Core Offer set out in Calderdale's Local Offer [www.calderdale.gov.uk/localoffer](http://www.calderdale.gov.uk/localoffer) which details the provision available in all Calderdale schools and academies.

Contact Details	
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<b>Address</b>	Withinfields Primary School Law Lane Southowram Halifax HX3 9QJ
<b>Email – School Office</b>	admin@withinfields.calderdale.sch.uk
<b>Age Range</b>	3-11
<b>Funding</b>	Notional budget
<b>Special Educational Needs Co-ordinator (SENCo)</b>	Miss Roxanne Rothery
<b>Email – SENCo</b>	Roxanne.rothery@withinfields.calderdale.sch.uk
<b>SEN Governors</b>	Mrs Victoria Percival and Mrs Shirley Sunderland

<b>Policy for SEN</b>	Can be found on our website
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Below are frequently asked questions that parents/carers may ask about provision for children and young people who have special educational needs. The information aims to be clear and easy to understand however if you prefer to talk to a member of staff, please use the phone number and or the email addresses above to contact school.

<p>How will Withinfields support my child?</p>	<ul style="list-style-type: none"> <li>• Access to a broad, balanced curriculum which is well differentiated and takes account of different learning styles and children's interests.</li> <li>• Quality first teaching and high expectations for all pupils</li> <li>• Quality of teaching and learning well monitored by highly experienced leaders.</li> <li>• Well-staffed classrooms – at least one teacher and one support assistant (minimum 15hours/week in KS2 and full time in FS and KS1).</li> <li>• Rigorous pupil tracking system which ensures all children are monitored.</li> <li>• Early identification of additional needs</li> <li>• Professional dialogue about every child in school every term ensures any difficulties are identified early and suitable provision put in place.</li> <li>• Dedicated SENCo time of one day per week. Our SENCo is on the senior leadership team.</li> <li>• Detailed programme of reviews with parents and professionals: 2 parents' consultation evenings a year; termly reviews for all children on the SEN register and comprehensive annual reviews. Parents' views are very important to us.</li> <li>• Children's views are very important: invited to consultation evenings, SEN reviews, help to formulate one page plans, active school council and annual questionnaire.</li> <li>• Currently, a team of 12 support assistants to meet individual needs although this is adapted depending on the number of children that we have in school with additional needs.</li> <li>• Core values are understood and promoted within school: friendship, fairness, trust, respect, happiness and forgiveness.</li> <li>• Carefully devised behaviour rocket system in school. This includes a strict zero tolerance policy for bullying.</li> <li>• Whole school 'GR8 learning' reward system linked to class Dojos which recognises achievements and aims to develop their independence, resilience, communication, collaboration, perseverance, conscientiousness and reflective attitudes to learning.</li> <li>• Long established, acknowledged and celebrated ethos of inclusion and equality.</li> </ul>
<p>Our pupils said:</p>	<p><i>"Teachers really help us and are kind when we are stuck."</i>  <i>"We have Dojos to collect when we have done good learning."</i>  <i>"I have different things to help me learn."</i></p>
<p>How do we evaluate and review the support provided?</p>	<ul style="list-style-type: none"> <li>• Support for children is identified termly through provision mapping.</li> <li>• Teachers and support staff, along with the SENCO where necessary, evaluate pupils' progress towards intended outcomes and adapt as necessary</li> <li>• Half-termly progress meetings and formal termly reviews</li> <li>• SENCO monitors progress of all children with additional needs</li> </ul>
<p>How do we involve parents, children and young people</p>	<ul style="list-style-type: none"> <li>• Parents consultation evenings for all children 2 times a year plus an end of year written report.</li> <li>• Pupils are involved on a daily/weekly basis reviewing their targets or half-termly where appropriate</li> <li>• Termly review meetings with parents/carers of children with SEN support needs, statements or EHC plan, where children are invited and attend where appropriate</li> <li>• Weekly celebration assembly where parents are always welcome.</li> <li>• Pastoral Support Officer who supports children and their families during difficult times.</li> <li>• Team around the child meetings</li> </ul>
<p>How do we help a child with physical needs?</p>	<ul style="list-style-type: none"> <li>• Disabled toilets with specialist adaptations to facilitate independent toileting.</li> <li>• Hoist system in two toilets</li> <li>• Showering facilities.</li> <li>• Every class has access to equipment which helps writing: sloping boards; a variety of pencil grips; a variety of pens and other writing apparatus and a range of ICT equipment.</li> <li>• Touch typing and speed up handwriting programmes</li> <li>• Use of differentiated sports equipment in PE – eg specialist balls</li> <li>• Variable height tables and chairs available.</li> <li>• Team of staff trained in moving and handling. Risk assessment and Manual Handling plans put in place for children needing support with mobility.</li> </ul>
<p>How do we help a child with speech and language needs?</p>	<ul style="list-style-type: none"> <li>• 2 'Let's Talk' trained support assistants who regularly deliver programmes.</li> <li>• Staff trained in the 'Talk Boost' programme for the Early Years.</li> <li>• 4 'SULP' (Social Use of Language) trained support assistants.</li> <li>• 2 'Language Steps' trained support assistants.</li> </ul>

	<ul style="list-style-type: none"> <li>• Delivery of programmes devised by speech and language therapists</li> <li>• Staff experienced in the use of 'Black Sheep Narrative' and 'Word Wizard' materials.</li> </ul>
How do we help a child with sensory impairment?	<ul style="list-style-type: none"> <li>• Individual pen portraits and plans</li> <li>• Staff aware of strategies to support children with visual impairments.</li> <li>• We work closely with the Visual Impairment Team and the Teacher of the Deaf.</li> <li>• Radio aid systems used with a child</li> <li>• Staff trained in using equipment to support children with a hearing impairment.</li> <li>• Staff trained in Makaton and strategies to support children with a hearing impairment.</li> </ul>
How do we help a child who has social and emotional difficulties?	<ul style="list-style-type: none"> <li>• Pastoral care – in school Pastoral Support Officer</li> <li>• Nurture sessions</li> <li>• Calm club at lunchtime</li> <li>• Circle of friends approaches</li> <li>• Break time buddies</li> <li>• Access to specialist counselling – eg Rainbows</li> <li>• Staff ASD aware and use appropriate strategies to support children with ASD's learning.</li> <li>• Access to specialist support for children with ASD and their families.</li> </ul>
How do we help a child with behavioural difficulties?	<ul style="list-style-type: none"> <li>• HLTA assigned and trained to support with behaviour difficulties</li> <li>• All staff trained in behaviour management systems</li> <li>• Staff trained in 'Talk your way out of trouble' approach</li> <li>• Variety of after school clubs to promote self-esteem</li> <li>• Close liaison with external professionals to create individualised, tailored behaviour plans</li> <li>• Behaviour policy which sets out rules, expectations and rewards</li> <li>• Parents involved and supported through behaviour system</li> <li>• Behaviour referral system within the school to offer further support</li> </ul>
How do we help a child who needs support with literacy?	<ul style="list-style-type: none"> <li>• Support assistants to deliver individualised programmes for children with ILPs.</li> <li>• Extensive programme of 1:1 reading provided by trained volunteers.</li> <li>• 'Read, write, inc.' groups – targeted, set groups with trained staff.</li> <li>• Clicker 7 writing and reading programme</li> <li>• Individual and focused programmes such as IDL cloud, Nessy, toe by toe, precision teaching, stairway to spelling</li> <li>• Talking tins</li> <li>• Alternative methods to written recording</li> <li>• Dyslexia aware staff throughout school who use Dyslexia friendly teaching strategies.</li> <li>• Two trained teaching assistants responsible for delivering interventions for children with dyslexia.</li> </ul>
How do we help a child who needs support with numeracy?	<ul style="list-style-type: none"> <li>• Support assistants to deliver individualised programmes for children with IEPs.</li> <li>• ICT games</li> <li>• Intervention programmes such as Plus 1, Power of 2, Numicon, 5 minute box</li> <li>• Multisensory teaching approaches</li> <li>• Concrete and pictorial adaptations to help with basic concepts</li> </ul>
How do we support a child who has medical needs?	<ul style="list-style-type: none"> <li>• Individualised medical needs care plans created by a team around the child including the school nurse, parents and first aiders in school.</li> <li>• Team of 8 trained first aiders including staff trained to support a child with Diabetes.</li> <li>• Medical bed/hoist systems.</li> <li>• Asthma and epi-pen awareness training delivered to staff</li> </ul>
How do we help a child who has English as an Additional Language (EAL)?	<ul style="list-style-type: none"> <li>• Access to Speech and Language Therapy service.</li> <li>• Experienced staff who have worked with children with little or no English</li> <li>• Tailored intervention for verbal language acquisition initially leading into written form</li> </ul>
How do we support a child with complex and multiple needs?	<ul style="list-style-type: none"> <li>• Close liaison with local primary special schools, including split placements/ inclusion visits.</li> <li>• Risk assessments conducted by experienced local special primary school staff (several children been through school with complex needs)</li> </ul>
How do we support a child who is looked after	<ul style="list-style-type: none"> <li>• Member of staff designated to support children who are looked after (CLA)</li> <li>• Personalised Education Plans (PEPs) with individual targets and regular reviews</li> <li>• Attendance at meetings</li> </ul>
How will we include children in activities outside	<ul style="list-style-type: none"> <li>• Support assistants have been deployed to support children with SEN in out-of-school clubs.</li> <li>• Extra staff deployed for trips to meet the stringent requirements of our risk assessments.</li> </ul>

the classroom including school trips?	<ul style="list-style-type: none"> <li>• Additional transporting arrangements made where necessary</li> <li>• All children are invited to extra-curricular activities and attendance is regular at these clubs</li> <li>• Parents/carers consulted prior to trips for advice and guidance.</li> </ul>
How do we prepare and support a child/young person for transition?	<ul style="list-style-type: none"> <li>• Allocation of a support assistant as soon as possible and introduction before child starts school.</li> <li>• Home-school visits</li> <li>• Individualised Transition plans are devised and developed with professionals and parents and the child if age appropriate.</li> <li>• Transition is planned and carried out at earliest point possible</li> <li>• Close liaison with all other settings involved in transition – good exchange of information.</li> <li>• Three days of transition are carried out before the summer holidays for all pupils</li> <li>• Transition picture/information books produced for children to take home to support and prepare over the summer holidays</li> <li>• Independent travel training programme for Year 6 children where necessary</li> <li>• Regular planned visiting sessions to high schools</li> </ul>
How will we develop social skills throughout the school day, especially break times?	<ul style="list-style-type: none"> <li>• Playtimes/ lunchtimes seen as an important part of the day and included in time for 1:1 support for statemented children if appropriate.</li> <li>• Three Sports coaches employed by school to organise activities at lunch times.</li> <li>• Play time buddies to support children at break times</li> <li>• Children have access to calm club at lunchtime</li> </ul>
How do we allocate resources?	<ul style="list-style-type: none"> <li>• Use of notional SEN budget to support pupils through differentiated resources, additional teachers, support staff and training.</li> <li>• Support given as specified in EHC plan</li> <li>• Support assistants for children at SEN Support - time with these assistants deployed on a needs basis.</li> <li>• Our school employs a support assistant for each class – time is allocated on a daily basis for individual/ small group work on IEP targets.</li> <li>• All children regularly reviewed (at least once a term) and provision is matched to needs.</li> </ul>
How do we ensure all staff are well trained?	<ul style="list-style-type: none"> <li>• Training sessions for all support staff on SEN issues.</li> <li>• Whole school training part of School Improvement Plan</li> <li>• Commitment to maintain levels of training if staff leave.</li> <li>• Programme of CPD, accessing both external agencies and in-school support.</li> </ul>
How do we raise awareness of special educational needs for parents and the wider community?	<ul style="list-style-type: none"> <li>• We participate in competitions which celebrate successes of children with special educational needs.</li> <li>• Achievements of children with SEN are celebrated in newsletters and other public documents.</li> <li>• We hold drop-in sessions for parents of children with SEN</li> <li>• Raising awareness of Special Educational Needs and Disability through half termly assemblies and visitors to the school</li> </ul>
Which specialist services do we access beyond the school?	<p>We have current regular contact with the following services who give us support &amp; advice:</p> <ul style="list-style-type: none"> <li>• Specialist Inclusion Service, including ASD and HI team</li> <li>• Educational Psychologists</li> <li>• Speech and Language Therapists</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• Noah's Ark</li> <li>• ASD service</li> <li>• CAMHS</li> <li>• EWO</li> <li>• School nursing service</li> <li>• Virtual schools</li> <li>• We are also part of the East Calderdale Learning Community where expertise is shared between schools.</li> </ul>
How do we deal with complaints regarding our provision for children and young people with SEN?	<ul style="list-style-type: none"> <li>• In the first instance we have a SENCO who is able to listen to parents and carers concerns about SEN provision and provide in school solutions.</li> <li>• A complaints policy is in place for complaints that cannot be resolved at this level.</li> </ul>

Below is a link to Calderdale's Local Offer where further information can be found: [www.calderdale.gov.uk/localoffer](http://www.calderdale.gov.uk/localoffer)