

School Educational Needs Report (October 2018)

The following details our local offer at

Salterhebble J and I School

Nurture and Knowledge Hand in Hand



School Name	Salterhebble J and I School
Headteacher	Mrs Belinda Kerfoot-Roberts
SENCo/Inclusion Manager	Mrs Melanie Hayes
Associate Governor with responsibility for SEN	Wendy Lee
Contact details: address	Stafford Square Halifax HX3 0AU
Email (admin)	admin@salterhebble.calderdale.sch.uk
Email (SENCo)	mhayes@salterhebble.calderdale.sch.uk
Telephone (admin)	01422 252004
Telephone (SENCo)	As Above
Age Range	4-11
Funding	Community Primary
	We have tried to answer all of the questions parents have asked us about the provision we have for children with special educational needs. We hope that this is clear and easy for you to understand. If you would prefer to talk to one of our friendly, highly skilled and experienced members of staff, please just phone the school and we would be happy to talk to you.
How do we make sure that all children reach their potential?	<ul style="list-style-type: none"> • Access to a broad, balanced curriculum which is differentiated and takes account of different learning styles and children's interests. • Well-staffed classrooms – at least one teacher and one support assistant (minimum 15 hours per week in KS2 and full time in Early Years and KS1). • A wide variety of quality enrichment activities effectively extend the curriculum and provide memorable experiences for all pupils. • Individualised targets for all pupils. • Quality teaching and learning which is well monitored by highly experienced leaders. Teaching is deemed to be 'good' and the effectiveness of care, guidance and support is deemed to be 'good' by OFSTED June 2017. • Professional dialogue about every child in school takes place every term which ensures any difficulties are identified

	<p>early and suitable provision is put into place.</p> <ul style="list-style-type: none"> • Dedicated SENCo time of 1 afternoon per week. Our SENCo is on the Senior Leadership Team. • Detailed programme of reviews with parents and professionals: 2 parents' consultation evenings a year; termly reviews for all children on the SEN register and comprehensive annual reviews. • Parent's views are very important to us. • Children's views are very important. We have an active student voice and fully embrace the aims of an 'Investors in Pupils' school. The children are invited to parent's evenings, SEN reviews and to become part of committees and groups within school such as School Council, Eco Committee, Play Leaders, and Team Leaders etc. • Clear behaviour systems in place which offer rewards and sanctions. • Long established, acknowledged and celebrated ethos. At Salterhebble WE CARE.
<p>How do we help a child with physical needs?</p>	<ul style="list-style-type: none"> • Remodelled and extended building and grounds completed in 2013 – fully compliant with the Disability Discrimination Act. • Disabled toilet facilities. • Hoisting equipment installed in a designated medical room. • Key support staff trained in moving and handling. • Some doors are electronically opening to enable independent movement around the building for wheelchair users. • Access to a variety of pens and other writing apparatus and a range of ICT equipment. • Variable height of tables and chairs available. • Use of differentiated sports equipment in PE – eg specialist balls and a range of equipment.
<p>How do we help a child with speech and language needs?</p>	<ul style="list-style-type: none"> • Delivery of programmes devised by Speech and Language therapists. • 1 teacher trained in 'Understanding Speech and Language Development 5-11'. • Staff experienced in the use of 'Black Sheep Narrative' and 'Word Wizard' materials. • Sulp (Social Use of Language) trained Teaching and Support Assistants. • Talk Boost is used as an intervention in EYFS and KS1. • Socially Speaking trained teaching and Support Assistants. • All support staff trained in delivering phonic interventions.
<p>How do we help a child with sensory impairment?</p>	<ul style="list-style-type: none"> • Nurture room. • Use of visual time tables in all classrooms. • Carpeted throughout. • Rooms available for focussed work. • 1 class teacher trained to BSL Level 2.

	<ul style="list-style-type: none"> • Liaison with specialist inclusion services. • Development of the outdoor learning environment.
How do we help a child who has social and emotional difficulties ?	<ul style="list-style-type: none"> • Nurture room. • Breakfast Club. • Variety of extra-curricular activities and after-school clubs. • Access to specialist counselling e.g. Noah's Ark • Staff are trained to support children through the use of SEAL activities and resources. • Access to specialist inclusion services. • Development of the outdoor learning environment. • Work with Commando Joe.
How do we help a child who has behavioural difficulties ?	<ul style="list-style-type: none"> • Breakfast club. • Behaviour policy using positive reinforced strategies. • Visual timetables. • Close Liaison with a behaviour support worker to create individual behaviour plans and whole class initiatives. • Provision available at a KS1 Nurture Group based at a local primary school. • Work with Commando Joe.
How do we help a child who needs support in literacy ?	<ul style="list-style-type: none"> • Whole school reading schemes. • Staff experienced in the use of 'Better Reading' scheme. • Staff experienced in the use of 'Black Sheep Narrative' scheme. • Staff trained to deliver Ruth Miskin phonics. • Programme of 1:1 reading provided by volunteers. • Dyslexia aware staff throughout the school using dyslexia friendly teaching strategies. • Use of 'Assertive Mentoring' for writing. • Use of SRSD Programme for writing. • Targeted ICT programmes. • Teaching Assistants to deliver individualised programmes for children with IEPs.
How do we help a child who needs support in numeracy ?	<ul style="list-style-type: none"> • Use of 'Assertive Mentoring'. • Targeted ICT programmes • Teaching Assistants to deliver individualised programmes for children with IEPs. • 'First Class at Number' scheme available in school.
How do we support a child who has medical needs ?	<ul style="list-style-type: none"> • Individualised medical needs plans created by an experienced staff member including input from the school nursing team, parents and external medical practitioners as required. • Named first aiders.
How do we support a child who has English as an Additional Language (EAL) ?	<ul style="list-style-type: none"> • Inclusion Manager responsible for children with EAL. • Support staff trained in delivering EAL intervention. • Induction programme when children arrive in school. • Liaison with external agencies.
How do we	<ul style="list-style-type: none"> • Close liaison with local primary special schools, including

<p>support a child with complex and multiple needs?</p>	<p>split placement/inclusion visits.</p> <ul style="list-style-type: none"> • Risk assessments in place for complex needs. • Experienced staff (children with complex needs have been through the school in the past).
<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"> • Educational Psychologists • Speech and Language Therapy • Behaviour and Attendance Service • School Nursing service • Nurture Group • Occupational Therapy • EWO • Family Support/ Family Intervention <p>We are also able to seek advice from other services such as:</p> <ul style="list-style-type: none"> • Specialist Inclusion Service, including ASD, Visual Impairment Team, Hearing Impairment Team etc • Early Years Intervention • Physiotherapy • ASD Service • CAMHS • Noah's Ark <p>We also refer concerns to external agencies for advice and support such as:</p> <ul style="list-style-type: none"> • Early Intervention Panel • MAST <p>We are also part of the Elland Cluster where expertise is shared between schools.</p>
<p>How will we include children in activities outside the classroom?</p>	<ul style="list-style-type: none"> • Range of extra-curricular clubs are run both inside and outside school hours. The range allows for a wide variety of children's interests and talents to be encouraged. • Development of the outside learning environment is underway. • Extra support staff deployed for trips to meet the stringent requirements of our risk assessment. • Parents and carers are consulted prior to trips. • Staff visit trip sites prior to the trip to ensure access for all.
<p>How do we prepare and support a child for joining school and transferring to secondary school?</p>	<ul style="list-style-type: none"> • Visits to pre-school placements by Reception staff. If required the SENCo will also make visits. • Reception parent intake evening held annually to ensure that parents are fully aware of the process and also to give parents a chance to speak to various members of staff. Children are welcome to attend this event so that they can experience the classroom and school environment. • Extended visits to Reception Class planned in the summer term.

	<ul style="list-style-type: none"> • Allocation of a support assistant as soon as possible. • Transition Meetings with secondary school staff. • Transport training for Year 6 pupils. • Transition plans – extended visits to secondary school with primary staff for support. • Close liaison with all other settings involved in transition – good exchange of information.
How will we meet a child's personal care needs ?	<ul style="list-style-type: none"> • Intimate and Personal Care Policy in place which is adhered to by all staff. • All staff sign and adhere to a 'Code of Conduct'. • 2 disabled toilets and a medical room 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 coming into force when necessary and following strict procedures. Staff will only call parents in an absolute emergency.
How will we develop social skills throughout the school day?	<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. • A trained member of staff works as a Play Co-ordinator at lunchtimes. • Midday supervisors trained in developing children's social skills. • Play leaders (Year 5 and 6 children) lead activities at lunchtimes.
How do we allocate resources ?	<ul style="list-style-type: none"> • One to one support given as specified in a child's statement of SEN or EHC Plan. • Our school employs a teaching assistant for each class – time is allocated on a daily basis for individual/small group work on IEP targets. • All children regularly reviewed (at least once a term) and provision is matched to needs.
How do we ensure all staff are well trained ?	<ul style="list-style-type: none"> • Commitment to maintain levels of training if members of staff leave. • CPD opportunities offered to all members of staff.
How do we raise awareness of special educational needs for parents and the wider community ?	<ul style="list-style-type: none"> • Celebration Assembly is held every Friday. • Achievements of children with SEN are celebrated in newsletters and other public documents. • Photographs of children's achievements are displayed in the school environment. • A special award is given annually to a Year 6 child who has 'overcome' challenges during their time at the school.

Sources of Support and advice for parent carers and young people

SENDIASS

The Special Educational Needs and Disabilities Information, Advice and Support 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:

- <http://www.calderdalesendiass.org.uk/>
- <https://www.facebook.com/sendiasscalderdale>
- 01422 266141
- joanne.grenfell@calderdale.gov.uk
- jayne.stuttard@calderdale.gov.uk

Unique Ways (formerly Calderdale Parents and Carers)

Unique Ways are a parent-carer led organisation supporting disabled children and their families, helping them to lead ordinary lives. Their goal is to make sure that the voices of parents, carers and their families are heard.

Unique Ways also provide a broad range of services for parent carers, from training courses and Independent Supporters to social events, focus groups and discounts on family days out. Their services are not restricted to whether a child has a diagnosis or not, and instead work with anyone who feels they need their help.

Independent Support is currently offered by Unique Ways. They provide advice and support for parents of children with SEN, and young people with SEN, through the statutory assessment and Education, Health Care Plan (EHCP) processes.

Contact details:

- <http://www.uniqueways.org.uk/>
- 01422 343090

Information, Advice and Support Helpline

The Government's new Information, Advice and Support Network Helpline is provided by Contact.

Contact details:

<https://councilfordisabledchildre.org.uk/information-advice-and-support-programme/about-us>

08088083555

For full details of the entire support provided for parents please follow the link to Calderdale's Local Offer: <https://calderdale.gov.uk/localoffer>

Thank you for taking the time to find out about our local offer at Salterhebble J and I School – please do not hesitate to contact us for any further details.

مدرسة وأنا - لا تترددوا في الاتصال بنا J Salterhebble شكرا لأخذ الوقت لمعرفة المزيد عن العرض المحلية الخاصة بنا في للحصول على مزيد من التفاصيل.

ਕਿਸੇ ਵੀ ਹੋਰ ਜਾਣਕਾਰੀ ਲਈ ਸਾਡੇ ਨਾਲ ਸੰਪਰਕ ਕਰਨ ਦੀ ਸੰਕੋਚ ਨਾ ਕਰੋ - Salterhebble ਜੰਮੂ ਅਤੇ ਮੈਨੂੰ ਸਕੂਲ 'ਤੇ ਸਾਡੇ ਲੋਕਲ ਪੇਸ਼ਕਸ਼ ਬਾਰੇ ਪਤਾ ਕਰਨ ਲਈ ਵਾਰ ਲੈਣ ਲਈ ਤੁਹਾਡਾ ਧੰਨਵਾਦ ਹੈ.

Dziękujemy za poświęcenie czasu, aby dowiedzieć się o naszej lokalnej oferty w Salterhebble J i I szkoły - nie wahaj się z nami skontaktować za wszelkie dalsze szczegóły.