



### 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>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 Shirley Sunderland & Mrs Kerri-anne Ball

<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 15 hours/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 EHCP reviews (annually, or twice per year for children in EYFS). 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 questionnaires.</li> <li>● Currently, a team of 25 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>● Transition is carefully planned to support pupils at all stages across school. 3 transition days before summer; extra transition and home visits for EYFS; dedicated time for staff to amend provision maps and talk through SEN files with new teachers.</li> <li>● Access to the school’s sensory room, if required.</li> <li>● Core values are understood and promoted within school: friendship, fairness, trust, respect, happiness and forgiveness.</li> <li>● Carefully devised behaviour system in school, including a strict zero-tolerance policy for bullying. Restorative and reflective communication with a member of SLT after incidents.</li> <li>● Whole school ‘GR8 learning’ reward system is linked to class Dojos which recognises achievements and aims to develop pupils’ 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 one-page plans, IDLPs and 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 and will discuss with external agencies and professionals, as appropriate.</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, in person or via phone call / letter, with parents/carers of children with SEN support needs or EHC plan, where children are invited and attend where appropriate.</li> <li>● Fortnightly celebration assemblies where parents are always welcome.</li> <li>● 3 Designated Safeguarding Leads.</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> </ul>

	<ul style="list-style-type: none"> <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>
How do we help a child with speech and language needs?	<ul style="list-style-type: none"> <li>• On-site speech and language therapist (SALT) who works in school one afternoon per week, assessing pupils and delivering / modelling intervention programmes.</li> <li>• Trained support assistants who regularly deliver programmes such as 'Let's Talk', 'Language for Thinking', 'Colourful Semantics', 'Language Legends', 'Chatterboxes', 'Language Steps' and 'SULP'.</li> <li>• Make referrals to NHS or Lingo SALT, with parental permission.</li> <li>• Staff trained in the 'Talk Boost' programme for the Early Years.</li> <li>• Delivery of programmes devised by speech and language therapists.</li> <li>• Staff who are trained in the use of Picture Exchange Communication System (PECS).</li> <li>• Staff experienced in the use of 'Black Sheep Narrative' and 'Word Wizard' materials.</li> <li>• Staff who are trained in Dingley's Promise EYFS Inclusion</li> </ul>
How do we help a child with sensory impairment?	<ul style="list-style-type: none"> <li>• Individual one-page plans</li> <li>• Staff aware of strategies to support children with visual impairments.</li> <li>• Regular visits to our on-site sensory provision.</li> <li>• We work closely with the Visual Impairment Team and the Teacher of the Deaf, as well as the ASD Outreach team who support children with sensory difficulties.</li> <li>• Staff who are trained in using radio-aids.</li> <li>• Staff trained in using equipment to support children with a hearing impairment.</li> <li>• Staff trained on sensory processing.</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.</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 / Noah's Ark.</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 the behaviour system.</li> <li>• Staff who regularly attend drop-in sessions from the Specialist Inclusion Team.</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 IDLP and / or one-page plans.</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>• FreshStart phonics groups - as above, for KS2 children.</li> <li>• Clicker 8 writing and reading programme, with built-in talking tins, offering alternative methods to written recording.</li> <li>• Individual and focused programmes such as IDL cloud, Nessy, Toe by Toe, Precision teaching, Stairway to spelling.</li> <li>• Dyslexia, reading age, reading speed and processing speed assessments.</li> </ul>

	<ul style="list-style-type: none"> <li>● Spelling scheme in KS2 which builds on phonics learned in EYFS/KS1 - this is differentiated to meet the needs of all children.</li> <li>● Booster groups in year 6, delivered by reading and writing leaders.</li> <li>● Dyslexia-aware staff throughout school who use dyslexia-friendly teaching strategies.</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 IDLPs.</li> <li>● ICT games.</li> <li>● Mastering Number approaches.</li> <li>● Small group lessons, planned by Maths leaders for children who require extra support.</li> <li>● Intervention programmes such as Plus 1, Power of 2, Numicon, 5 minute box.</li> <li>● Multisensory teaching approaches.</li> <li>● Booster groups in year 6, delivered by headteacher and maths leader.</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 trained first aiders.</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.</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 the classroom including school trips?	<ul style="list-style-type: none"> <li>● Support assistants have been deployed to support children with SEN in out-of-school clubs and extra-curricular clubs.</li> <li>● Extra staff deployed for trips to meet the stringent requirements of our risk assessments.</li> <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 the 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>● ASD Outreach team who deliver transition programmes to pupils with autism.</li> <li>● Classroom expectations document which outlines how classes follow a consistent approach to displays, visual timetables and resources.</li> <li>● Regular planned visiting sessions to high schools; visits from staff at local high schools who deliver lessons at Withinfields.</li> </ul>
How will we develop social skills throughout the school day, especially break times?	<ul style="list-style-type: none"> <li>● Playtimes/ lunchtimes are seen as an important part of the day and included in time for 1:1 support for children with EHCPs, 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; buddy bench.</li> </ul>

	<ul style="list-style-type: none"> <li>● Staff trained in social and emotional interventions.</li> <li>● Children have access to a 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 plans.</li> <li>● Intervention timetables for each year group, updated termly.</li> <li>● Timetabled access to sensory provision.</li> <li>● Support assistants for children at SEN Support - time with these assistants deployed on a needs basis.</li> <li>● Our school employs at least one support assistant for each class – time is allocated on a daily basis for individual / small group work on IDLP targets.</li> <li>● All children are 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 SEND.</li> <li>● Liaison with East Calderdale cluster, particularly local special schools.</li> <li>● Whole-school training is part of the School Improvement Plan.</li> <li>● Commitment to maintain levels of training if staff leave.</li> <li>● SENCo attends termly networks, sharing good practice with staff.</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>● Purchasing of children's books aimed at increasing the school's offer for capital culture, diversity and inclusion.</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 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 Team, including VI and HI team</li> <li>● Educational Psychologists</li> <li>● Speech and Language Therapists (NHS &amp; Lingo)</li> <li>● Oakdale ASD (EYFS service)</li> <li>● Occupational Therapy</li> <li>● Physiotherapy</li> <li>● Noah's Ark</li> <li>● Rainbows</li> <li>● ASD Outreach team</li> <li>● Dyslexia / Dyscalculia services</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)