



Central Street Infant and Nursery School

Local Offer September 2018

SEND Information Report

The following details Central Street Infant & Nursery 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	
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Age Range	3-7 years
Funding	Maintained
SENCo	Lou Bright
Email	admin@centralstreet.calderdale.sch.uk
SEN Governor	Zoe McQuillan

Polices for Identification and Assessment of Pupils with SEN
<i>Additional and Special Educational Needs and Disability Policy</i> <i>Safeguarding</i> <i>Equal Opportunities</i> <i>Positive Behaviour</i> <i>Health and Safety</i> <i>Medical Conditions Policy – under review</i>

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 Central Street support all children to reach their full potential?</p>	<ul style="list-style-type: none"> • Teacher led provision that focuses on challenge, independence and inclusion. • Ensure they have access to a broad, balanced curriculum which is differentiated and takes account of different learning styles and children's interests. • Well staffed classrooms with one teacher and timetabled support assistants. • Quality of teaching and learning well monitored by highly experienced leaders. • High expectations for all pupils regardless of their starting points. • Clear success criteria for all children in for reading, writing and maths. • 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. • Professional dialogue about children ensures that any difficulties are identified early and suitable provision is put in place. • Impact of interventions monitored and adjustments made as required. • Dedicated SENCo (Special Needs Co-ordinator) time. Our SENCo is part of the Senior Leadership Team. • Detailed programme of reviews with parents and professionals: 2 family consultation evenings, termly reviews for children on the SEN Register, if necessary, those on the SEN register who have an EHC Plan and comprehensive Annual Reviews. Parent's views are important to us. • Children's views are very important; they are invited to consultation evenings, SEN reviews, active school council and annual pupil questionnaire. • Support Assistants help to meet individual needs. • Positive Behaviour policy with an established rewards and sanctions scheme. This includes a system based on restorative justice. • Long established, acknowledged and celebrated ethos of inclusion and equality. • Before and After school club provision is run by TAs who work in school.
<p>How do we involve families and children?</p>	<ul style="list-style-type: none"> • Class teachers develop positive relationships with families through an open door policy. • Class teachers will facilitate discussion about children's wellbeing and development. • We have a number of ways in which we engage with families regarding the progress of their child including telephone calls, consultation meetings, annual reviews and end of year reports. • Class teachers will communicate their observations and seek further information from the child and their family. • Class teachers will listen to observations or concerns raised by the child or family. • Children and families will be involved in termly discussions about progress and their individual needs. • Families are always involved in any referrals that are made to appropriate services. • We signpost families to support where they can find help and advice. Training courses or parent groups. • Parent invited to all review meetings for ILDP's. • Family questionnaires. • Weekly celebration assemblies

<p>How do we help a child with physical needs?</p>	<p>Our provision is always based on individual need; where appropriate</p> <ul style="list-style-type: none"> • Every class has access to equipment which helps writing: sloping boards; a variety of pencil grips; a variety of pens and other writing apparatus and a range of ICT equipment. • Support assistants trained to deliver Fine and Gross Motor skills programmes, alongside advice from external agencies such as Physiotherapy and Occupational Therapy. • Relevant staff are trained in moving and handling. • Annual review and publication of the Equality Policy and Action Plan
<p>How do we help a child with speech and language needs?</p>	<ul style="list-style-type: none"> • Experienced staff • Delivery of programmes devised by speech and language therapist • Sulp (Social Use of Language) trained assistants • Spirals – Speech & Language Programme • Nursery Narratives Programme – promotes understanding and use of language • Black Sheep Narratives Programme – promotes understanding and use of language • Lego Therapy • Talking Partners • Circle of Friends • Let's Talk Programme – develops understanding and use of simple vocabulary • Delivery of programmes devised by speech and language therapists • Early Phonics
<p>How do we help a child who has English as an Additional Language (EAL)?</p>	<ul style="list-style-type: none"> • Visual cues • Modelling • Peer support • First language resources • Precision Teaching • Work in partnership with external agencies where required to plan and deliver support for children with EAL.
<p>How do we help a child with sensory impairment?</p>	<ul style="list-style-type: none"> • Advice sought from Hearing and Sight Impairment Services as required. • Visual cues & BSL signs • Large typeface • Overlays
<p>How do we help a child who has social and emotional difficulties?</p>	<ul style="list-style-type: none"> • Experienced and qualified staff giving one to one and small group support programmes to help with a range of issues for example self-esteem • Staff trained in awareness support of pupils with ASD • Silver SEAL • Annual pupil questionnaire subsequent monitoring and action. • Referral/access to specialist support such as CAMHS/Educational Psychology etc. • SDQ Questionnaires • Social Stories • 1 page profiles

<p>How do we help a child with behavioural difficulties?</p>	<ul style="list-style-type: none"> • Variety of after school clubs to promote self esteem • Liaison with Behaviour and Attendance Service to create individual behaviour plans • A clear Behaviour policy, followed by all staff • Use of ABC behaviour logs to help understand triggers for behaviours • Patience and understanding from experienced staff • Support given at playtimes and lunchtime. • Social Stories • 1 page profiles <p>We recognise that all behaviour is a form of communication. We therefore monitor incidents of poor behaviour and these are discussed at weekly staff meetings. We are able to spot patterns and trends and we intervene as appropriate.</p>
<p>What interventions do you provide?</p>	<p>For children receiving SEN Support, extra provision is closely matched with the current work in class and their individual targets from their ILDP. The intervention work is directed by Class teachers (in line with the Code of Practice). This may be 1:1 or in small groups.</p> <p>Some children, including those with a Statement of SEN or an EHC often require bespoke interventions which are usually recommended to us by external agencies. These are prioritised within the weekly timetable for the child in question.</p>
<p>How do we help a child who needs support with literacy?</p>	<ul style="list-style-type: none"> • Experienced 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., Pie Corbett Resources. • Dyslexia aware staff and Dyslexia friendly classrooms. • Small intervention groups for booster work. • Precision teaching – phonics, high frequency words • One to one tuition for targeted children. • Writing slopes and bespoke equipment where necessary.
<p>How do we help a child who needs support with numeracy?</p>	<ul style="list-style-type: none"> • Support assistants to deliver individualised programmes for children with ILDP's. • One to one tuition for targeted children. • Experienced staff will address misconceptions quickly and effectively using a variety of resources and methods. • Precision teaching –key facts e.g. number bonds • Delivery of the pre-learning and over learning in small supported groups.
<p>How do we support a child who has medical needs?</p>	<ul style="list-style-type: none"> • Individualised care plans created and reviewed annually by a team around the child including the school nurse, parents and first aiders in school. • Team of trained first aiders across all phases of school • School is currently developing a Medical Conditions policy • Health care plans are available in classrooms and the staffroom. • Asthma inhalers are accessible to the children who need them. • Training from healthcare professionals when necessary

<p>How will we meet a child's personal care needs?</p>	<ul style="list-style-type: none"> • All staff adhere to a 'Code of Conduct' • Intimate care policy • 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 to assist if absolutely necessary • Care Plans are established where needed and shared so all staff are aware of children's needs. • School is currently developing a Medical Conditions policy
<p>How do we support a child with complex and multiple needs?</p>	<ul style="list-style-type: none"> • Experienced staff in ASD • Advice sought from support agencies and liaison with local primary special school.
<p>How will we include children in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • Extra staff are deployed for trips to meet the stringent requirements of our risk assessments and pupil to adult ratios • Parents/carers consulted prior to trips for advice and guidance • 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. • All children are included in all curriculum enhancing activities, whether this means trips into the local community, trips that are further afield and involve coach or train travel or visitors into school. Where necessary extra support is provided or activities are adapted to allow all children to take part.
<p>How do we prepare and support a child/young person for transition?</p>	<ul style="list-style-type: none"> • Home visits by EYFS (Early Year Foundation Stage) staff • In –School extended transition period of 2 weeks at the end of the Summer Term so that transition between classes is smooth. • Visits to pre-school placements by EYFS staff • Transition plans included in the ILDP – this may include extended visits to junior school with infant school staff • Identified children are offered extra transitional visits to junior schools. • Close liaison with all other settings involved in transition – good exchange of information • Visit school to meet students • Head teacher from Junior School visits school to deliver assemblies. • Close cluster work between schools. • Year 2 children from Central Street meet with the Year 2 children from Stubbings Infant School frequently during the second half of the Summer Term; this includes playtimes at the Junior school, picnic and games on the park, singing... • If a child moves midyear out of the area we will contact the transferring school. Relevant documents will be passed on confidentially to ensure members of staff that are working directly with the child are aware of the support, strategies and resources to ensure a smooth transition.
<p>How will we develop social skills throughout the school day, especially break times and other unstructured times of the day?</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 with an EHC Plan, if appropriate • Positive play games promoted by lunchtime staff • School Council responsibilities and participation in decision making • Restorative approach to day to day social difficulties • Circle of Friends groups established • Mixed age group playtimes • Peer awareness

<p>How do we allocate resources?</p>	<ul style="list-style-type: none"> • 1:1 support as specified in a child's Statement or EHC Plan • Specific resources targeted to individual pupil through SEN allocation as required • Specific resources targeted to individual pupils through 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 ILDP • All children are regularly reviewed and provision is matched to needs
<p>How do we ensure all staff are well trained?</p>	<ul style="list-style-type: none"> • 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 a qualified teacher • Training on any specific needs is bought in.
<p>How do we raise awareness of special educational needs for parents and the wider community?</p>	<ul style="list-style-type: none"> • Open evenings for new families • Prospectus • Website and Social Media • Assemblies • Open lessons for families to come and see what/how the children are learning.
<p>Which specialist services do we access beyond the school?</p>	<p>We have current regular contact with the following services who give us support and advice:-</p> <ul style="list-style-type: none"> • Specialist Inclusion Service, including ASD. • Calderdale SEN Team • Educational Psychology • Speech and Language Therapy • Occupational Therapy • Physiotherapy • CAMHS (Children's Mental Health Team) • Virtual School • LAACH • Calderdale Early Intervention Team • Educational Welfare • School Nursing Service (Locala) • MAST (Multi-Agency Screening Team) • Family Support • Calderdale Human Resource Service • Calderdale Education Welfare Service • Calderdale Health and Safety Service • Calderdale Safeguarding Service <p>We are also part of Calder Valley School Cluster where expertise is shared between schools</p>

<p>How do we evaluate and review the support provided?</p>	<ul style="list-style-type: none"> • Termly monitoring by the SENCo • Performance management of teachers and SENCo • Individual Pupil progress meetings for children on SEND register. • IDLP reviews • Annual reviews • Individual Provision Mapping • Interventions are reviewed for progress. •
<p>How do we deal with complaints regarding our provision for children and young people with SEN?</p>	<ul style="list-style-type: none"> • The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting children's needs. • We have an open door policy and parents can talk to teachers, the head teacher and SENCo whenever possible. • All complaints are taken seriously and are heard through the school's complaints policy and procedure.
<p>Contact details of support services for parents of pupils with SEN</p>	<p>Calderdale SENDIASS</p> <p>www.calderdalesendiass.org.uk</p> <p>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>Unique Ways (Previously Calderdale Parents and Carers)</p> <p>www.uniqueways.org.uk</p> <p>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.</p> <p>Contact 01422 343090</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.</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>