

The following details our local offer at Midgley School

School Name	Midgley School
Headteacher	Jo Mansfield
SENCo	Jo Mansfield
Governor with responsibility for SEN	Wendy Black
Contact details: address	Midgley School Lane Ends Midgley Halifax HX2 6TX
Email (admin)	<a href="mailto:admin@midgley.calderdale.sch.uk">admin@midgley.calderdale.sch.uk</a>
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Telephone (admin)	01422 882356
Telephone SENCo	As above
Age Range	4 - 11
Funding	Maintained Primary
How do we make sure all children reach their potential?	<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>* Well staffed classrooms with one teacher and timetabled support assistants.</li> <li>* Quality of teaching and learning well monitored by highly experienced leaders.</li> <li>* Individualised targets for all children</li> <li>* Rigorous pupil tracking system which ensures all children are monitored. Professional dialogue about every child in school every term ensures any difficulties are identified early and suitable provision put in place.</li> <li>* SENCo is the Head and so part of the senior management team.</li> <li>* Detailed programme of reviews with parents and professionals: 2 parent/carer consultation evenings; termly reviews for children on the Additional Needs Register and for those on the SEN register who have a Statement/EHC Plan and comprehensive Annual Reviews. Parent's views are important to us.</li> <li>* Children's views are very important: open invite to consultation evenings, SEN reviews, active school council, suggestions box, worry box, annual wellbeing questionnaires and annual anti-bullying questionnaire.</li> <li>* Currently a team of 6 support assistants including 2 HLTAs to meet individual needs.</li> <li>* Behaviour policy with an established rewards and sanctions scheme.</li> </ul>

	<ul style="list-style-type: none"> <li>* Long established, acknowledged and celebrated ethos of inclusion and equality.</li> </ul>
How do we help a child with physical needs?	<ul style="list-style-type: none"> <li>Our provision is always based on individual need; where appropriate</li> <li>* Recent refurbishment has made the building wheelchair friendly.</li> <li>* Lift enables access to all areas of school</li> <li>*3 disabled access toilets in school</li> <li>*Annual completion and publication of Access Audit Checklist</li> <li>* Annual review and publication of the Equality Policy and Action Plan</li> </ul>
How do we help children with speech and language needs?	<ul style="list-style-type: none"> <li>* Experienced staff</li> <li>* Delivery of programmes devised by speech and language therapists as needed</li> </ul>
How do we help a child with sensory impairment?	<ul style="list-style-type: none"> <li>* Advice sought from Hearing and Sight Impairment Services as required.</li> </ul>
How do we help a child who has social and emotional difficulties?	<ul style="list-style-type: none"> <li>* Experienced and qualified staff giving one to one and small group support programmes to help with a range of issues for example self-esteem</li> <li>*annual questionnaires to every pupil in the school and subsequent monitoring and action.</li> <li>* Access to specialist support such as CAMHS/Educational Psychology etc.</li> </ul>
How do we help a child with behavioural difficulties?	<ul style="list-style-type: none"> <li>* Variety of after school clubs to promote self esteem</li> <li>* Liaison with Behaviour and Attendance Service to create individual behaviour plans</li> <li>*Behaviour policy</li> <li>* Patient understanding from experienced staff</li> <li>* Buddy systems</li> <li>*Consistently applied Behaviour Policy across the school.</li> </ul>
How do we help a child who needs support in literacy?	<ul style="list-style-type: none"> <li>* Specialist support assistants to deliver individualised programmes e.g. Toe by Toe, bespoke programmes based on need around decoding, phonics, reading comprehension. Ruth Miskin Read Write Inc.</li> <li>* Dyslexia aware staff and Dyslexia friendly classrooms.</li> <li>* Small intervention groups for booster work</li> </ul>
How do we help a child who needs support in numeracy?	<ul style="list-style-type: none"> <li>* Delivery of the Springboard Materials</li> <li>* Power of Two intervention</li> <li>* Teachers deliver catch up sessions where needed</li> </ul>
How do we support a child who has medical needs?	<ul style="list-style-type: none"> <li>* Individualised care plans created and reviewed annually by a team around the child including the school nurse, parents and involved agencies in school.</li> <li>*Team of 2 trained first aiders in school</li> <li>* School has a Medical Conditions policy</li> </ul>

How do we support a child with complex and multiple needs?	<ul style="list-style-type: none"> <li>* Link with local primary special school,</li> <li>* Advice sought from support agencies.</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 and advice:-</p> <ul style="list-style-type: none"> <li>* Specialist Inclusion Service, including ASD.</li> <li>* Calderdale SEN Team</li> <li>* Educational Psychology</li> <li>* Speech and Language Therapy</li> <li>* Occupational Therapy</li> <li>* CAMHS (Children's Mental Health Team)</li> <li>* Virtual School</li> <li>* Locality Early Intervention Team</li> <li>* Behaviour Support Service</li> <li>* Educational Welfare</li> <li>* School Nursing Service</li> <li>* We are also part of Calder Valley School Cluster where expertise is shared between schools</li> </ul>
How will we include children in activities outside the classroom including school trips?	<ul style="list-style-type: none"> <li>* Extra staff are deployed for trips to meet the stringent requirements of our risk assessments and pupil to adult ratios</li> <li>* Parents/carers consulted prior to trips for advice and guidance</li> <li>* We provide children with step by step learning so that they acquire the relevant skills associated with a safe school visit and are able to participate.</li> </ul>
How do we prepare and support a child for joining school or transferring to secondary school?	<ul style="list-style-type: none"> <li>* Home visits by EYFS (Early Year Foundation Stage) staff</li> <li>* In –School extended transition period of 3 weeks at the end of the Summer Term.</li> <li>* Visits to pre school placements by Foundation Stage staff</li> <li>* Transition plans included in the Individual Additional Need Plan – this may include extended visits to secondary school with primary school staff</li> <li>* Identified children are offered extra transitional visits to Secondary School</li> <li>* Close liaison with all other settings involved in transition – good exchange of information</li> <li>* Secondary colleagues visit school to meet students</li> </ul>
How will we meet a child's personal care needs?	<ul style="list-style-type: none"> <li>* All staff adhere to a 'Code of Conduct'</li> <li>* Intimate care policy</li> <li>* 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.</li> <li>* Staff will only call parents to assist if absolutely necessary</li> <li>* Care Plans established if needed</li> <li>* School follows their Medical Conditions policy</li> </ul>
How will we	<ul style="list-style-type: none"> <li>* Playtimes/lunchtimes seen as an important part of the day and</li> </ul>

develop social skills throughout the school day, especially break times?	included in time for 1:1 support for children with a Statement of SEN or an EHC Plan, if appropriate * Positive play games promoted by lunchtime staff * Buddying System * Team Captains and team support *School Council responsibilities and participation in decision making *Celebration Assemblies
How do we allocate resources?	* 1:1 support as specified in a child’s Statement of SEN or EHC Plan * Specific resources targeted to specific pupils through the Pupil Premium allocation * Pupils who are at risk of not making expected progress and those who are working at levels that do not match the national expectations for their age are prioritised. * Support assistants allocated to deliver 1:1 and small group interventions based upon the outcomes/objectives in the IAN * All children are regularly reviewed and provision is matched to needs
How do we ensure all staff are well trained?	* Whole school training is part of the School Development Plan * Well planned programme of CPD (Professional Development, accessing both external agencies and in-school support – monitored through the School’s Performance Management system that includes all staff. This is based upon the needs of the current pupil-profile. *SENCO is the Headteacher who has 12 years SENCO experience
	<b>We have tried to answer all the questions parents have asked us about the provision we have for children with special educational needs. We hope this is clear and easy for you to understand. If you would prefer to talk to one of our friendly, highly skilled and experienced staff, please just phone school 01422 882356 and we would be happy to talk to you.</b>

Thank you for taking the time to find out about our local offer at Midgley please do not hesitate to contact us for any further details.