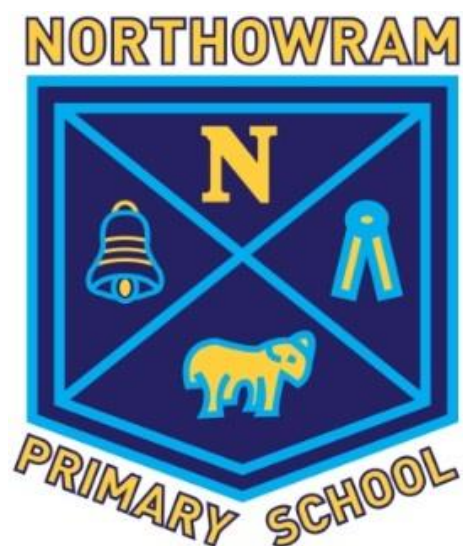


# Our Special Educational Needs & Disability Offer Report



### Our school SEND offer

This document outlines our SEND offer for parents and carers. It is designed to answer questions that may arise. Our contact details are listed below if further information is required. Further information can also be found in the SEN policy on our website

<https://www.northowram.calderdale.sch.uk/learning/special-education-needs-and-disability/> or a hardcopy can be requested from the school.

<b>Contact Details</b>	
<b>Headteacher</b>	<b>Jane Scardifield</b>
<b>Telephone Number – School Office</b>	<b>01422 202704</b>
<b>Address</b>	<b>Northowram Primary School Baxter Lane Northowram Halifax HX3 7EF</b>
<b>Email – School Office</b>	<a href="mailto:admin@northowram.calderdale.sch.uk">admin@northowram.calderdale.sch.uk</a> <a href="mailto:SEN@northowram.calderdale.sch.uk">SEN@northowram.calderdale.sch.uk</a>
<b>Age Range</b>	<b>Nursery - ages 3-4 , Reception – Year 6 ages 4-11</b>
<b>Funding</b>	<b>The local authority provide notional funding for children with Special Educational Needs and Disabilities and additional funding for children with high needs.</b>
<b>Special Educational Needs Co-ordinator (SENCo)</b>	<b>Amy Beanland</b>
<b>Email - SENCo</b>	<a href="mailto:SEN@northowram.calderdale.sch.uk">SEN@northowram.calderdale.sch.uk</a> <a href="mailto:amy.beanland@northowram.calderdale.sch.uk">amy.beanland@northowram.calderdale.sch.uk</a>
<b>SEN Governor</b>	<b>James Allison</b>
<b>Date completed</b>	<b>October 2022</b>
<b>Date to be reviewed</b>	<b>October 2023</b>

<p>How will Northowram Primary School support my child?</p>	<ul style="list-style-type: none"> <li>• Detailed and regular termly reviews for children with PLPs with parents and children regarding targets and achievements.</li> <li>• Individual provision maps for children with a personalised learning plan (PLP)</li> <li>• High expectations</li> <li>• Smart targets which are individualised for children with outside agency support, bespoke interventions and EHC plans which are reviewed termly.</li> <li>• School Vision - Inspiring success beyond expectation, creates an excellent school ethos of inclusion, equality and inspiration to achieve.</li> <li>• Interventions which ensure provision captures all 4 areas identified in the Code of Practice. These run for different time periods depending on the need and are evaluated on a termly basis.</li> <li>• Inspiring success – engaging lessons delivered through quality teaching, monitored by senior leadership</li> <li>• Termly assessments at a level appropriate to the child’s learning</li> <li>• Professional dialogue during performance management meetings for teachers and management every term</li> <li>• Pen portraits for every class which highlights children with SEND needs for staff in contact with the class and supply staff</li> <li>• Class provision maps with details of adaptations needed for children to access classroom learning.</li> <li>• Carefully devised and developed behaviour policy which was contributed to by pupils and staff.</li> <li>• SENCO given designated time and a part of the leadership team.</li> <li>• SENCO holds National SEN award.</li> <li>• SENCO admin time 1 day a week.</li> <li>• Dedicated team of 20 teachers, 8 HLTAs, 15 TSAs and 2 nursery nurses to deliver high quality teaching, support and interventions.</li> <li>• Staff meetings around SEN and appropriate delivery to ensure inclusion for a range of needs including, ASD, Speech and Language and mental health.</li> <li>• Termly discussions with parents on impact of adaptations for children on class provision maps.</li> <li>• Parent consultation evenings twice a year plus school reports. Comprehensive annual reviews for children with EHCP plans.</li> <li>• All teacher’s skill sets are continuously developed to teach SEND children. All teachers are skilled and meeting the expectation of teaching standard 5 which requires all teachers to ‘adapt teaching to respond to the strengths and needs of all pupils.</li> <li>• Work alongside the authority to aid families and young children.</li> <li>• External agency training for staff.</li> </ul>
<p>How do we involve parents, children and young people?</p>	<ul style="list-style-type: none"> <li>• Parents evenings.</li> <li>• Parents and children are invited to progress and target setting meetings with class teacher and if required the SENCO.</li> <li>• Open door policy to both class teachers and SENCO.</li> <li>• Children are involved in target and PLP setting.</li> <li>• Annual EHCP review for children with parental and child contributions.</li> </ul>

	<ul style="list-style-type: none"> <li>• SEN parent information sessions with outside agencies invited to share what they offer, to help inform parents of what support is available.</li> <li>• Celebration assemblies</li> <li>• Welcome meetings at the beginning of the year</li> <li>• Maths and Phonics information workshops</li> <li>• SEN parental information afternoons</li> <li>• Workshops for parents provided by CAMHS.</li> </ul>
<p>How do we help a child with physical needs?</p>	<ul style="list-style-type: none"> <li>• Disabled toilets</li> <li>• Manual handling belts – available for school trips and residentials to be used by a team of trained staff.</li> <li>• Access to equipment to assist writing and fine motor skills – sloping boards, a variety of pencil grips, variety of ergonomic pens and pencils and therapeutty exercise programme.</li> <li>• Range of ICT equipment and software</li> <li>• Touch typing programmes</li> <li>• Visits from outside agencies- co-operative environment working with other agencies and taking on board their expertise</li> <li>• Implementation of targets or programs supplied by outside agencies – e.g. Occupational therapy and Physio.</li> <li>• Adaptations to classrooms or school</li> <li>• Adapted access to activities- PE equipment</li> <li>• Adapted access to trips and visits</li> </ul>
<p>How do we help a child with speech and language needs?</p>	<ul style="list-style-type: none"> <li>• Support by SALT – staff deliver activities developed by therapists.</li> <li>• Group sessions and interventions – Word Wizard, Speech and Language link interventions based on assessment of needs.</li> <li>• Private speech and language therapist.</li> <li>• Good working relationships with agencies.</li> <li>• Staff trained to deliver Language Legends (Key Stage 2) and Chatterbox interventions (Early Years Foundation Stage) participation in these sessions is based on assessment.</li> <li>• Social use of language program (SULP)</li> <li>• Staff trained to identify early needs.</li> </ul>
<p>How do we help a child with sensory impairment?</p>	<ul style="list-style-type: none"> <li>• Close relations with outside agencies.</li> <li>• Adapt classroom environment- for example seating, lighting and visual access.</li> <li>• Outside agency – e.g. visual impairment create additional texts and resources to access the curriculum. Hearing impairment team supply equipment and training for staff.</li> <li>• Visual timetables</li> <li>• Regular training for staff from outside agencies.</li> </ul>
<p>How do we help a child who has social and emotional difficulties?</p>	<ul style="list-style-type: none"> <li>• Group and 1:1 sessions with trained staff including ‘social stories’</li> <li>• 2 Learning mentors</li> <li>• Good staff children relationships</li> <li>• Good staff parent relationships</li> <li>• Weekly PSHCE lessons</li> <li>• PSHCE intervention.</li> <li>• Access to specialist counselling - Noah’s Ark</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff trained in ASD and strategies to support children with ASD's learning.</li> <li>• Access to specialist ASD service.</li> <li>• Pastoral Carer Manager who support families and children.</li> <li>• Close relationship with post adoption team.</li> <li>• Rainbows and sunbeams groups.</li> <li>• Co-operative play interventions.</li> <li>• Interventions such as Emotional Literacy, Zones of regulation</li> <li>• Forest school 1 day per year group EYFS, Year 1, KS2.</li> </ul>
<p>How do we help a child with behavioural difficulties?</p>	<ul style="list-style-type: none"> <li>• Good relationships</li> <li>• 2 Learning mentors</li> <li>• Successful behaviour policy, which the children have helped develop.</li> <li>• Pivotal training for all staff</li> <li>• Individual behaviour plans</li> <li>• High expectations</li> <li>• Consistency of expectations</li> <li>• All staff are trained in positive behaviour management.</li> <li>• Boxhall profile to identify specific needs</li> </ul>
<p>How do we help a child who needs support with literacy?</p>	<ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• RWI phonics scheme delivered by trained staff across school, including regular assessments.</li> <li>• Specific spelling and handwriting schemes delivered by trained staff.</li> <li>• Adaptations for inclusion in lessons</li> <li>• Reading interventions including REACHH reading delivered by trained staff</li> <li>• 1:1 reading opportunities listened to by teachers and teaching assistants.</li> <li>• Dyslexia aware staff throughout school who use dyslexia teaching strategies.</li> <li>• 2 members of staff trained in dyslexia screening – using GL assessment for Dyslexia</li> <li>• Individual and small group interventions delivered by trained staff.</li> <li>• Access to outstanding teaching.</li> <li>• Rising Stars termly assessments</li> <li>• Shine Intervention based on gaps highlighted in assessments.</li> <li>• Scaffolding and prompts as well as handwriting interventions.</li> </ul>
<p>How do we help a child who needs support with numeracy?</p>	<ul style="list-style-type: none"> <li>• Progressive White Rose Maths scheme used in whole class teaching</li> <li>• Scaffolded learning using progressive models and images concrete, pictorial and abstract methods.</li> <li>• Adapted Maths lessons delivered at where the children have been assessed.</li> <li>• Termly Rising Stars assessments.</li> <li>• Interventions including Shine intervention based on gaps highlighted by assessment.</li> <li>• Access to outstanding teaching.</li> <li>• Access to specialist Maths teacher.</li> <li>• trained staff member to deliver dyscalculia sessions.</li> </ul>
	<ul style="list-style-type: none"> <li>• Individual health care plans created in consultation with specially trained staff, parents, school nurse.</li> <li>• Team of 13 trained first aiders</li> </ul>

<p>How do we support a child who has medical needs?</p>	<ul style="list-style-type: none"> <li>• Staff trained for Epi- Pen use</li> <li>• Trained staff in defibrillator equipment and a defibrillator on site.</li> <li>• Trained members of staff for diabetes</li> <li>• Mental health first aider.</li> <li>• Specially trained member of staff who is named to deal with all medical concerns including Epilepsy.</li> </ul>
<p>How do we support a child with complex and multiple needs?</p>	<ul style="list-style-type: none"> <li>• Close working relationships with specialist local primary schools.</li> <li>• Close working relationships with various outside agencies</li> <li>• Staff experience.</li> <li>• Staff training</li> <li>• Regular attendance to cluster and authority led SENCO meetings.</li> <li>• Close working relationships with local specialist providers.</li> <li>• Continuous professional development</li> </ul>
<p>How will we meet a child's personal care needs?</p>	<ul style="list-style-type: none"> <li>• Intimate and personal care policy</li> <li>• All staff adhere to the code of conduct</li> <li>• Disabled toilet to ensure space and sensitivity for certain aspects of personal care.</li> <li>• Children are given as much responsibility for personal care as is possible with the intervention by staff only occurring when absolutely necessary. Staff will only contact parents/carers in an emergency</li> </ul>
<p>How will we include children in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> <li>• Support assistants deployed to support in out of school clubs as necessary.</li> <li>• Extra staff are deployed on school trips to meet the requirements of risk assessments.</li> <li>• Vulnerable children and SEN children targeted and encouraged to take part in after and before school clubs inc choir and sporting activities.</li> <li>• Specialist sporting activities throughout the year. (Panathlon/Calderdale school games)</li> <li>• Parents or carers consulted prior to trips for any special arrangements. Extra staff deployed and special arrangements put in place for residential trip in Year 6.</li> </ul>
<p>How do we prepare and support a child/young person for transition?</p>	<ul style="list-style-type: none"> <li>• Home visits from nursery staff</li> <li>• Staggered start for Nursery and Reception starters.</li> <li>• Specialist arrangements to help with start – e.g. staggered start removed for some children.</li> <li>• Visits to meet new staff on September training day.</li> <li>• Extended visits – more opportunities to meet new staff and experience new environments other than transition day.</li> <li>• Transition books</li> <li>• Transition plans – made with support staff, parents, old and new teaching staff.</li> <li>• Additional transition days with secondary school across a number of times such as morning, lunch and end of the day, with support from Primary and with new support if in place.</li> <li>• Independent travel training intervention</li> <li>• Journeys to and from new school on the school bus to ensure know where their stop is.</li> <li>• Close liaison with Secondary SENCo's and support staff to ensure good exchange of information.</li> <li>• Additional transport requirements if needed.</li> </ul>



<p>How will we develop social skills throughout the school day, especially break times?</p>	<ul style="list-style-type: none"> <li>• Lunchtime staff trained in delivering games across age ranges.</li> <li>• Social analysis interventions</li> <li>• Modelling of play and conversational skills from adults</li> </ul>
<p>How do we allocate resources?</p>	<ul style="list-style-type: none"> <li>• All children regularly reviewed – Performance management meetings and provision is altered and matched depending on needs of children.</li> <li>• If directed on EHCP children allocated support during lessons but not necessarily whole day 1:1 support.</li> <li>• Each class has a TA and each year group a specific HLTA.</li> </ul>
<p>How do we ensure all staff are well trained?</p>	<ul style="list-style-type: none"> <li>• Commitment to maintain training especially if staff leave.</li> <li>• Regular staff meetings which incorporates TA's and teachers.</li> <li>• Training by outside agencies for specific support and whole school regarding certain aspects – e.g. ASD</li> <li>• Training cycle for TAs.</li> </ul>
<p>How do we raise awareness of special educational needs for parents and the wider community?</p>	<ul style="list-style-type: none"> <li>• Assemblies discuss and explore aspects of Special Educational Needs.</li> <li>• Visitors to school hold assemblies or speak to classes.</li> <li>• Achievements of children with SEN are celebrated.</li> <li>• Peer awareness sessions – with the child's input around specific areas such as ASD.</li> <li>• Parents afternoons – termly where outside agencies are invited to come and show parents who they are so parents are aware of support outside of school.</li> </ul>
<p>Which specialist services do we access beyond the school?</p>	<ul style="list-style-type: none"> <li>• We currently have regular contact with the following outside agencies;</li> <li>• Specialist Inclusion services – which include the ASD, Hearing Impairment Team and Visual Impairment Team.</li> <li>• Educational Psychologist</li> <li>• Speech and Language Therapy – NHS and Private</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• CAMHS Tier 2 and Tier 3</li> <li>• Education Welfare Officer</li> <li>• School Nursing Team</li> <li>• Portage.</li> <li>• Social Services</li> <li>• Health Visitors (In the Nursery Setting)</li> <li>• Hospital consultants.</li> <li>• Paediatric consultants</li> <li>• Independent Travel</li> <li>• Noah's Ark</li> </ul>
<p>How do we evaluate and review the support provided?</p>	<ul style="list-style-type: none"> <li>• Termly assessments</li> <li>• Regular summative assessment by class teacher and other adults within school.</li> <li>• Adaptation impact review</li> <li>• PLP meetings</li> <li>• Performance management meetings</li> <li>• Professionals meetings</li> <li>• Team meetings</li> </ul>

<p>How do we deal with complaints regarding our provision for children and young people with SEN?</p>	<ul style="list-style-type: none"> <li>• Annual reviews</li> <li>• Meeting with parents/carers, child and class teacher</li> <li>• Meet with the SENCo to discuss issues.</li> <li>• Follow the Northwarm complaints procedure and speak to Headteacher.</li> <li>• Inform the local authority SEN team and school, parents/carers and SEN team meet.</li> <li>• Inform the authority and follow the procedures in the link below.</li> <li>• <a href="http://www.calderdalesendiass.org.uk/what-if-i-do-not-agree.pdf">http://www.calderdalesendiass.org.uk/what-if-i-do-not-agree.pdf</a></li> </ul>
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Further information regarding Calderdale Councils Local Offer can be found clicking on the link below: <https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer/send>