



The following details Salterlee 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](http://www.calderdale.gov.uk/localoffer) which details the provision available in all Calderdale schools and academies.

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| School Name                                    | Salterlee School                     |
| Headteacher                                    | Mr Mark Scott                        |
| Special Educational Needs Co-ordinator (SENCo) | Mrs Gemma Dodson                     |
| SEN Governor                                   | Mrs Nicola Hanson                    |
| School Address                                 | Kell Lane, Shibden, Halifax, HX3 7AY |
| Email (admin)                                  | admin@salterlee.calderdale.sch.uk    |
| Email (SENCo)                                  | gdodson@salterlee.calderdale.sch.uk  |
| Telephone – School office                      | 01422 365464                         |
| Age range                                      | 4 – 11                               |
| Funding  | Convertor Academy                    |

**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.**

**We continually review and evaluate our provision to best meet the needs of our children and their families. If the offer below does not meet those needs we are always happy to explore alternatives.**

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| How will Salterlee support your child? | <ul style="list-style-type: none"> <li>• Access to a broad, balanced curriculum which is well differentiated and takes into account the different learning styles and interests of our children.</li> <li>• A wide variety of high quality enrichment activities effectively extend the curriculum and provide memorable experiences for all pupils.</li> <li>• Engaging lessons delivered through quality teaching, monitored by senior leadership and subject management (lit and numeracy.)</li> <li>• Dedicated team of teachers, teaching assistants and 1:1 support to deliver quality teaching, support and interventions.</li> <li>• Long established, acknowledged and celebrated ethos of inclusion and equality.</li> <li>• High expectations</li> <li>• ILP's with smart targets reviewed half termly with parents and children.</li> <li>• Comprehensive annual reviews for children with EHC plans.</li> <li>• Interventions which ensure provision captures all 4 areas identified in the code of practise. These run for different time periods depending on the</li> </ul> |
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|   | <p>need and are evaluated on a half termly basis.</p> <ul style="list-style-type: none"> <li>• Provision maps</li> <li>• Pupil tracking system – updated half termly</li> <li>• Carefully devised and developed behaviour policy which was contributed to by pupils, staff and parents.</li> <li>• Staff and TA meetings around SEN.</li> <li>• Pupil elected school council contributes to various initiatives and improvements around school.</li> <li>• Parent consultation evenings twice a year plus school reports.</li> <li>• Work alongside the authority to aid families and young children.</li> <li>• CPD and inset programs ensure development.</li> </ul>   |
| <p>How do we involve parents, children and young people?</p>  | <ul style="list-style-type: none"> <li>• Parents and children are invited to/included in all ILP &amp; EHC reviews, including target setting.</li> <li>• Parents evenings.</li> <li>• Half termly ‘Stay and Play’ sessions in EYFS.</li> <li>• Early Essence - online tracking system for EYFS.</li> <li>• Open door policy for both class teachers and management.</li> <li>• Active school council</li> <li>• Weekly newsletter</li> <li>• Learning logs/Home learning books</li> <li>• ‘I am Learning’ (online learning programme)</li> <li>• Parent mail</li> <li>• Weekly celebration assembly &amp; class assemblies (parents/carers invited)</li> </ul>   |
| <p>How do we help a child with physical needs?</p>            | <ul style="list-style-type: none"> <li>• 2 members of staff currently trained in ‘Team Teach’ and 3 more undergoing training in November 2017.</li> <li>• Access to equipment to assist writing and fine motor skills – variety of pencil grips, variety of pens and pencils, coloured overlays/paper/books.</li> <li>• Range of ICT equipment and software</li> <li>• Touch typing programmes – dance mat typing.</li> <li>• Lunch time ‘Keep Active’ club.</li> <li>• Visit from and liaison with outside agencies- co-operative environment working with other agencies and taking on board their expertise.</li> <li>• Referrals to Occupational Therapy.</li> <li>• Adaptations to classroom/school environment.</li> </ul> |
| <p>How do we help a child with speech and language needs?</p> | <ul style="list-style-type: none"> <li>• SULP (Social Use of Language) trained teaching and support assistants.</li> <li>• Delivery of programmes devised by speech and language therapists.</li> <li>• Group sessions – Language for Thinking, Language Steps, Word Aware, Time to Listen &amp; Social Circles (EYFS).</li> <li>• 1 member of staff currently taking level 3 British Sign Language qualification.</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 including teacher of the deaf and cochlear implant service.</li> <li>• 1 member of staff currently taking level 3 British Sign Language qualification.</li> <li>• Adapt classroom environment- for example seating and lighting.</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• Outside agency – visual impairment create additional texts and resources to access the curriculum.</li> <li>• Visual timetables</li> <li>• We are currently in the process of developing a calm, sensory area in part of the library.</li> </ul>   |
| How do we help a child who has social and emotional difficulties? | <ul style="list-style-type: none"> <li>• Attendance Officer.</li> <li>• Breakfast club.</li> <li>• SEAL scheme to support learning of PSHE and SMSC.</li> <li>• Group and 1:1 sessions with learning mentor including ‘social stories’ &amp; ‘friendship groups’.</li> <li>• 1 Learning mentor.</li> <li>• Good staff children relationships</li> <li>• Good staff parent relationships</li> <li>• Access to specialist counselling - Noah’s Ark.</li> <li>• 2 members of staff with Mental Health First Aid Training.</li> <li>• Learning mentor trained in ASD, ADHD, Attachment Theory &amp; ‘Foundation in Drawing and Talking’ training.</li> <li>• Visits from/liason with external agencies CAMHS, Educational Psychologist, Locala School Nursing Team, Paediatricians etc.</li> <li>• Lego Therapy</li> </ul>  |
| How do we help a child who has behavioural difficulties?          | <ul style="list-style-type: none"> <li>• Successful behaviour policy which the children helped to develop.</li> <li>• Good relationships</li> <li>• Learning mentor</li> <li>• Individual behaviour plans</li> <li>• High expectations</li> <li>• Links with Behaviour support service – Angie Hook.</li> <li>• Lego Therapy, Fidget Box, Colouring for Calmness.</li> </ul>  |
| How do we help a child who needs support with literacy?           | <ul style="list-style-type: none"> <li>• Read, Write, Inc phonics programme is delivered across KS1 and interventions and spelling programmes in KS2.</li> <li>• Trained staff to deliver interventions including phonics, spelling, reading and handwriting including ; Alpha to Omega, Toe by Toe, RWI 1:1 catch up, precision teaching, Stareway to Spelling etc.</li> <li>• Differentiation for inclusion in lessons</li> <li>• Visual aids and resources – Widget, clicker.</li> <li>• Lunchtime working memory club.</li> <li>• 1:1 reading opportunities listened to by both trained volunteers and staff.</li> <li>• Buddy reading</li> <li>• Quality first teaching</li> <li>• Dyslexia aware staff throughout school who use dyslexia teaching strategies and resources.</li> <li>• 1 member of staff trained in ‘Supporting Dyslexia in the classroom’.</li> <li>• 2 members of staff trained in ‘Speech and Language Support 5-11’s’ (Level 3)</li> <li>• 2 members of staff trained in dyslexia screening – GL Assessment</li> </ul> |
| How do we help a child  | <ul style="list-style-type: none"> <li>• White Rose Maths hub</li> </ul>  |

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| <p>who needs support with numeracy?</p>   | <ul style="list-style-type: none"> <li>• Interventions – Plus 1 &amp; Power of 2</li> <li>• Precision teaching</li> <li>• Visual aids and concrete resources – Numicon, Base 10 etc.</li> <li>• Quality first teaching</li> <li>• Teaching and support assistants deliver individualised programmes for children with ILP targets.</li> <li>• Lunchtime working memory club.</li> </ul>  |
| <p>How do we support a child who has medical needs?</p>   | <ul style="list-style-type: none"> <li>• Individual health care plans created in consultation with specially trained staff, parents, school nurse.</li> <li>• All staff First Aid trained, 3 staff with Level 3 Paediatric First Aid training.</li> <li>• Trained staff in defib equipment and a defib on site.</li> <li>• Trained members of staff for diabetes.</li> <li>• Supporting pupils with medical conditions policy 2017</li> </ul>  |
| <p>How do we support a child with complex and multiple needs?</p>                               | <ul style="list-style-type: none"> <li>• Close relations with various outside agencies. We have current regular contact with the following services, along with others, who give us support and advice:<br/>Speech &amp; Language Therapists,<br/>Educational Psychologist,<br/>Macmillan Nurse,<br/>CLIC Sargent for children with cancer,<br/>NHS Medical Needs Team,<br/>Early Years Support Team.</li> <li>• Close relations with specialist local primary schools.</li> <li>• Individualised care plans and procedures.</li> <li>• Staff experience.</li> <li>• Staff training – Team Teach.</li> </ul>     |
| <p>How will we meet a child's personal care needs?</p>  | <ul style="list-style-type: none"> <li>• All staff sign and adhere to a 'Code of Conduct'.</li> <li>• Annual Safeguarding training.</li> <li>• Supporting pupils with medical conditions policy 2017</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. Staff will only call parents 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>• Teaching assistants are deployed to support children with SEN in out-of-school clubs.</li> <li>• Extra staff are deployed on school trips to meet the requirements of risk assessments.</li> <li>• Parents and carers are consulted prior to trips for advice, guidance and for any special arrangements.</li> <li>• Extra staff deployed and special arrangements put in place for residential trips.</li> <li>• Vulnerable children and SEN children targeted and encouraged to take part in before, after and lunchtime school clubs like- 'Keep Active'.</li> </ul> |
| <p>How do we prepare and support a child/young person for transition?</p>                       | <ul style="list-style-type: none"> <li>• Extended visits to Reception Class planned in summer term before starts.</li> <li>• Induction meeting and information pack for new reception parents</li> <li>• Specialist arrangements to help with start – e.g. half days to begin with for some children.</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• Allocation of support assistant prior to starting and opportunities to meet them.</li> <li>• Close liaison with all other settings involved in transition – good exchange of information.</li> <li>• Transition plans – made with support staff, parents, old and new teaching staff - extended visits to secondary school with primary school staff.</li> <li>• Close liaison with Secondary SENCO's and support staff to ensure good exchange of information.</li> <li>• Journeys to and from new school on the school bus to ensure know where their stop is.</li> </ul>      |
| How will we develop social skills throughout the school day, especially break times?        | <ul style="list-style-type: none"> <li>• Playtimes/ lunchtimes seen as an important part of the day and included in time for 1:1 support for children with EHC's if appropriate.</li> <li>• Lunchtime clubs.</li> <li>• Sports coaches employed by school to organise activities at lunchtimes.</li> <li>• Midday supervisors trained in developing children's social skills.</li> <li>• Roles and responsibilities for pupils to support KS1 children.</li> </ul>  |
| How do we allocate resources?   | <ul style="list-style-type: none"> <li>• 1:1 support given as specified on children's EHC plan. We currently employ 3 1:1 supports and 1 lunchtime 1:1 support. One of the 1:1 supports also provides out of school support in after school club.</li> <li>• School employs 4 teaching assistants across the three phases who provide support for small groups during lessons, lead interventions and work on ILP targets at specified times. – Each class allocated TA time for the year from September.</li> <li>• All children regularly reviewed (at least once a term) and provision is matched to needs.</li> </ul> |
| How do we ensure all staff are well trained?  | <ul style="list-style-type: none"> <li>• Commitment to maintain training especially if staff leave.</li> <li>• All Teaching and Support Assistants are completing a well-planned programme of CPD, accessing both external agencies and in-school support.</li> <li>• Regular Staff and TA meetings.</li> <li>• Training by outside agencies for specific support and whole school regarding certain aspects – ASD, ADHD, Dyslexia etc.</li> <li>• SENCO to attend university course for National SENCO Award next year 2018-19.</li> </ul>   |
| How do we raise awareness of special educational needs for parents and the wider community? | <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 in newsletter and other documents which are distributed publically.</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>• Educational Psychologists</li> <li>• Speech and Language Therapy.</li> <li>• Occupational Therapy.</li> <li>• Educational Welfare Service.</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• Behaviour and Attendance Service.</li> <li>• School Nursing Team.</li> <li>• Early Years Support Team</li> <li>• Paediatric consultants</li> <li>• CAMHS</li> <li>• Adoption Support Services</li> </ul> <p>We are also part of the East Calderdale Cluster where expertise is shared between schools.</p>  |
| How do we evaluate and review the support provided?  | <ul style="list-style-type: none"> <li>• Intervention impact reviews</li> <li>• Half termly ILP reviews</li> <li>• Annual EHC reviews</li> <li>• Professionals meetings</li> <li>• Staff &amp; TA meetings</li> <li>• Continuous professional dialogue</li> </ul>  |
| How do we deal with complaints regarding our provision for children and young people with SEN? | <ul style="list-style-type: none"> <li>• Meeting with parents, carers young people and class teacher</li> <li>• Meet with the SENCO to discuss issues.</li> <li>• Follow the Salterlee complaints policy 2017 and procedure outlined in the SEND policy 2017.</li> <li>• Inform the SEN team and school, parents/carer 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> |

Below is a link to Calderdale's Local Offer where further information can be found:  
[www.calderdale.gov.uk/localoffer](http://www.calderdale.gov.uk/localoffer)

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

**V3 – 16th September 2017**