

Wainstalls School Local Offer

At Wainstalls School we aim to offer excellence and choice to all our children, whatever their ability or needs. At Wainstalls, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We aim to achieve this through the removal of barriers to learning and participation. We want all of our children to feel that they are a valued part of our school. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages him or her to achieve his or her full potential.

The following details Wainstalls 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	Mrs Linda Waugh
Telephone – School Office	01422 244804
Address	Wainstalls School Wainstalls Halifax HX2 7TE
Email – School Office	admin@wainstalls.calderdale.sch.uk
Age Range	4-11 years
Funding	Academy
Special Educational Needs Co-ordinator (SENCo)	Mrs Memuna Tariq
Email - SENCo	mtariq@whitehillacademy.org
SEND Governor	Mrs Kerry Slater

Policies for Identification and Assessment of Pupils with SEN

Wainstall School's Local Offer should be read in conjunction with the following:

- Anti-Bullying Policy
- Race Equality Policy
- Child Protection Policy
- Code of Conduct
- Whistleblowing Policy / Dealing with allegations against teachers and other staff policy

- Inclusion Statement
- Behaviour Policy
- Disability Equality Accessibility and Inclusion Action Plan
- Accessibility Policy
- Intimate Care Policy (Soiling and Wetting Policy)
- SEN Policy
- Admissions Policy
- Complaints 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 Wainstalls School support my child?</p>	<p>Wainstalls offers a wide variety of pastoral support for pupils who are encountering emotional difficulties.</p> <p>These include:</p> <ul style="list-style-type: none"> • Members of staff such as the class teacher, Learning Mentor and SENCO are available for pupils who wish to discuss issues and concerns. Where appropriate mediation sessions can be carried out. • Clubs are available for those who find lunchtimes a challenge. • Access to a broad, balanced curriculum which is well differentiated and takes account of different learning styles and children’s interests. • Well-staffed classrooms – at least one teacher and one support assistant in each class. • Quality of teaching and learning well monitored by highly experienced leaders. • 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. • Dedicated SENCo time. Our SENCo is on the Senior Leadership Team.
<p>How do we involve parents, children and young people</p>	<ul style="list-style-type: none"> • The class teacher is regularly available to discuss your child’s progress or any concerns you may have, and to share information about what is working well at home and at school, so similar strategies can be used. • The Inclusion Manager is available to meet with you to discuss your child’s progress or any concerns/worries you may have. • All information from external professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. • Pupil’s Learning Plans will be reviewed with your involvement each term. • Homework will be adjusted as needed to your child’s individual needs. • A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child. • Wainstalls has a detailed programme of reviews with parents and professionals: 3 parents’ target setting evenings a year; termly reviews for all children on the SEN register and comprehensive annual reviews. Parental and pupil feedback through questionnaires which are analysed to further inform practice and policy. • Zero tolerance policy for bullying. • The school has a long established, acknowledged and celebrated ethos of inclusion and equality.
<p>How do we help a child with physical needs?</p>	<p>As an academy we are happy to discuss individual access arrangements.</p> <p>Facilities we have at present include:</p> <ul style="list-style-type: none"> • A range of ICT equipment. • A team of staff trained in moving and handling. • Variable height of tables and chairs. • Wide doors throughout the school.

	<ul style="list-style-type: none"> • Every class has access to equipment which helps writing: a variety of pencil grips; a variety of pens and other writing apparatus such as angled board, theraputty and a variety of pencil grips. • The school building is fully compliant with the Disability Discrimination Act.
How do we help a child with speech and language needs?	<ul style="list-style-type: none"> • Let's Talk trained support staff and Learning Mentor. • 1:1 articulations to meet specific needs (working under advice from SALT). • Delivery of programmes devised by speech and language therapist. • Breaking down the barriers. • Social Use of language small group sessions. • Intervention and referrals to and from speech and language therapist. • Support from classroom assistant within class. • Support from SENCO for small group or individual intervention.
How do we help a child with sensory impairment?	<ul style="list-style-type: none"> • Use of visual timetable in classrooms. • Carpeted areas throughout the school. • Available space for quiet focused work.
How do we help a child who has social and emotional difficulties?	<ul style="list-style-type: none"> • One full time Learning Mentor. • Access to specialist counselling. • Staff are ASD aware and use appropriate strategies to support children with ASD's learning. • Access to specialist support for children with ASD and their families. • Small groups to target specific needs. • Links to Noah's Ark. • Small groups or 1:1 to target specific needs. • Therapeutic Group. • ASD outreach teacher supports the School. • Helping children who bottle up their feelings. • Breakfast club. • After school clubs.
How do we help a child with behavioural difficulties?	<p>Our behaviour policy describes the high standards of behaviour and conduct expected at Wainstalls School. We have ensured that all staff know and understand the reasons behind any difficult behaviour and how to respond. Whether in class or in the playground, staff will involve children in targeted activities to manage and support behaviour and potential triggers. Wainstalls offers a range of pastoral support for pupils who are encountering emotional difficulties such as:</p> <ul style="list-style-type: none"> • Use of schools behaviour policy • Individual behaviour plans • All staff trained in positive behaviour management strategies • All staff trained in Restorative Justice • Good to be Green reward system • Sulp groups • Friendship groups • Nurture groups • Small groups to target specific targeted behaviours – class time or playtimes • Use of Learning Mentor support and cognitive behaviour strategies • Well-structured daily routines

	<ul style="list-style-type: none"> • Targets linked to behaviour needs • Personalised rewards system <p>We have many programs/books that we use at Wainstalls School to support children with their behaviour such as What Else Can I Do With You?, Volcano in my Tummy, Learning to Become Socially Talented Children, Social Skills resources, The Big Book of Blob Feelings, Positive People, Helping Children to Build Self-Esteem, Spirals, Think Good / Feel Good and I didn't know I was a Bully. The School offers a wide variety of pastoral support for pupils who are encountering emotional difficulties.</p>
<p>How do we help a child who needs support with English/Literacy?</p>	<ul style="list-style-type: none"> • Dyslexia aware staff throughout the School who use Dyslexia friendly teaching strategies. • Toe by Toe. • Transition – moving on up activities. • Beat Dyslexia. • Dyslexia screening and resources available to support children. • Better reading programme. • Basic skills embedded throughout teaching and learning. • Multi-sensory teaching strategies. • Individual and small intervention groups such as Precision Teaching. • Learning Mentor and selected staff experienced in the use of 'Black Sheep Narrative' scheme. • Teaching Assistants and Learning Mentor to deliver individualised programmes for children with IEPs. • Differentiated phonics groups to ensure progression. • Teaching Assistants to deliver individualised and group programmes for children with IEP's. • Targeted intervention programmes. • Individual and small intervention groups. • Literacy based ICT resources. • Small group support in class through guided teaching.
<p>How do we help a child who needs support with English/Literacy?</p>	<ul style="list-style-type: none"> • Teaching Assistants / Learning Supports to deliver individualised programmes for children with IEPs. • Basic skills embedded throughout teaching and learning. • Targeted intervention programmes. • Individual and small intervention groups. • Maths based ICT resources. • Small group support in class through guided teaching. • Withdrawal in a small group or one to one maths intervention Programme.
<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. These are discussed with all staff who are involved with the pupil. • Team of 9 designated trained first aiders. • Medicines are stored safely in the first aid cupboard. • Where necessary and in agreement with parents / carers, medicines are administered in the School but only where a signed medical consent form is in place to ensure the safety of both children and staff members.

	<ul style="list-style-type: none"> • All staff trained to use the EpiPen by the school nurse. • Individualised medical needs plans created by an experienced staff member, including input from the school nursing team and parents. Staff to all have copies and a copy to be kept in staff room and kitchens for dietary needs.
How do we help a child who has English as an Additional Language (EAL)?	<ul style="list-style-type: none"> • Build up links with local schools to seek advice/resources.
How do we support a child with complex and multiple needs?	<ul style="list-style-type: none"> • Risk assessment conducted with support from the Calderdale SEND team. • Staff have experience of working with children who have been at the school with complex needs. • Experienced staff. • Split placements / inclusion visits.
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. • All staff 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. Staff will only call parents in an absolute emergency.
How will we include children in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • Learning Mentor runs lunch time groups which include children with SEN. • Parents and carers are consulted prior to trips for advice and guidance. • Extra staff deployed for trips as necessary. • A range of after school clubs which all children are able to access. • Sports Leaders to support children's play at lunchtime. • Playground support allocated as necessary. • Attendance of pupils with SEN at clubs is monitored. • Special arrangements to enable pupils to participate in Year 6 residential. • Activities and School trips are accessible to all. • Minibuses borrowed through the MAT arrangement which have wheelchair access. • If deemed that an intensive 1:1 support is required, a parent/carer may be asked to accompany their child during the activity.
How do we prepare and support a child/young person for transition?	<p>Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:</p> <ul style="list-style-type: none"> • Discussions between the previous or receiving schools prior to the pupil joining/leaving. • All pupils attend a Transition session where they spend some time with their new class teacher. • Additional visits are also arranged for pupils who need extra time in their new school. • SENCO and Learning Mentor are always willing to meet parents/carers prior to their child joining the school. • Secondary school staff visit pupils prior to them joining their new

	<p>school.</p> <ul style="list-style-type: none"> • SENCO and the Y6 teacher liaise with the SENCOs from the secondary schools to pass on information regarding SEN pupils. • Where a pupil may have more specialised needs, a separate meeting may be arranged with the secondary school SENCO, the parents/carers and, where appropriate the pupil will complete a Transition Plan. • Home visits by Reception staff (if the children are new to Wainstalls). • Visiting pre-school settings by Reception staff. • Extended visits to Reception class planned in the summer term before the child starts in the Autumn term. • Close liaison with all other settings involved in transition – good exchange of information.
<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 children who have Education Health Care Plans if appropriate. • Sport leaders organise activities at lunchtimes. • Learning Mentor organise activities at break times/lunchtimes. • Midday supervisors trained in developing social skills through organised play and activities. • Assemblies focused on promoting social skills and awareness of others. • Circle times/PSHCE sessions delivered to all children to support social skills.
<p>How do we allocate resources?</p>	<p>The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.</p> <ul style="list-style-type: none"> • Each class has a dedicated full time support assistant and additional adults are allocated dependent upon the needs of the children within the class. • The SEN budget is used to fund additional resources for children where needed. • One to one support is given where specified in a child's Educational Health Care Plan. • All children with an EHC and or PLP (Pupil Learning Plan) outcomes are regularly reviewed, once a term and provision is matched to needs. • The budget is also used to provide additional adults or resources to deliver interventions for a wide range of children within the school. • The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year. • Resources may include deployment of staff depending on individual circumstances. <p>How is the decision made about how much support my child will receive?</p> <ul style="list-style-type: none"> • These decisions are made in consultation with the class teacher and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies. • During their school life, if further concerns are identified due to the pupil's lack of progress or well-being, then other interventions will be arranged.

	<p>How will I be involved in discussions about and planning for my child's education?</p> <ul style="list-style-type: none"> • All parents are encouraged to contribute to their child's education. • This may be through: <ul style="list-style-type: none"> • discussions with the class teacher • during parents evenings • during discussions with the SENCO or other professionals • parents are encouraged to comment on their child's IEP with possible suggestions that could be incorporated. <p>Who can I contact for further information?</p> <ul style="list-style-type: none"> • If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with the SENCO.
<p>How do we ensure all staff are well trained?</p>	<p>All teaching and support assistants are completing a programme of CPD, accessing both external agencies and in-school support – as recognised by the School Development Plan.</p> <ul style="list-style-type: none"> • Whole school and Academy training days to provide professional development opportunities for all staff to ensure they are up to date on current issues. • Weekly meetings for all teaching staff. • Regular meetings for all support staff. <p>Different members of staff have received training related to SEND.</p> <ul style="list-style-type: none"> • These have included sessions on: <ul style="list-style-type: none"> • How to support pupils on the autistic spectrum. • How to support pupils with social and emotional needs. • How to support pupils with speech and language difficulties.
<p>How do we raise awareness of special educational needs for parents and the wider community?</p>	<ul style="list-style-type: none"> • Weekly effort assembly celebration where all children's achievements can be celebrated. • Staff available to discuss issues and concerns by appointment. • We hold drop-in sessions for parents of children. • Whole school Rights Respecting programme.
<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 and Hearing Impairment Team • Educational Psychologists • Speech and Language Therapy • Occupational Therapy • Physiotherapy • CAMHS • EWO • School Nursing Team • Young Carers • Virtual School for vulnerable pupils
<p>How do we evaluate and review the support provided?</p>	<p>How will we measure the progress of your child in the school?</p> <ul style="list-style-type: none"> • Your child's progress is continually monitored by his/her class teacher. • His/her progress is reviewed formally every term and a National

	<p>Curriculum assessment stage given in core curriculum areas.</p> <ul style="list-style-type: none"> • If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. • At the end of each Key Stage, (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something that the government requires all schools to do and the results are published nationally. • Children at SEN Support Wave 3 will have a PLP which will be reviewed with your involvement, every term and the plan for the next term made. • The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. • The Inclusion Manager will also review that your child is making good progress within any individual work and in any group that they take part in.
<p>How do we deal with complaints regarding our provision for children and young people with SEN?</p>	<p>How can I let the School know that I am concerned about my child's progress in school?</p> <ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's class teacher initially. • If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Inclusion Manager or the Head Teacher. • If you are still not happy you can speak to the school SEND Governor. <p>How will the School let me know if they have any concerns about my child's learning in school?</p> <p>If your child is then identified as not making progress, the School will set up a meeting to discuss this with you in more detail and to:</p> <ul style="list-style-type: none"> • Listen to any concerns you may have. • Plan any additional support your child may receive. • Discuss with you any referrals to outside professionals to support your child's learning.
<p>Do we have admission arrangements for pupils with SEND or Disabilities?</p>	<p>The Governing Body as a whole is responsible for making provision for pupils with SEND. The Governing Body has agreed with the LEA admissions criteria in accordance with the Disability Discrimination Act which do not discriminate against pupils with SEN or disabilities. Wainstalls School's Admission policy has due regard for the guidance in the Code of Practice. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.</p>
<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