



Work Together, Learn Together, Play Together - Together we can do it

CHRIST CHURCH (PELLON) C OF E (VC) PRIMARY SCHOOL



Our Six Core Values are: Reverence; Friendship; Justice; Thankfulness; Forgiveness and Perseverance.

Local Offer 2018-19.

The following details Christ Church Pellon 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 <http://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities> which details the provision available in all Calderdale schools and academies.

Contact Details	
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Email – School Office	admin@christchurch-pellon.calderdale.sch.uk
Age Range	4-11
Funding	C of E VC
Special Educational Needs Co-ordinator (SENCO)	Miss K Ellis
Email - SENCO	kellis@christchurch-pellon.calderdale.sch.uk
SEN Governor	Mrs Laura Jackson

Polices for Identification and Assessment of Pupils with SEN

Our SEN policy is available on our website

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 Christ Church (Pellon) C of E (VC) Primary School support my child?</p>	<ul style="list-style-type: none"> • 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 the equivalent of one teaching assistant (minimum 15 hours .) Foundation stage has a permanent Reception class trained member of staff to support transition into school and ensure children and parents develop the best relationships with school. Children with EHC’s as well as medical needs have support assistants and/or resourced provision through school. • Quality of teaching and learning is well monitored and evaluated alongside teachers by highly experienced leaders. • Individualised targets for all children in Maths and English. • Rigorous pupil tracking systems ensure all children are monitored closely. Termly professional dialogue about every child in school every term ensures any difficulties are identified early and suitable provision established. • Detailed programme of reviews with parents and professionals: 3 parents’ consultation evenings a year are offered; frequent reviews for all children on the SEN register at times of need alongside parents and comprehensive annual reviews take place. Parents’ and children’s views are very important to us. • Children’s views are very important: pupils will be invited to consultation evenings, SEN reviews, an active school council and annual questionnaire are some examples of how we seek our children’s views. • Carefully devised behaviour systems created by the community of school. This includes a strict zero tolerance policy for bullying. • Long established, acknowledged and celebrated ethos of inclusion and equality based on a Christian ethos. • Member of BACS allowing children to be placed in schools that accept their individual needs from a school.
<p>How do we involve parents, children and young people?</p>	<p>Parents and children are involved in their education and support in this from the start. We believe in providing Quality First Teaching for all children with a differentiated curriculum. There is an open door policy in school where children and parents can discuss their needs, wants and aspirations. We involve parents and carers as well as the child in our parents’ evenings. If a child is requiring more support in class, we record this discussion with the child and parents and ask parents to agree and sign up to specified targets and support. If this then continues and the child requires more support than Quality First Teaching, we then discuss the child being put on our Special Needs Register and involve any other agencies that may be required to help us support the parents and child.</p> <p>If a child then requires more than 15 hours support in school, we use this documentation to assist in applying for an EHC (Education and Healthcare Plan.) Throughout this process, we ensure that the parents’ and child’s needs, wants and aspirations for the future are met .</p>
<p>How do we help a child with physical needs?</p>	<ul style="list-style-type: none"> • Our building is fully wheelchair and mobility accessible with sloping areas and ramps available. The majority of furniture is adaptable to allow access for all children. • A Disabled toilet is available with access for all children and adequate space for changing facilities. • Every class has access to equipment which helps writing: we are purchasing sloping boards; a variety of pencil grips; a variety of pens and other writing apparatus and a range of ICT equipment. Children with difficulties sitting have sloped or domed cushions to support them as well as access to weighted blankets and calming shoulder rest. • Use of differentiated sports equipment in PE. • A variety of height tables and chairs available.

<p>How do we help a child with speech and language needs?</p>	<ul style="list-style-type: none"> • Social circles /and other support packages delivered in Reception/KS1. • 2Two Level 2 ‘Let’s Talk’ trained support assistants working with Early Years and Key Stage one. • Delivery of programmes devised by speech and language therapists such as listening to sounds.
<p>How do we help a child with sensory impairment?</p>	<ul style="list-style-type: none"> • Carpeted throughout. • Separate building available for focussed work. • Assemblies and other whole school activities supported by staff for individual children through extra 1:1 support. • Access to individual spaces for less distraction. • Divider panels to provide distraction free spaces.
<p>How do we help a child who has social and emotional difficulties?</p>	<ul style="list-style-type: none"> • Full time Pastoral Support Officer and 4 days Pastoral Support Assistant. A part time member of staff specifically for nurture. • Nurture room and group times in this space with staff with planned assessed programmes. • Allocated time with above staff for children who express emotional difficulties and support is provided for their parents and carers if required. • Weekly PSHE time within classes. • RE lessons follow the Kirklees and Calderdale RE syllabus and are about ‘worship’ as well as worship. See below Family Learning.
<p>How do we help a child with behavioural difficulties?</p>	<ul style="list-style-type: none"> • See above for pastoral support. • Breakfast club is offered daily for all pupils on request. • Variety of after school clubs to promote self-esteem. • Support from Family Learning to provide activities to look at working together to support behavioural and family issues. (Also emotional) • Close liaison with Behaviour and Attendance support worker to create individual behaviour plans alongside the child and family. • Behaviour policy which sets out when parents will be contacted. • Room for Reflection where children can reflect on the right choices and identify their own and others patterns in behaviour. • Majority of staff trained in team teach.
<p>How do we help a child who needs support with Literacy?</p>	<ul style="list-style-type: none"> • Programme of 1:1 reading provided by trained volunteers and staff. • Small intervention groups for catch up phonics. • Dyslexia aware staff throughout school that use Dyslexia friendly teaching strategies. Dyslexia friendly school. • Targeted ICT use. • Specific Interventions for children identified pupil progress meetings.
<p>How do we help a child who needs support with numeracy?</p>	<ul style="list-style-type: none"> • Specialist support assistant to deliver programmes. • Targeted ICT use. • Specific Interventions for children identified in pupil progress meetings. Successful learning specified teaching lessons.
<p>How do we support a child who has medical needs?</p>	<ul style="list-style-type: none"> • Christ Church follows the SEND code of practice 2014 requirements for supporting pupils with medical conditions. • Individualised medical needs plans created by a team around the child including the school nurse, parents and first aiders in school where required. • Team of 16 trained first aiders. • Specific adult support for children with type 1 diabetes and pre-diabetes.

<p>How do we help a child who has English as an Additional Language (EAL)?</p>	<ul style="list-style-type: none"> • Senior Leader with responsibility for children with EAL. • Induction programme when children arrive at school. • Bi-lingual written translation of important school documents. • Experienced teaching assistant in EAL that supports small group interventions.
<p>How do we support a child with complex and multiple needs?</p>	<ul style="list-style-type: none"> • Liaison with local primary special schools. • Risk assessments conducted by local special primary school. • Staff experienced (several children been through school with complex needs.) • Close liaison with Occupational therapists and Educational psychologists. • Support from school nursing team. • Agencies and services delivering specific support such as VI/HI/ and habilitation specialists.
<p>How will we meet a child's personal care needs?</p>	<ul style="list-style-type: none"> • Intimate and Personal Care procedures in place which is adhered to by all staff is in place in the staff code of conduct policy. • All staff sign and adhere to a 'Code of Conduct'. • Disabled toilet ensures space and sensitivity for some aspects of personal care. • 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.
<p>How will we include children in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • Extra staff deployed for trips to meet the stringent requirements of our risk assessments. • Parents/carers consulted prior to trips for advice and guidance. Parents invited to support and dates for trips allocated appropriately.
<p>How do we prepare and support a child/young person for transition?</p>	<ul style="list-style-type: none"> • Home visits by Reception staff • Visits to pre-school placements by SENCO and other school staff. • Extended visits to Reception Class planned in summer term before starts. • Transition plans – extended visits to secondary school with primary school staff. • Close liaison with all other settings involved in transition – good exchange of information. • Secondary past pupils come in to share experiences at their school. • Early Years booklet to support settings on expectations within the school cluster.
<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 if appropriate. • School employed sports leader to organise activities at lunch times and provide a rich programme of extracurricular out of school clubs each day. • Play leaders (Year 5) lead activities at break times. • Friendship bench used so children can identify if they need support.
<p>How do we allocate resources?</p>	<ul style="list-style-type: none"> • One to one support given as specified in a child's statement of SEN.-EHC • Support staff employed additionally to need where children require this for own safety. • Our school employs a teaching assistant for each class – time is allocated daily for individual/ small group work on individual targets. • All children regularly reviewed, and provision is matched to needs. Teachers write and review RASP plans to allocate interventions and resources appropriately.
<p>How do we ensure all staff are well trained?</p>	<ul style="list-style-type: none"> • Regular training sessions for all support staff on SEN issues. • Whole school training part of School Improvement Plan. • Commitment to maintain levels of training if staff leave. • Well planned programme of CPD, accessing both external agencies and in-school support.

	<ul style="list-style-type: none"> • Governors attend SEND training and we have a named Governor Laura Jackson.
How do we raise awareness of special educational needs for parents and the wider community?	<ul style="list-style-type: none"> • Achievements of children with SEND are celebrated in newsletters and other public documents. • We hold drop-in sessions for all parents of our children including SEN. • We support local SEN /medical needs-based charities in our fundraising
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"> • Specialist Inclusion Service • Educational Psychologists • Speech and Language Therapy • Occupational Therapy • Physiotherapy • ASD service • SEND team and designated SEND officers. • Visual Impairment team • Habilitation team • CAMHS • EWO • Behaviour and attendance service • School nursing service • Diabetic team • We are also part of the West Central and North Halifax Cluster where expertise is shared between schools.
How do we evaluate and review the support provided?	<ul style="list-style-type: none"> • Support is reviewed regularly by the class teacher and discussed with parents at timely intervals throughout the year when new targets can be set. Children on the SEND register each have a RASP – Resource and Support Plan with smart targets set every half term. • Interventions are monitored by class teacher and senior management to ensure resources are deployed (see resources section.) • The SENCO reviews support as outlined in the new SEND policy.
How do we deal with complaints regarding our provision for children and young people with SEN?	<ul style="list-style-type: none"> • We follow our standard school complaints procedures that are available on our website. • Any immediate concerns should be voiced to the class teacher. If this then cannot be resolved, then please ask to speak to the SENCO or the Deputy Headteacher or Headteacher.
Contact details of support services for parents of pupils with SEN	<p>For full details of the entire support provided for parents please follow the link to Calderdale’s Local Offer: http://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities</p>

Thank you for taking the time to find out about our local offer at Christ Church, please do not hesitate to contact us for any further details.