

## Walsden St Peter's CE (VC) Primary School Local Offer

The following details constitute our school's individual "local offer" and should be read in conjunction with the information in Calderdale's local offer called *Living Our Lives*, published at [www.calderdale.gov.uk/education/parents/send-offer/support/index.html](http://www.calderdale.gov.uk/education/parents/send-offer/support/index.html) which details the provision available in all Calderdale schools and academies.

**Headteacher and Special Educational Needs Coordinator (SENCO):** Mr Peter Stevenson

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**Age range:** 5-11

**Funding:** As a Voluntary Controlled mainstream school we receive notional SEN funding from Calderdale local authority.

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 details above to contact school.

### ***How do we make sure all children reach their potential?***

We provide a broad, balanced and highly-differentiated curriculum which takes account of children's individual needs.

We maintain high standards of teaching and learning and our highly experienced leadership team monitor this throughout the year.

We set high expectations for all our pupils.

We track the progress and attainment of all children rigorously, making comparisons with national expectations.

We set individualised targets for all children.

School staff are skilled in the early identification of additional needs and planning to meet these needs.

We regularly liaise with a range of external agencies who provide support and advice for children, eg Speech and Language Therapy; Occupational & Physiotherapy; Educational Psychology; School Nursing; Behaviour and Attendance Service; Education Welfare Officer. Monitoring of the quality of teaching by senior Leaders and Ofsted suggests that it is good/outstanding.

Teacher assessment and pupil tracking data are used to identify groups of pupils for extra intervention.

For pupils with statements of SEN or EHC plans the school holds regular review meetings with parents and professionals.

We hold weekly parents' drop in sessions and encourage parents to discuss any issues with us at an early stage. We also hold regular parents' evenings throughout the year. We value parents' views and make every effort to work with them as a team to secure the best outcomes for the child.

We have clear rules, rewards and sanctions which have been developed by staff and children. Regular training ensures that staff skills and knowledge are maintained at a high standard. At Walsden we enjoy a long-established, acknowledged and celebrated ethos of inclusion and equality.

Many of our interventions to meet individual needs are provided by our skilled and experienced teaching assistants. The school has a wide range of SEN resources to support this work.

### ***How do we help a child with physical needs?***

The school building is compliant with the Disability Discrimination Act and Equality Act 2010, with toilets for the disabled, wheelchair access to the majority of rooms and a range of available resources, eg sloping boards, pencil grips, Theraputty, ICT equipment etc. School staff work closely with professionals from services such as Occupational Therapy and deliver activities designed to meet pupils' individual needs.

### ***How do we help a child with speech and language needs?***

The school has close and productive links with Speech and Language therapists and staff have undertaken training provided by this service.

A number of staff are skilled in delivering SULP (Social Use of Language Programme) small group sessions to help develop social and communication skills.

### ***How do we help a child with sensory impairment?***

Walsden St Peter's is a calm school which is carpeted throughout to minimise background noise distraction.

Staff liaise closely with support colleagues when required (eg Hearing Impairment Service) with training/advice for staff as necessary.

Staff have access to a range of supportive strategies and resources for individual pupils, eg visual timetables.

### ***How do we help a child who has social and emotional difficulties?***

We run SULP groups (see above) and small group nurture sessions, including our "Lunchtime Lions" social nurture group.

Clear and consistent school rules give children the security they need to learn about working together for success in social settings.

### ***How do we help a child with behavioural difficulties?***

Our behaviour policy is clear and consistently applied. It is regularly reviewed by the governing body.

The school has liaised closely with Behaviour and Attendance Service colleagues to meet children's needs and create individual behaviour plans where necessary.

Regular contact with parents helps to ensure consistency of approach, benefiting children and their families.

The school has often worked in coordination with family support services to help parents overcome challenging behaviour at home.

Individual support may be offered as necessary.

### ***How do we help a child who needs support with literacy?***

The school uses a variety of techniques and has invested in a wide range of support materials to help meet children's needs in English, including dyslexia programmes, reading support schemes, ICT resources, one to one and small group support and differentiated teaching which takes individual learning styles into account.

Basic literacy and numeracy skills are developed throughout the curriculum, not just in English and maths lessons.

Teaching assistants work under the direction of teaching staff to deliver individual programmes where necessary.

### ***How do we help a child who needs support with numeracy?***

As with literacy, the school has access to a wide menu of interventions to support children with extra needs in maths, including resources such as Springboard, Plus One, Power of Two and Numicon as well as online subscription services.

### ***How do we support a child who has medical needs?***

Where required, an individualised medical needs plan will be written by school and parents working together, taking advice from medical practitioners such as the school nursing team and other health care professionals.

All school staff are trained in first aid, a large proportion have received defibrillator training and several have more advanced paediatric first aid qualifications.

### ***Which specialist services do we access beyond the school?***

Like all schools, we are able to access help, guidance and advice from a wide range of outside agencies, including specialist inclusion services such as the Hearing Impaired Service, Educational Psychologists, Speech and Language Therapy, Occupational Therapy, Child & Adolescent Mental Health Services (CAMHS), Behaviour & Attendance Service, Education Welfare, Calderdale Virtual School for children looked after, ASD team.

We also work closely with other local schools in the Todmorden cluster which enables expertise to be shared.

### ***How will we include children in activities outside the classroom including school trips?***

We work hard to give all children the opportunity to experience an enriched and fulfilling curriculum which includes access to out of school activities. This is always considered at the planning stage of school trips and out of school clubs.

Extra staff may be deployed for trips as necessary and advice will be sought from the venue when the trip is being planned, as well as consulting parents.

### ***How do we prepare and support a child for joining school and transferring to secondary school?***

Reception staff visit new children at their preschool settings and at home before they start at Walsden.

Children and parents are invited into school to spend some time becoming familiar with their new school before the summer holiday.

We have a well-established induction process which introduces new children gradually and makes their transition into Reception a successful one.

We enjoy good links with local secondary schools and our children regularly attend events and induction days there before transferring.

We work in close liaison with all other settings involved in transition to make the process a smooth one.

### ***How do we allocate resources?***

One to one support is provided as specified in a child's statement or EHC plan.

Children's attainment and progress are reviewed regularly (at least once a term) and provision is matched to need.

Teachers deploy support staff to work on IEP targets and impact is regularly assessed.

### ***How will we meet a child's personal care needs?***

We have an Intimate and Personal Care policy which is adhered to by all staff and is regularly reviewed.

Disabled toilets ensure 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 when necessary and in line with agreed procedures.

### **Contact details of support services for parents of pupils with SEN**

**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 01422 266141

**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