

West Vale Primary School

SEND Information Report - September 2019

The following details West Vale Primary School's Individual Local Offer (SEND 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	
Principal	Mrs F. Gardiner
Telephone – School Office	01422 372804
Address	Stainland Road Greetland Halifax HX4 8LS
Email – School Office	admin@westvale.calderdale.sch.uk
Age Range	5-11
Funding	Part time SENCo
Special Educational Needs Co-ordinator (SENCo)	Mrs Sally Scott
Email - SENCo	s.scott@westvale.calderdale.sch.uk
SEN Governor	Mr Alex Griffiths

Polices for Identification and Assessment of Pupils with SEND

SEND Policy, Behaviour Policy, Medical Needs Policy, Assessment Policy, Intimate Care Policy, Accessibility Plan, Health and Safety Policy, Anti-bullying 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.

<p>How will West Vale Primary School support my child?</p>	<ul style="list-style-type: none"> • All children have access to a broad and balanced curriculum which is well differentiated and take into account the different learning styles and interests of our children. • A variety of high quality enrichment activities that effectively extend and provide memorable experiences for our children. • A governor with specific responsibility to work alongside our SEND Co-ordinator. • All classes have a Teacher and dedicated class room time from a Teaching Assistant. • High expectations of all children. • Interventions which ensure provision captures all four areas identified in the code of practise. These run for different time periods depending on the need and are evaluated regularly. • One page profiles for every child on the SEN register so that all adults in school are aware of how best to support individual children and aid transition to the next year group. • SEND is a fortnightly item on the Staff Meeting Agenda. • Dedicated SENCo time. (1 day per week) • SENCo is available at any time for discussion or questions. • We regularly work alongside specialists in different fields to support children’s needs • We have a tracking system in place which allows the Class Teachers, the Assessment Manager and SENCo to track pupil’s progress. • Provision mapping and interventions are reviewed on a half-termly basis by the SENCo.
<p>How do we involve parents, children and young people</p>	<ul style="list-style-type: none"> • Parents are invited to meet Class teachers 3 times annually to review IEPs. • Children and Parents’ views are sought for reviews of IEPs. • Comments from parents and pupils are included as part of the IEP review process • We have an open door policy for parents to speak to class teachers and the SENCo.
<p>How do we help a child with physical needs?</p>	<ul style="list-style-type: none"> • Access to a disabled toilet. • Hand rails fitted in relevant places to assist movement around the school • We work alongside members of the Children’s Therapy Service to support children with specific physical needs • Children have access to appropriate resources including a range of writing equipment, pencil grips, reading rulers, scissors etc. • Touch typing programmes. • Access to specialist equipment to assist with writing and fine motor skills – pencil grips, theraputty etc • Appropriate training is provided for staff as required for children’s specific needs
<p>How do we help a child with speech and language needs?</p>	<ul style="list-style-type: none"> • We work alongside members of the Children’s Therapy Service to support children with specific speech and language needs • Referrals and re-referrals made to the speech and language team as required • Staff will accompany children to speech and language clinic sessions when appropriate.
<p>How do we help a child who has social and emotional difficulties?</p>	<ul style="list-style-type: none"> • Children supported throughout the school day including lunch and break times when necessary. • Appropriate training is provided for all staff as required • Use of visual timetables • Use of interventions such as Social Circles. • Part-time Family Support worker who works with children 1:1 or in small groups on relationships, feelings and worries. • Drop-in breaktime and lunchtime craft sessions with the Family Support worker. • Staff are trained in restorative justice techniques. • Worry boxes in classrooms which are monitored regularly by staff. • Designated Safeguarding Leads made visible to children through posters round school. • Posters displaying numbers for Childline around school.

	<ul style="list-style-type: none"> • Visits to assembly from the NSPCC. • Assemblies and PSHCE lessons in class on what to do if you think you are being bullied.
How do we help a child with sensory impairment?	<ul style="list-style-type: none"> • Through liaison with Calderdale's Specialist Inclusion team.
How do we help a child with behavioural difficulties?	<ul style="list-style-type: none"> • Variety of after school clubs to promote self-esteem to which children may be specially invited. • Close liaison between parents, SENDCo and child as required to support the writing of individual behaviour plans. • Individual Positive Behaviour charts created to support the child in making the right choices. • Clear behaviour policy enforced by all staff.
How do we help a child who needs support with literacy?	<ul style="list-style-type: none"> • Individualised and group programmes are delivered to support children depending on individual needs eg: Toe by Toe, Beat Dyslexia. • Screening for Dyslexia can be undertaken by the SENDCo to provide a profile prior to contacting other professionals • Use of support resources as appropriate – some of which are beneficial to all children! Resource boxes, Alphabet Arcs, coloured reading filters, copying resources to large print, printing on coloured paper as needed, ensuring IWB notebooks etc. are produced in appropriate colours to allow for ease of reading • Quality First Teaching • Phonics and reading interventions are put in place at first identification of need.
How do we help a child who needs support with numeracy?	<ul style="list-style-type: none"> • Targeted use of support assistants. • Small group support provided as part of our provision map to try to fill gaps in basic number knowledge. • Adopting a hands-on and visual approach to mathematics. • Range of practical resources are available in all classrooms • Well-staffed classrooms ensure quality support is available in the majority of lessons • Excellent relationship with local high school for transition
How do we support a child who has medical needs?	<ul style="list-style-type: none"> • Individual Health Care Plans are written in conjunction with parents, teaching and support staff and the nursing team where necessary. • The majority of staff are first aid trained and this is renewed three yearly and this is displayed in school. • Disabled toilet facilities. • We will work in conjunction with outside agencies such as the school nurse or diabetic nurse to support children. • Yearly Asthma and Epi-pen training for all staff in school.
How do we help a child who has English as an Additional Language (EAL)?	<ul style="list-style-type: none"> • SENCo is named as responsible for children with EAL • Parents and children may have additional visits to school to aid transition at any point of school entry. • Regular meetings with SENCo/Head teacher and parents to share progress or concerns as required.
How do we support a child with complex and multiple needs?	<ul style="list-style-type: none"> • Close liaison with a range of agencies to provide a team around the child approach to support
How will we meet a child's personal care needs?	<ul style="list-style-type: none"> • Disabled toilet facilities • Liaison with School Nursing Team to provide advice/support to parents/school • Children are given as much responsibility for their own personal care as possible. • Detailed Health plans are in place for those children who require further support.

<p>How will we include children in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • All children are given the opportunity to take part in all activities and visits. • Educational visits are risk assessed and checked to ensure they are appropriate for all children. • Extra staff are deployed for visits as necessary. • Sports Coach 2 lunchtimes a week.
<p>How do we prepare and support a child/young person for transition?</p>	<ul style="list-style-type: none"> • Cross year group meetings for transition between year groups. Previous teacher feeds academic and personal information to the next teacher in the summer term. • Transition to the next class will be undertaken by all children. • Transition booklets can be created for children who require them and extra visits can be arranged. • IEP targets will be set by the previous teacher to help provide a seamless transition between year groups • Excellent relationship with High Schools to ensure a good exchange of information for all children • Transition plans for children with Statements of SEN or EHC Plans are put in place so that staff are aware of the needs of individuals. • Extra transition visits are provided for children as required depending on need.
<p>How will we develop social skills throughout the school day, especially break times?</p>	<ul style="list-style-type: none"> • Mid-day supervisors run lunchtime games with the children. • Year 5 and 6 children are trained as play leaders to facilitate positive play in the play ground. • Support for EHC plan children is timetabled for break and lunch times as needed at these important times of the day • Teachers are encouraged to provide opportunities in lesson time for children to discuss ideas with each other. • Provision such as “Social Circles” and Social Use of Language Groups are available to children who require them. • Sports Coach runs games for all children at lunchtimes twice a week.
<p>How do we allocate resources?</p>	<ul style="list-style-type: none"> • 1:1 support given as specified in a child’s statement of SEN/ECH plan • Time is allocated for small group support, focussed group work, 1:1 reading, writing or maths work or work on individual IEP targets as deemed valuable by the class teacher in consultation with the SENCo as appropriate • All children have different needs. In the afternoons, support staff work with small groups to deliver small group interventions to benefit the children taking into account the need to balance the curriculum for all children • Support assistants and teachers work in consultation with the SENCo to ensure the needs of all children are being met – especially where a pupil premium child is also on the SEN register • Progress is reviewed at least once a term to ensure that any intervention is appropriate and that provision is matched to needs
<p>How do we ensure all staff are well trained?</p>	<ul style="list-style-type: none"> • Support assistant appraisal provides support assistants with the opportunity to discuss future training opportunities and interests • Timetable of sessions to introduce staff to a range of materials used through school and to how they could be used. • Commitment to CPD from the Principal and Governors • Personalised Performance Management Targets for all staff including TA’s

	<ul style="list-style-type: none"> • External agencies provide training as required - eg Educational Psychology Service (Precision Teaching), Speech and Language Therapists, School Nursing Team, Specialist nurses eg: diabetic nurse • SENDCo attends relevant training courses and disseminates to staff.
How do we raise awareness of special educational needs for parents and the wider community?	<ul style="list-style-type: none"> • Collective Worship reflects different needs within our community • Fundraising for special causes organised by school or PFA. • Achievements of all children are celebrated in newsletters and in weekly Praise Assembly. • SEN governor holds regular update meetings with SENDCo • Parents are invited to information sessions and drop-ins • Parents are invited to termly parent's evenings to discuss their child's progress
Which specialist services do we access beyond the school?	<p>We are currently working in regular contact with the following services:-</p> <ul style="list-style-type: none"> • Educational Psychologists • Speech and Language Therapy • Occupational Therapy • Physiotherapy • CAMHS • Educational Welfare Officer • School Nursing Service • Family Support • Social Services • Better Living Team • Noah's Ark
How do we evaluate and review the support provided?	<ul style="list-style-type: none"> • Performance management for SENDCo • Termly reviews of interventions provided • Termly tracking of pupil progress. Assessment Manager to work with SENDCo • Provision mapping and progress is measured in interventions • Close liaison between class teachers and support assistants
How do we deal with complaints regarding our provision for children and young people with SEN?	<ul style="list-style-type: none"> • We have an open door policy and we welcome parents to talk to class teachers about any concerns at any time • Parents can speak to the SENDCo and/or Head teacher at any time • The complaints procedure is on the school website
Contact details of support services for parents of pupils with SEN	<p>SENDIAS - 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</p>

Disabilities about education, health and social care. Contact details: Contact: 01422 266141

Unique Ways - Supporting families with disabled children.

We are a parent-carer led organisation supporting disabled children and their families, helping them to lead ordinary lives. Our goal is to make sure that the voices of parent carers and their families are heard.

We provide a broad range of services for parent carers, from training courses and Independent Supporters to social events, focus groups and discounts on family days out! We don't restrict our services based on whether your child has a diagnosis or not, and instead work with anyone who feels they need our help

<http://www.uniqueways.org.uk/> 01422 343090

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