



The following details are for our local offer at

St Mary's Catholic Primary School

The following details St Mary's Catholic 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 found set out in Calderdale's Local Offer www.calderdale.gov.uk/localoffer which details the provision available in all Calderdale schools and academies.

Contact Details	
Headteacher	Mr Mark Brennan
Telephone – School Office	01422 362365
Address	Swires Road, Halifax HX1 2ER
Email – School Office	admin@st-marys-halifax.calderdale.sch.uk
Age Range	4-11
Funding	Voluntary Aided Primary
Special Educational Needs Co-ordinator (SENCo)	Mrs Ruth Dyson
Email - SENCo	rdyson@st-marys-halifax.calderdale.sch.uk
SEN Governor	Emma Coughlan

Policies for Identification and Assessment of Pupils with SEN
SEN Policy

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.

How will **St Mary's Catholic Primary** support my child?

- Access to a broad, balanced curriculum which is well differentiated and takes into account the different learning styles and interests of our children.
- A wide variety of high quality enrichment activities effectively extend the curriculum and provide memorable experiences for all pupils.
- Innovative "Dangerous Curriculum" allowing children to undertake new , exciting experiences in a safe learning environment.
- Targeted teaching through successful learning which ensures rigorous target setting.
- Well-staffed classrooms - at least one teacher and one support assistant (full time in every classroom) in each Foundation and KS1 class. Support assistants are shared in KS2 as demand requires throughout the week and many teaching assistants run group interventions with small groups of children.
- Currently a team of 16 teaching assistants and a large number of parent / grandparent volunteers as well as students from local colleges / 6th forms.
- Quality teaching and learning which is well monitored by highly experienced leaders.
- Teaching deemed to be 'good' and the effectiveness of care, guidance and support deemed to be 'good' by OFSTED March 2018.
- Individualised targets for all children.
- Rigorous pupil tracking system which ensures all children are monitored.
- Professional dialogue about every child in school takes place every term which ensures any difficulties are identified early and suitable provision is put in place.
- Staff hold termly meeting with all KS2 children to discuss their targets for the next term.
- Detailed programme of reviews with parents and professionals: 2 parent's evenings per year, termly parent class newsletters, termly reviews for all children on the SEN register, comprehensive annual reviews.
- We have an active student voice. Children are elected to the school council by their peers and we encourage a wide cross section of members. If a group is under represented, children are selected by the headteacher as members. There will always be a child identified with SEN on the school council.
- Children are invited to SEN reviews and help to formulate one page plans.
- Carefully devised behaviour steps chart, with weekly, termly and annual rewards for positive behaviour in class and at lunchtime.

	<ul style="list-style-type: none"> • Vulnerable groups team meet $\frac{1}{2}$ termly- deputy head, SENCO, Pupil premium ambassador, intervention manager and SENCO. Groups of children and individuals discussed. • Safeguarding team meets $\frac{1}{2}$ termly- head, safeguarding governor, SENCO, deputy head and nurture and safeguarding officer. Individual children / families are discussed and next steps decided. Headteacher attends supervision meetings with other headteachers to ensure priorities are clear. • School house system and reward system. • Zero tolerance policy for bullying. Children are elected as Anti-bullying Ambassadors in Y5 and 6. • Long established, acknowledged and celebrated ethos of inclusion and equality. • Dedicated SENCo time of 1 afternoon per week. • Our SENCo is part of the Middle Management Team.
<p>How do we involve parents, children and young people</p>	<ul style="list-style-type: none"> • Parents and children invited to termly review meetings, held at a time convenient to parents. • Children and parents views become part of the target setting process. • Parents views are collected through questionnaires on a regular basis. • Children's views are collected through pupil voice activities. • Active school council representing Y1-6. • Open door policy.
<p>How do we help a child with physical needs?</p>	<ul style="list-style-type: none"> • Disabled toilets. • Access to a variety of pens and other writing apparatus, sloping desks and range of ICT equipment including Ipads and netbooks. • Use of differentiated sports equipment in PE. • 2 teaching assistants trained in 'Madeline Portwood (dyspraxia). • Occupational therapy exercises completed with teaching assistants where directed. • Variable height of tables and chairs available. • Handrails fitted to all stairs. • All playgrounds are accessible with ramps. Most areas of the building are accessible for wheelchair users. • Flexibility for a stair lift. • Disabled parking available in the school car park for children / parents / staff with a physical disability. • Children with physical needs may access 1:1 swimming lessons if deemed appropriate by Calderdale.
<p>How do we help a child with speech and language needs?</p>	<ul style="list-style-type: none"> • Referrals made to Speech and Language therapy when necessary. • Close liaison with speech and language therapists. • Delivery of programmes devised by speech and language therapists.

	<ul style="list-style-type: none"> • Sulp (Social Use of Language) trained teaching and support assistants. • 'Talk Boost' trained teaching and support assistants- delivered termly in KS1 and foundation. • Staff experienced in the use of 'Black Sheep Narrative and 'Word Wizard'. • Nurture and safeguarding officer delivery of social communication groups.
<p>How do we help a child with sensory impairment?</p>	<ul style="list-style-type: none"> • Close working practise with Visually Impaired service and Hearing Impaired service- teachers work alongside children in school as necessary. • Star Centre room with calm boxes. • 2 teaching assistants who are BSL trained. • Use of visual timetables in all classrooms. • Close liaison with audiology and cochlear implant service. • Flexibility to make large print books / work. • Fully carpeted classrooms. • Statutory assessments adapted for children with sensory impairment.
<p>How do we help a child who has social and emotional difficulties?</p>	<ul style="list-style-type: none"> • Nurture and Safeguarding officer. • All staff ASD trained. • ASD aware and use appropriate strategies to support children with learning. • Access to specialist support for children with ASD and their families. • Staff trained around attachment disorder, identifying mental health needs and anxiety in children. • 'Social Stories' trained staff. • Links to Noah's Ark (childrens counselling). • Links to Virtual School for Looked After children • Nurture and safeguarding officer trained to deliver therapeutic stories to individual children. • Nurture and safeguarding officer delivers self-esteem and friendships groups.
<p>How do we help a child with behavioural difficulties?</p>	<ul style="list-style-type: none"> • Nurture and safeguarding officer 25 hours a week • Behaviour policy using positive reinforced strategies with clearly set out steps regarding consequences which children and parents are aware of. • Individual Behaviour Plans. • Class visual timetables • Personalised visual timetables.

	<ul style="list-style-type: none"> • Consistent behaviour management scheme in KS1. Behaviour reward charts in KS2. • Most teaching staff and some teaching assistants 'Team Teach' trained. • Text messages sent home as positive reinforcement. • Lunchtime staff trained in Positive behaviour management. • Use of home-school communication books. • Variety of after school and lunchtime clubs to enthuse and engage children. • Teams around a child- SLT, class teacher, teaching assistants and other key workers to promote good relationships.
<p>How do we help a child who needs support with literacy?</p>	<ul style="list-style-type: none"> • Whole School Letters and Sounds approach to teaching phonics - all staff trained. • 'Catch Up Literacy' used as 1:1 intervention. • Staff trained and experienced in 'Project X' literacy intervention. • Staff experienced in the use of 'Black Sheep Narrative' scheme. • Handwriting taught throughout school use of 'Pen Pals' handwriting scheme. • 'Lift off to Literacy' intervention in Y2. • Support staff trained to deliver precision teaching. • Members of staff trained for dyslexia screening and Visual stress disorder screening. • All children have access to 'Bug Club' - ICT based reading scheme. (home and school) • Access to Ipads with translation software. • Booster groups offered in Y6 to promote progress for SATS.
<p>How do we help a child who needs support with numeracy?</p>	<ul style="list-style-type: none"> • 'Catch Up Numeracy' used as 1:1 intervention. • Refresh Friday maths run from Y3-Y6 on a weekly basis. • Staff trained and experienced in the use of 'Numicon' scheme. • Staff experienced in the use of 'First Class @ number' (Y1-Y3). • Teaching Assistants to deliver individualised programmes for children with IEPs through predominantly practical apparatus and games based approach. • Booster groups offered in Y6 to promote progress for SATS. • Ipad games with numeracy interventions.
<p>How do we support a child who has medical needs?</p>	<ul style="list-style-type: none"> • Individualised medical needs plans created by an experienced staff member including the input from the school nursing team, parents and first aid staff. • Team of designated first aiders. Other staff have completed basic paediatric first aid training. • Number of staff trained to give diabetic injections. • Close links with school nursing team.

	<ul style="list-style-type: none"> • Medical training offered to all staff caring for a child with medical needs. • Curriculum differentiated to accommodate pupils with medical needs to access activities. • Discussions with nursing staff and parents around access to extra-curricular clubs and After School club.
<p>How do we help a child who has English as an Additional Language (EAL)?</p>	<ul style="list-style-type: none"> • Staff experienced in development of English as a 2nd language. (Polish, Czech, Hungarian, Urdu, Punjabi, Mandarin, Tagalog) • Induction programme with children arrive at school. • 1 teaching assistant who can speak Polish and 1 who can speak Urdu. • 1 midday supervisor who speaks Polish. • Access to translators for parents evenings / other meetings. • Bi-lingual written translation of important school documents. • Use of older children as buddies / translators. • Use of google translate. • Use of bilingual dictionaries / prompt cards in class. • Access to Ipads with translation software.
<p>How do we support a child with complex and multiple needs?</p>	<p>We have current regular contact with the following services who give us support and advice:</p> <ul style="list-style-type: none"> • Portage workers • Early Years Support Team <p>Discussions are held with both primary special schools to access advice/strategies to support children with complex and multiple needs. Transition to the local secondary special school is arranged when necessary.</p> <ul style="list-style-type: none"> • Submissions made for EHC plans to LEA and teaching assistants allocated to support children in their learning.
<p>How will we meet a child's personal care needs?</p>	<ul style="list-style-type: none"> • Intimate and Personal Care Policy in place which is adhered to by all staff. • All staff sign and adhere to a 'Code of Conduct'. • Children are given as much responsibility for personal care as is possible with staff interventions only coming into force when necessary and following strict procedures. • Named teaching assistant with responsibility for children's personal hygiene needs. • Contact made with parents if a child has needed assistance with their personal care. • Funding secured for the development of a new changing facility including changing station and shower facility (to be fitted May 2019)

<p>How will we include children in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • Teaching assistants are deployed to support children with SEN in our out-of-school clubs as required. • Extra staff are deployed for trips to meet stringent requirements of our risk assessment. • Parents and carers are consulted prior to trips for advice and guidance and invited to attend if felt necessary. • Additional teaching assistants accompany residential trips to support children with SEN. • Pre- visits are made to trip settings in order to ensure inclusion of all children. Discussions are held with residential centre staff to ensure children have maximum access and are happy and safe. • SEN children are encouraged to express what extra-curricular clubs they would like to attend and where possible these are arranged. • In discussion with parents, children are able to attend residentials for shortened time as is appropriate to the child's needs.
<p>How do we prepare and support a child/young person for transition?</p>	<ul style="list-style-type: none"> • Visiting pre-school settings / home visits by Reception staff • Allocation of a support assistant as soon as possible and introduction before child starts school. • Extended visits to Reception Class planned in summer term before starts. • 2 transition afternoons for all children entering Foundation. • Transition plans - extended visits to secondary school with primary school staff from Y5 onwards. • Attendance at IEP reviews for nursery children transferring into school. • Invitations to secondary SENCo's to attend Y6 annual reviews. • Close liaison with all other settings involved in transition - good exchange of information. • Close links to feeder schools throughout KS2 - regular visits for all children. • Referrals made to Independent Travel Team in Y5 and 6.
<p>How will we develop social skills throughout the school day, especially break times?</p>	<ul style="list-style-type: none"> • Playtimes/ lunchtimes seen as an important part of the day and included in time for 1:1 support for statemented children if appropriate. • Y5 and 6 'young ambassadors' support children in the playground. • KS2 reading buddies read with children in the playground. • Midday supervisors trained in developing children's social skills. • Nurture and safeguarding officer supports children in the playground as necessary. • Y6 children act as 'buddies' for foundation children in the first $\frac{1}{2}$ term to familiarise them with lunchtime routines.

<p>How do we allocate resources?</p>	<ul style="list-style-type: none"> • Nurture and safeguarding officer run social interaction groups. • One to one support given by a Teaching Assistant as specified in a child's EHC. • SEN notional budget is allocated to children who need 1:1 support in class before an EHC is requested. • Teaching Assistant for each class - time is allocated on a daily basis for individual/ small group work on IEP targets. • All children regularly reviewed (at least once a term) and provision is matched to needs.
<p>How do we ensure all staff are well trained?</p>	<ul style="list-style-type: none"> • Commitment to maintain levels of training if members of staff leave. • All Teaching and Support Assistants are completing a well-planned programme of CPD, accessing both external agencies and in-school support. • Monthly Teaching assistant meetings with Deputy Head. • Monthly Midday supervisor meetings with Deputy Head. • Annual review of teaching assistant's roles and responsibilities including assessment of their training needs. • Observations of teaching assistants by senior management team.
<p>How do we raise awareness of special educational needs for parents and the wider community?</p>	<ul style="list-style-type: none"> • Achievements of all children are celebrated in newsletters, school website and other public documents. • Photographs used in school publications and on the website reflect the diverse nature of our school. • Information sessions are held for parents of children with SEN. • Participation in competitions which celebrate successes of children with SEN eg Percival Whitley award. • Participation in multiskills SEN sports festival and individualised SEN events eg boccia. • We promote Unique Ways and signpost parents to events and parenting courses. • Regular charity fundraising for charities including children's charities.
<p>Which specialist services do we access beyond the school?</p>	<p>We have current regular contact with the following services who give us support and advice:</p> <ul style="list-style-type: none"> • Specialist Inclusion Service, including ASD, Hearing Impairment Team and Visually Impaired service • Educational Psychologists • Speech and Language Therapy • Occupational Therapy • Physiotherapy • CAMHS • Early Intervention panel • Early years Support Teachers

	<ul style="list-style-type: none"> • Independent Travel Team • Behaviour specialist. • Noah's Ark • Family Support workers / FIT workers • Social workers / MAST • Education Welfare Officer • School Nursing Team • Up Beat • Young Carers • Unique Ways <p>We are part of the Elland Schools Cluster and Calderdale Catholic schools cluster where expertise is shared between schools. We also have strong links with All Saints High School and other Catholic institutions across the Leeds Diocese. SENCO attends Calderdale SENCO network events and Elland Cluster SENCO network meetings.</p>
<p>How do we evaluate and review the support provided?</p>	<ul style="list-style-type: none"> • Support staff restructure September 2016 to develop best use of support staff. • Termly reviews for all children on SEN register. • Termly maths and English target reviews for all children (1:1 with class teacher). • Pupil progress tracked $\frac{1}{2}$ termly by deputy head and interventions recommended accordingly in liason with Intervention manager and SENCO. • Close liaison between class teachers and teaching assistants. • Provision mapping.
<p>How do we deal with complaints regarding our provision for children and young people with SEN?</p>	<ul style="list-style-type: none"> • We welcome parents views and comments and always work together to benefit the child's learning and development. • Open door policy - appointments available with Class teacher, SENCO and Headteacher on request. • Issues discussed will be followed up regularly through scheduled meetings to ensure both the child and parents are happy it has been resolved. • Involvement of outside agencies to offer strategies and additional support as necessary. (eg Sendiass)
<p>Contact details of support services for parents of pupils with SEN</p>	<p>IAS - The SEND (Special Educational Needs and Disabilities) Information, Advice and Support Service (formerly Parent Partnership Service) provides legally based, impartial, confidential and accessible information, advice and support for parents of children and young people with Special Educational Needs or Disabilities about education, health and social care. Contact details: Contact: 01422 266141</p>

Calderdale Parents and Carers (CPC) – Meeting other parents with a disabled child can be a huge source of support for families. Many families find it helpful to meet or chat with other families who are in a similar situation to them. Contact 01422 343030

Independent Support – both the above organisations have also been commissioned by the Department of Education to deliver Independent Support in Calderdale. These will provide advice and support for parents of children with SEN, and young people with SEN, through the statutory assessment and Education, Health and Care Plan (EHCP) processes.

For full details of the entire support provided for parents please follow the link to Calderdale's Local Offer: www.calderdale.gov.uk/localoffer

Below is a link to Calderdale's Local Offer where further information can be found:

www.calderdale.gov.uk/localoffer