

Todmorden CE (A) J I & N School

SEND Information Report - September 2018

The following details Todmorden CE (A) 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	
Headteacher	Mrs Alice Leadbitter
Telephone – School Office	01706 812019
Address	Burnley Road TODMORDEN Lancashire OL14 7BS
Email – School Office	admin@todmorden-jun.calderdale.sch.uk
Age Range	2-11
Funding	SENCO who is a member of the Senior Leadership Team
Special Educational Needs Co-ordinator (SENCo)	Mrs Ruth E Lee
Email - SENCo	deputy@todmorden-jun.calderdale.sch.uk
SEN Governor	Mrs J. Barker

Polices for Identification and Assessment of Pupils with SEND

SEND and inclusion policy – This policy is readily available on our school website and paper copy can be requested from the school office in person or on admin@todmorden-jun.calderdale.sch.uk

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 do not hesitate to contact us in school, either in person, on the phone or via the email addresses above.

<p>How will Todmorden CE (A) School support my child?</p>	<ul style="list-style-type: none"> • As our Mission Statement states, we aim to scatter our children’s journeys through our school with quality Christian experiences. These experiences are tailored to suit the needs of individual children. • A governor with specific responsibility to work alongside our SEND Co-ordinator and support teacher • All classes have a teacher and the full time equivalent of one and a half Teaching/Support assistants • High expectations of all children from their individual starting points, regardless of their strengths and difficulties • 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. • Pen portraits for every child on the SEN register completed by the class staff team as they are the people who know the children the best. • SEND is a fortnightly item on the Staff Meeting Agenda. • Dedicated SenCo time. Our SenCo is the Deputy Head. • Reviews are held for pupils on the SEND register at least three times a year. These meetings to review pupils ILDP’s are in addition to the three Parent’s Evenings. • SenCo is available at any time for discussion or questions. • We regularly work alongside specialists in different fields to support children’s needs • Children are increasingly aware of their individual targets and how to achieve them • Teaching is rated as at least ‘good’ across the school • We have a rigorous tracking system in place. We use a wide range of interventions which are put in place wherever these are appropriate. • Termly pupil progress meetings between the Head teacher/Deputy Head, the assessment co-ordinator and class teacher allow any gaps to be addressed quickly and early interventions put in place. • Dedicated PPA time which involves whole class teams allows regular and purposeful feedback for all children.
<p>How do we involve parents, children and young people</p>	<ul style="list-style-type: none"> • Children’s views are sought for reviews of ILDP’s, interventions and where appropriate as part of the EHCP review process. • Comments from parents and pupils are increasingly included as part of the review process • Parent’s have been included within the target setting process from the autumn term 2017 • We have an open door policy for parents to speak to class teachers, members of the Senior Leadership team and SenCo at any time.
<p>How do we help a child with physical needs?</p>	<ul style="list-style-type: none"> • Ground Floor, accessible toilet and shower facility • Sports coach and support assistants trained by Physiotherapy staff to deliver individual exercise programmes • 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</p>	<ul style="list-style-type: none"> • Close liaison with speech and language therapy team • Range of programmes included within our provision map as devised by speech and language therapists

and language needs?	<ul style="list-style-type: none"> • 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 • Staff trained in leading Social Circles, Time to Talk and Socially Speaking, Word Wizard • Appropriate training is provided for staff eg Elklan courses as required or to follow interests expressed as part of the TA Appraisal process • Close links between our pre-school groups (Bunnies and Squirrels) and our Owls Nursery Setting. SenCo has oversight of all three groups and will make referrals as necessary. Early intervention is a focus across the whole school, but particularly in our nursery settings.
How do we help a child who has social and emotional difficulties?	<ul style="list-style-type: none"> • Strong links with educational welfare service. This is paid for from school budget. • Staff are ASD aware and use appropriate strategies to support children • Children supported throughout the school day including lunch and break times • Access to specialist support for children with ASD and their families • Circle Time/SULP and other group work/interventions supports children in areas of social and emotional difficulty • Appropriate training is provided for all staff as required • Use of visual timetables in every class with individual ones for children where this is appropriate
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 • Clear behaviour policy enforced by all staff • All Staff have been trained in Team Teach (September 2018). Other appropriate training is provided as identified • Individual behaviour support to support each pupil's individual needs. • Close liaison between Head teacher/Deputy Headteacher to look at the best ways to manage challenging behaviour
How do we help a child who needs support with literacy?	<ul style="list-style-type: none"> • Staff are Dyslexia aware and use dyslexia friendly strategies in classrooms • SenCo holds the Certificate in Specific Learning Difficulties (Dyslexia) • Individualised and group programmes are delivered to support children depending on individual needs eg: Toe by Toe, Beat Dyslexia, Wellington Square, Ruth Miskin Literacy • Use of ICT to support children – Nessy • Screening for Dyslexia can be undertaken by the SenCo 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, Reading Rulers, 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 is the focus for all teachers in every class • Phonics and reading interventions are put in place early in year one as required • Most teaching assistants trained in precision teaching (May 2018). Promotion of Bug Club online reading. • Excellent relationship with local high school for transition
How do we help a child who needs support with numeracy?	<ul style="list-style-type: none"> • Targeted use of support assistants who specialise in numeracy interventions eg Numicon • Small group support provided as part of our provision map to try to fill gaps in basic number knowledge • 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 plans are written in conjunction with the school nursing team, parents, teaching and support staff • All staff are first aid trained and this is renewed three yearly • Accessible toilet and showering facilities • Close working relationship with the diabetic nurse for consultations and advice

	<ul style="list-style-type: none"> • A range of staff are trained in helping to manage childhood diabetes • Close relationship with Occupational Therapy and Physiotherapy staff to support children and parents • Excellent relationship with local high school for transition • All pupils have full access to all activities in school regardless of needs – for example residentials, after school clubs, sports holiday clubs
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 have additional visits to school as they begin school (whether at start of nursery, reception or at another point in their school career) • Regular meetings with SenCo/Head teacher and parents to share progress or concerns • Close liaison with local high school for transition
How do we support a child with complex and multiple needs?	<ul style="list-style-type: none"> • Close liaison with Woodbank Special School for specialist Advice as needed. • Close liaison with a range of agencies to provide a team around the child approach to support • Senior staff experienced in dealing with children with complex needs. (several children have been through school with complex needs recently) • Close liaison with local high schools for transition
How will we meet a child's personal care needs?	<ul style="list-style-type: none"> • Accessible toilet and shower facilities • Close 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 all children with an identified health need • Class Inclusion maps include all children who have any type of health need
How will we include children in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • All children are given the opportunity to take part in all activities and visits • Support assistant trained in diabetes support is employed at After School Club • 2 school minibuses transport children with drivers who the children are familiar with • School car can provide small group transport as appropriate • All Educational visits are risk assessed and checked to ensure they are appropriate for all children and are recorded on EVOLVE (even local visits to the park, library etc) • Extra staff are deployed for visits as necessary
How do we prepare and support a child/young person for transition?	<ul style="list-style-type: none"> • Regular programme of visits from nursery to Reception Class during the summer term to prepare children for transition • Support staff are appointed to classes as soon as possible to ensure a smooth transition • All nursery children (Bunnies, Squirrels and Owls) attend Star of the Week Celebration Collective Worship on Friday mornings and take part in the rewards ceremony helping to introduce children to school life • All nursery children (Bunnies, Squirrels and Owls) take part in PE sessions held in school to help familiarise them with the building. Some sessions are run by the school PE Coach • Church club is open to Nursery age children to support their transition into school as they then mix with other children of school age • SenCo works closely with Nursery Manager for children requiring extra transition sessions • Cross year group meetings for transition between year groups. Previous teacher feeds academic and personal information to the next teacher in the summer term • New SEND paperwork put into place from autumn term 2017 including inclusion records and provision maps for each class ensure a continuity of approach • ILDP targets are set by the previous teacher to help provide a seamless transition between year groups • Excellent relationship with Todmorden High School to ensure a good exchange of information for all children • Transition plans for children with EHC plans are put in place in year five so staff are aware of the needs of individuals • Extra transition visits are provided for children as required depending on needs

	<ul style="list-style-type: none"> • Staff from Todmorden High School are regular visitors to school so children begin to know about reward structures and expectations throughout year six • Specialist Art Teacher works with year six for half a term on a project which is then displayed in a gallery • More Able maths and English sessions for year five and six pupils as appropriate
How will we develop social skills throughout the school day, especially break times?	<ul style="list-style-type: none"> • All school staff have undertaken training in playground games including mid-day supervisors • Two staff share lunchtime duty to support mid-day supervisors (including our sports coach) • Support for pupils with an EHC plan is timetabled for break and lunch times as needed at these important times of the day • 1:1 support provided for children who find break times and lunchtime tricky eg: knitting club, small group board games, support with joining in group games
How do we allocate resources?	<ul style="list-style-type: none"> • 1:1 support given as specified in a child's statement of SEN/EHC plan • Well-staffed classrooms – one and a half teaching/support assistants per class. 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. Quality First Teaching is the aim for all children to ensure that children receive what they need within the classroom environment. • 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
How do we ensure all staff are well trained?	<ul style="list-style-type: none"> • Newly introduced system for support assistant appraisal provides support assistants with the opportunity to discuss future training opportunities and interests • Commitment to CPD from the Head and Governors • Personalised Performance Management Targets for all staff including TA's • External agencies provide training as required - eg Educational Psychology Service (Precision Teaching), Speech and Language Therapists, School Nursing Team, Specialist nurses eg: diabetic nurse
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 by parents eg Muscular Dystrophy. Education across classes is provided linked to these events • Achievements of all children are celebrated in newsletters and in star of the week worship • SEN governor holds regular update meetings with SenCo • Parents are invited to information sessions and drop-ins • Parents are invited to termly parent's evenings to discuss their child's progress • Parents come into school each morning between 8.35 and 8.55 to chat to the teacher and support assistant as needed and to support children with morning work activities (particularly in EYFS and KS1).
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"> • Specialist Inclusion Service (including ASD Team) • Educational Psychologists • Speech and Language Therapy • Occupational Therapy • Physiotherapy

	<ul style="list-style-type: none"> • ASD Service • CAMHS • Educational Welfare Officer • School Nursing Service • Visual and Hearing Impairment Teams • Early Years Support Teachers • Portage Team • Family Support including staff at Unique Ways • Social Services
<p>How do we evaluate and review the support provided?</p>	<ul style="list-style-type: none"> • Performance management for SenCo • Termly reviews of interventions provided • Termly tracking of pupil progress. Assessment Manager to work with SenCo • Provision mapping and progress is measured in interventions • Close liaison between class teachers and support assistants
<p>How do we deal with complaints regarding our provision for children and young people with SEN?</p>	<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 SenCo and/or Head teacher at any time • The complaints procedure is on the school website
<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> <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</p> <p>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.</p> <p>Independent Supporters will help to build resilience in families by offering a range of time-limited support such as liaison across different agencies and advice on personal budgets. The level and nature of that support will be tailored to the particular needs of individual families. Support via Independent Supporters will be available until March 2016.</p> <p>For full details of the entire support provided for parents please follow the link to Calderdale’s Local Offer: www.calderdale.gov.uk/localoffer</p>

Below is a link to Calderdale’s Local Offer where further information can be found:

www.calderdale.gov.uk/localoffer