

## Walsden St Peter's CE primary School

### SEND Information Report – September 2020



The following details Walsden St Peters 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](http://www.calderdale.gov.uk/localoffer) which details the provision available in all Calderdale schools and academies.

Contact details	
Headteachers	Mrs Esther Logue and Mrs Emma Crowther
Telephone- school office	01706 812947
Address	Rochdale Road Walsden Todmorden OL14 6RN
Email- school office	office@walsden.calderdale.sch.uk
Age range	5-11
Funding	As a Voluntary Controlled mainstream school we receive notional SEND funding from Calderdale local authority.
Special Educational Needs & Disabilities Co-ordinator (SENDCo)	Mrs Rachel Gray
Email – SENDCo	admin@walsden.calderdale.sch.uk
SEND Governor	Mrs Helen Moules

#### Polices for Identification and Assessment of Pupils with SEND

- SEND Policy
- Inclusion 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.

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.
- The school is well-staffed with teachers and support assistants providing classroom support, supporting individual pupils in class, providing a range of group and individual intervention strategies. Also, the running of the Lunchtime Lions a lunchtime club with a focus on pastoral care.
- We maintain high standards of teaching and learning and this is well monitored by our highly experienced leaders 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. This multi-agency working continues to take place remotely via ZOOM. We do have capacity to hold face to face meetings when essential, following the school's Covid-19 guidance and procedures.
- Monitoring of the quality of teaching by senior leaders and Ofsted suggests that it is good.
- Teacher assessments and pupil tracking data are used to identify groups of pupils for extra intervention.
- For pupils with EHC plans the school holds regular review meetings with parents and professionals- either remotely or face to face.
- We establish good communication and relationships with parents and encourage families 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.

How do we involve parents, children and young people

- Children's views are sought for reviews of provision maps, My Passports and interventions.
- Comments from parents and pupils are included as part of the review process.
- We have an open door policy for parents to speak to class teachers, senior teachers and the SENDCo. Parental concerns are addressed as soon as is practically possible by class teachers and senior leaders.

<p>How do we help a child with physical needs?</p>	<ul style="list-style-type: none"> <li>• The school building is compliant with the Disability Discrimination Act and Equality Act 2010, with toilets for the disabled, medical room and wheelchair access to the majority of rooms. The two-storey infant building is equipped with a lift.</li> <li>• The children have access to a range of appropriate resources, e.g. sloping boards, pencil grips, Thera putty, ICT equipment etc.</li> <li>• School staff work closely with professionals from services such as Occupational Therapy and deliver activities designed to meet pupils' individual needs.</li> <li>• Appropriate training is provided for staff as required for children's specific needs.</li> </ul>
<p>How do we help a child with speech and language needs?</p>	<ul style="list-style-type: none"> <li>• The school has close and productive links with Speech and Language therapists and the Portage Team; staff have undertaken training provided by this service.</li> <li>• A number of staff are skilled in delivering SULP (Social Use of Language Programme) small group sessions to help develop social and communication skills.</li> </ul>
<p>How do we help a child with sensory impairment?</p>	<ul style="list-style-type: none"> <li>• Walsden St Peter's is a calm school which is carpeted throughout to minimise background noise distraction.</li> <li>• Staff liaise closely with support colleagues when required (e.g. Hearing Impairment Service) with training/advice for staff as necessary.</li> <li>• Staff have access to a range of supportive strategies and resources for individual pupils, e.g. visual timetables, adapted classroom routines.</li> </ul>
<p>How do we help a child who has social and emotional difficulties?</p>	<ul style="list-style-type: none"> <li>• Staff are trained to support pupils with social and emotional difficulties and use appropriate strategies to support learning.</li> <li>• Staff are trained to support pupils with ASD and use appropriate strategies to support learning</li> <li>• We run SULP groups (see above) and small group nurture sessions, including our "Lunchtime Lions" social nurture group.</li> <li>• Staff liaise with professionals to support pupils.</li> <li>• Clear and consistent school rules give children the security they need to learn about working together for success in social settings.</li> <li>• We have therapeutic break out spaces for children to utilise if necessary.</li> </ul>
<p>How do we help a child with behavioural difficulties?</p>	<ul style="list-style-type: none"> <li>• Our behaviour policy is clear and consistently applied. It is regularly reviewed by the governing body.</li> <li>• The school has liaised closely with Behaviour and Attendance Service colleagues to meet children's needs and create individual behaviour plans where necessary.</li> <li>• Regular contact with parents helps to ensure consistency of approach, benefiting children and their families.</li> <li>• 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.</li> <li>• We offer a variety of extra-curricular clubs to promote self-esteem.</li> <li>• Social support is provided at lunch and break times.</li> </ul>

<p>How do we help a child who needs support with literacy?</p>	<ul style="list-style-type: none"> <li>• Quality First Teaching.</li> <li>• Teachers plan differentiated work, including one to one and small group support and which takes individual learning styles and each child's progress through the curriculum into account.</li> <li>• Basic literacy and numeracy skills are developed throughout the curriculum, not just in English and maths lessons.</li> <li>• In KS1, daily phonics is organised into small groups according to phase of phonic progression.</li> <li>• 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, handwriting support.</li> <li>• Extensive program of 1:1 reading provided by trained volunteers.</li> <li>• Teaching assistants work under the direction of teaching staff to deliver individual programmes where necessary- including, but not limited to Beat Dyslexia, Toe by Toe , Precision Teaching, Bug club.</li> </ul>
<p>How do we help a child who needs support with numeracy?</p>	<ul style="list-style-type: none"> <li>• Quality First Teaching.</li> <li>• Teachers plan differentiated work, including one to one and small group support and which takes individual learning styles and each child's progress through the curriculum into account.</li> <li>• Basic literacy and numeracy skills are developed throughout the curriculum, not just in English and maths lessons.</li> <li>• The school has access to a wide menu of interventions to support children with extra needs in maths, including but not limited to, Springboard, Plus One, Power of Two and Numicon.</li> </ul>
<p>How do we support a child who has medical needs?</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Most school staff are trained in first aid, a large proportion have received defibrillator training and several have more advanced paediatric first aid qualifications.</li> <li>• Disabled toilet and showering facilities.</li> </ul>
<p>Which specialist services do we access beyond the school?</p>	<ul style="list-style-type: none"> <li>• 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 &amp; Adolescent Mental Health Services (CAMHS), Behaviour &amp; Attendance Service, Education Welfare, Calderdale Virtual School for children looked after, Portage Team, ASD team.</li> <li>• We also work closely with other local schools in the Todmorden cluster which enables expertise to be shared.</li> </ul>
<p>How do we help a child who has English as an Additional Language (EAL)?</p>	<ul style="list-style-type: none"> <li>• The Headteachers are responsible for children with EAL.</li> <li>• 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)</li> <li>• Targeted support within class to deliver strategies beneficial for EAL learners e.g. technical vocab pre teaching, visuals, modelling of language</li> </ul>

	<ul style="list-style-type: none"> <li>• Regular meetings with SENDCo/Head teachers and parents to share progress or concerns</li> <li>• Close liaison with local high school for transition</li> </ul>
How do we support a child with complex and multiple needs?	<ul style="list-style-type: none"> <li>• Close liaison with Woodbank Special School for specialist advice as needed</li> <li>• Close liaison with a range of agencies to provide a team around the child approach to support</li> <li>• Senior staff experienced in dealing with children with complex needs.</li> <li>• Close liaison with local high schools for transition</li> </ul>
How will we meet a child's personal care needs?	<ul style="list-style-type: none"> <li>• We have an Intimate and Personal Care policy which is adhered to by all staff and is regularly reviewed.</li> <li>• Disabled toilets and a well-equipped medical room ensure space and sensitivity for some aspects of personal care.</li> <li>• Children are given as much responsibility for personal care as is possible with staff interventions only when necessary and in line with agreed procedures.</li> <li>• Liaison with the School Nursing Team to provide advice/support to parents/school.</li> </ul>
How will we include children in activities outside the classroom including school trips?	<ul style="list-style-type: none"> <li>• 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. Parents views are welcomed during the planning of educational visits and will always be sought as part of the planning of any residential trips. 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.</li> <li>• Two school minibuses transport children with drivers who the children are familiar with.</li> <li>• Educational visits are risk assessed and checked to ensure they are appropriate for all children and extra staff are deployed for visits as necessary.</li> <li>• Individual health Care plans for trips are put in place when required.</li> </ul>
How do we prepare and support a child for joining school and transferring to secondary school?	<ul style="list-style-type: none"> <li>• Reception staff visit new children at their preschool settings and at home before they start at Walsden.</li> <li>• There are strong links between school and local childcare settings.</li> <li>• We work closely with health visitors and the Portage Team, to support the transition of children under their care.</li> <li>• Children and parents are invited into school to spend some time becoming familiar with their new school before the summer holiday.</li> <li>• We have a well-established induction process which introduces new children gradually and makes their transition into Reception a successful one.</li> </ul>



	<ul style="list-style-type: none"> <li>• We enjoy good links with local secondary schools and our children regularly attend events and induction days there before transferring.</li> <li>• Staff from Todmorden High School are regular visitors to school so children begin to know about reward structures and expectations throughout year six. A specialist teacher works with year six for half a term on a project which is then displayed in a gallery</li> <li>• We work in close liaison with all other settings involved in transition to make the process a smooth one.</li> <li>• We work with The Virtual School to support the transition of any children looked after with special educational needs.</li> <li>• We work with the ASD team to support children under their care the successful transition into secondary education.</li> </ul>
How do we allocate resources?	<ul style="list-style-type: none"> <li>• Well-staffed classrooms –support assistants are deployed across school in a targeted way to ensure children are appropriately supported during lessons and in social times.</li> <li>• 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 SENDCo as appropriate.</li> <li>• 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.</li> <li>• Support assistants and teachers work in consultation with the SENDCo and principal teacher responsible for children who are entitled to pupil premium to ensure the needs of all children are being met – especially where a pupil premium child is also on the SEND register</li> <li>• Children’s attainment and progress are reviewed regularly (at least once a half term) and provision is matched to need.</li> </ul>
How do we ensure all staff are well trained?	<ul style="list-style-type: none"> <li>• Commitment to CPD from the Head and Governors including a commitment to maintain levels of training if members of staff leave.</li> <li>• Regular training sessions for all support staff on SEND issues</li> <li>• Weekly, well planned programmes of CPD training sessions for all teaching staff, accessing both external agencies and in-school support.</li> <li>• Personalised performance management targets for teaching staff</li> <li>• External agencies provide training as required e.g. Educational Psychology Service ,Speech and Language Therapists, School Nursing Team, Specialist nurses eg: ASD Team</li> </ul>
How will we develop social skills throughout the school day, especially at break times?	<ul style="list-style-type: none"> <li>• Playtimes and lunchtimes are seen as important parts of the school day and included in 1:1 support for children with an EHC if appropriate.</li> <li>• TAs trained in developing children’s social skills are also employed as lunchtime supervisors.</li> <li>• Y5 and Y6 children are trained as play leaders and lead activities at break times</li> <li>• Lunchtime Lion Activity club, a social nurture group, runs each lunchtime.</li> </ul>

<p>How do we evaluate and review the support provided?</p>	<ul style="list-style-type: none"> <li>• Performance management for SENDCo</li> <li>• Half termly review of interventions provided by class teams</li> <li>• Pupil Progress meeting with Headteachers</li> <li>• Termly tracking of individual children's progress and group tracking of all children with SEND</li> <li>• Report to Governors on the progress of children with SEND</li> <li>• Provision mapping and Additional &amp; Different Provision reviewed termly</li> </ul>
<p>How do we deal with complaints regarding our provision for children with SEND?</p>	<ul style="list-style-type: none"> <li>• We have an open door policy and parents are given the opportunity to discuss concerns with the class teachers daily.</li> <li>• Requests by parents to meet with the SENDCo and the Head teachers are met as soon as possible.</li> <li>• The school Complaints Procedure is available on the school website and through the school office</li> </ul>

<b>Contact details of support services for the parents of pupils of with SEND</b>	
<p><b>IAS- The SEND Information , Advice and Support Service ( SENDIASS)</b></p>	<p>SENDIASS 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: 01422 266141</p>
<p><b>Calderdale Parents and Carers ( CPC)</b></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. Contact details: 01422 343030</p>
<p><b>Calderdale's Local Offer</b></p>	<p>For full details of the entire support provided for parents please follow the link to Calderdale's Local Offer</p> <p style="text-align: center;"><a href="http://www.calderdale.gov.uk/localoffer">www.calderdale.gov.uk/localoffer</a></p>