



The following details our local offer at



St Malachy's Catholic Primary School

The school Ofsted Report September 2013 stated that, "Disabled pupils and those with special educational needs make good progress relative to their starting points because of the well-targeted support provided. The leadership of the support that is provided for those pupils who are disabled, those whose circumstances make them more vulnerable and those with special educational needs, is good and helps any pupils who might be, at risk, of falling behind in their learning."

School Name	St Malachy's Catholic Primary School
Headteacher	Mrs A McNally
SENDCo	Mrs J Morris
Governor with responsibility for SEN	Ms D Loftus
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Telephone (SENDCo)	
Age range	3-11
Funding	VA Catholic Primary School
	We've 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 and we'd be really happy to talk to you.
How do we make sure all	<ul style="list-style-type: none"> • Access to a broad, balanced curriculum which is well

<p>children reach their potential</p>	<p>differentiated and takes into account the different learning styles and children's interests</p> <ul style="list-style-type: none"> • The school is well- staffed with teachers and support assistants providing classroom support, supporting individual pupils in class, providing a range of group and individual intervention strategies. Also, the running of a Breakfast Club. • All support assistants and teachers support pupils with SEN, with 2 members of staff providing 1:1 support for pupils with a statement of special educational needs. • Quality of teaching and learning is well monitored by highly experienced leaders. Teaching deemed to be 'Good with some Outstanding', by Ofsted September 2013. • "The school provides a very nurturing environment and supports pupils' spiritual, moral, social and cultural development particularly well" was noted by Ofsted 2013. • Individual targets for all children • Rigorous pupil tracking system which ensures all children are monitored and make at least expected progress. • Professional dialogue about every child in school every month to ensure any difficulties are identified early and suitable provision is put in place. • Detailed program of reviews with parents and professionals, which comprises of: <ul style="list-style-type: none"> 2 parent consultation evenings a year and a feedback appointment meeting in the summer term after the end of year pupil reports are sent; termly reviews for all children on the SEN register and comprehensive annual reviews. Parents' views are very important to us. • Children's views are very important: invited to consultation evenings, SEN reviews, active school council and 1:1 meetings.
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	<ul style="list-style-type: none"> • Carefully structured behaviour policy and system which includes a strict zero tolerance for bullying. • A long established, acknowledged and celebrated ethos of inclusion and equality.
<p>How do we help a child with physical needs?</p>	<ul style="list-style-type: none"> • Building compliant with the Disability Discrimination Act • 2 Disabled Parking spaces • Risk assessment undertaken by LA and implemented by school • Delivery of programmes devised by OT and Physiotherapists • A Disabled toilet • A Showering facility • Access to a variety of pens and other writing apparatus and a range of ICT equipment • Variable height of tables and chairs available • An undulating outdoor play area with access to a large playing field. • All members of staff are trained in Moving and Handling
<p>How do we help a child with speech and language needs</p>	<ul style="list-style-type: none"> • Language enriched learning environments • Sulp (Social Use of Language) trained teaching and support assistants • Delivery of programmes devised by speech and language therapists • Staff experienced in the use of 'Black Sheep Narrative' • Trained staff for the delivery of 'Therapeutic Stories'. • All staff trained in the use of 'Precision Training'.
<p>How do we help a child with sensory impairment?</p>	<ul style="list-style-type: none"> • Staff trained to use appropriate strategies to support learning for pupils

	<ul style="list-style-type: none"> • Use of visual timetables in classrooms • Mainly carpeted throughout the school with some vinyl flooring • Library area available for focused work.
<p>How do we help a child who has social and emotional difficulties?</p>	<ul style="list-style-type: none"> • 2 full-time Learning Mentors • Access to specialist counselling – eg Noah’s Ark and Catholic Care • Staff trained to support pupils with social and emotional difficulties and use appropriate strategies to support learning • Staff trained on Attachment Difficulties and use appropriate strategies to support learning • Staff trained on ASD and use appropriate strategies to support learning • Staff trained on ADHD and use appropriate strategies to support learning • Delivery of SEAL through Assemblies and PSHCE • Breakfast Club • Social Stories trained staff • Therapeutic Stories trained staff • Access to specialist support for children with ASD and their families
<p>How do we help a child who has behavioural difficulties?</p>	<ul style="list-style-type: none"> • Staff are aware of ESB and use appropriate strategies to support learning • All staff are trained in Team Teach • Variety of Extra- curricular clubs to promote self esteem • Close liaison with Behaviour and Attendance Service to create individual behaviour plans • Behaviour Policy which sets out when parents will be

	<p>contacted – this is kept for absolute emergencies</p>
<p>How do we help a child who needs support with literacy?</p>	<ul style="list-style-type: none"> • RAAP plans to ensure challenge and progress • Specialist TAs who deliver individualised programmes for pupils with IEPs. • Pupils on G & T Register. • Extensive delivery of reading, writing and spelling programmes eg Toe by Toe, ELS, ALS, FLS, Talk 4 Writing, Project X, Pen pals handwriting, Phonics, Read, Write, Inc, Lets Talk, Assertive Mentoring, Precision teaching. • Daily phonics/SPAG organised into small groups according to phase of phonic progress, in KS1. • Delivery of phonics interventions. • Extensive programmes of 1:1 reading provided by trained volunteers. • Dyslexia aware staff throughout the school who use Dyslexia friendly teaching strategies. • Staff trained on Dyspraxia awareness and use appropriate strategies to support learning. • ‘Better Reading’ programme provided by trained staff. • The school has been awarded Quality Mark.
<p>How do we help a child who needs support with numeracy?</p>	<ul style="list-style-type: none"> • Specialist TAs who deliver individualised programmes for pupils with IEPs. • Delivery of Springboard. • ‘Big Maths’ throughout KS2 to accelerate progress and work on their basic skills. • A rich and broad mathematical curriculum differentiated and linked to real life problem solving. • RAAP plans to ensure challenge and progress
<p>How do we support a child who has medical needs?</p>	<ul style="list-style-type: none"> • Individual medical needs plan created by a team around a child including the school nurse, parents and

	<p>first aiders in school.</p> <ul style="list-style-type: none"> • All TAs, including lunchtime staff, are First Aid trained.
<p>How do we help a child who has English as an Additional Language (EAL)?</p>	<ul style="list-style-type: none"> • Senior teacher with responsibility for children with EAL. • A Polish speaking TA available for advice, meetings and additional reading interventions. • Links with other schools for advice and support when required. • An Induction programme with children on arrival at school. • Use of translation ICT software. • Bi-lingual written translation of important school can be requested.
<p>How do we support a child with complex and multiple needs?</p>	<ul style="list-style-type: none"> • Close liaison with local primary special schools, including split placements/inclusion visits. • Staff experienced – several children been through school with complex needs. • Two full-time learning mentors available to work with both children and parents. • Catholic Care worker available to work with children, on a weekly basis.
<p>Which specialist services do we access beyond the school?</p>	<p>We have regular contact with the following services who give us support and advice.</p> <ul style="list-style-type: none"> • Specialist Inclusion Service, including ASD, Visual Impairment and Hearing Impairment Team • Educational Psychologist • Speech and Language Therapy • Occupational Therapy • Physiotherapy • CAMHS

	<ul style="list-style-type: none"> • EWO • Behaviour and Attendance Service • School Nursing Team • Catholic Care • Looked After Children (LAC) Team • CAF Team <p>The Headteacher attends the local Early Intervention Panel meeting where concerns around pupils can be raised and the advice and strategies given by specialist panel members implemented.</p>
<p>How will we include children in activities outside the classroom?</p>	<ul style="list-style-type: none"> • Extra staff deployed for educational visits and events to meet the stringent requirements of our risk assessments • Parents consulted prior to educational visits and events for advice and guidance. • A range of out-of-school clubs provided on a daily basis. • Pupil Premium used towards funding trips. • Children with SEN supported in Extra Curricular activities.
<p>How do we prepare and support a child for joining school and transferring to secondary school?</p>	<ul style="list-style-type: none"> • Home visits by Nursery Staff. • Home visits by Reception Staff. • Extended visits to Reception Class planned in summer term before child starts • Transition Book of photos of specific school areas eg classroom, cloakroom, playground, teacher, TA (where necessary). • Extended visits to secondary school with primary school staff. • Close liaison with parents - good exchange of

	<p>information.</p> <ul style="list-style-type: none"> • Close liaison with all other settings involved in transition – good exchange of information.
How will we meet a child's personal care needs ?	<ul style="list-style-type: none"> • Intimate and Personal Care Policy in place which is adhered to by all staff. • A toilet for the disabled ensures space and sensitivity for some aspects of personal care. • All staff sign and adhere to '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. Staff will only contact parents in an absolute emergency.
How will we develop social skills throughout the school day, especially at break times?	<ul style="list-style-type: none"> • Playtimes and lunchtime seen as important part of the school day and included in time for 1:1 support for statements children, if appropriate. • A Sports Coach is employed by the school and also runs after school clubs. • Staff in playground trained in developing children's social skills • Y6 pupils trained as play leaders and lead activities at break times. • Activities club run during break times with Learning Mentors.
How do we allocate resources ?	<ul style="list-style-type: none"> • One to one support given as specified in the child's Health and Care Plan. • Our school employs Support Staff for each class – time is allocated on a daily basis for individual/group work on IEP targets and intervention programmes. • All children regularly reviewed (at least once a term) and provision is matched to needs. • Advice from Outside Agencies implemented.
How do we ensure all staff	<ul style="list-style-type: none"> • Regular training sessions for all support staff on SEN

<p>are well trained?</p>	<p>issues</p> <ul style="list-style-type: none"> • Weekly, well planned programmes of CPD training sessions for all teaching staff, accessing both external agencies and in-school support. • Whole school training part of the School Improvement Plan. • Commitment to maintain levels of training if members of staff leave.
<p>How do we raise awareness of special educational needs for parents and the wider community?</p>	<ul style="list-style-type: none"> • Achievement of children with SEN is celebrated in newsletters and other public documents. • We have additional parental consultations for children with SEN.

Thank you for taking the time to find out about our local offer at St Malachy's Catholic Primary School – please do not hesitate to contact us for any further details.