



SEN information report

The following information details Withinfields Primary 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 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	3-11
Funding	Notional budget
Special Educational Needs Co-ordinator (SENCo)	Miss Roxanne Rothery
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SEN Governors	Mrs Kerri-anne Ball

Policy for SEN	Can be found on our website
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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 Withinfields 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. ● Quality first teaching and high expectations for all pupils. ● Quality of teaching and learning well monitored by highly experienced leaders. ● Well-staffed classrooms – at least one teacher and one support assistant. ● Rigorous pupil tracking system which ensures all children are monitored. ● Early identification of additional needs. ● Professional dialogue about every child in school every term ensures any difficulties are identified early and suitable provision put in place. ● Dedicated SENCo time of at least two days per week. Our SENCo is on the Senior Leadership Team and is the deputy headteacher. An additional member of staff is completing the NPQ in SEND. ● Access to on-site SEND specialists via the Highbury Hub and Highbury Hive provisions. ● Weekly visits from Portage & Early Years Support Team for children in the Withinfields Reception Pod. ● Minimum of half-termly visits from Calderdale’s Autism Team for pupils with a diagnosis of autism. ● Detailed programme of reviews with parents and professionals: 2 parents’ consultation evenings a year; termly IDLP reviews and comprehensive EHCP reviews (annually, or twice per year for children in EYFS). Parents’ views are very important to us. ● Children’s views are very important: invited to consultation evenings, SEN reviews, help to formulate one page plans, active school council and annual questionnaires. ● Transition is carefully planned to support pupils at all stages across school. Transition days before summer break; extra transition and home visits for EYFS; dedicated time for staff to amend provision maps and talk through SEN files with new teachers. ● Access to the school’s sensory room. ● Core values are understood and promoted within school: friendship, fairness, trust, respect, happiness and forgiveness. ● Carefully devised behaviour system in school, including a strict zero-tolerance policy for bullying. Restorative and reflective communication with a member of SLT after incidents. ● Whole school ‘GR8 learning’ reward system is linked to class Dojos which recognises achievements and aims to develop pupils’ independence, resilience, communication, collaboration, perseverance, conscientiousness and reflective attitudes to learning. ● Long established, acknowledged and celebrated ethos of inclusion and equality.
<p>Our pupils said:</p>	<ul style="list-style-type: none"> ● <i>“I like our school because it’s okay to be different”</i> ● <i>“I do IDL every day on a laptop, Toe by Toe, use my reading ruler and I’m allowed to use Clicker for my writing.”</i> ● <i>“The sensory room makes me calm.”</i> ● <i>“Teachers really help us and are kind when we are stuck.”</i> ● <i>“We have Dojos to collect when we have done good learning.”</i> ● <i>“I have different things to help me learn.”</i>
<p>How do we evaluate and review the support provided?</p>	<ul style="list-style-type: none"> ● Support for children is identified termly through one-page plans, IDLPs and provision mapping. ● Dedicated link governor for disadvantaged pupils and pupils with SEND. ● Teachers and support staff, along with the SENCo where necessary, evaluate pupils’ progress towards intended outcomes and adapt as necessary. ● Termly reviews of IDLPs and formal, annual/bi-annual reviews of EHCP plans. ● One SLT meeting per half term is dedicated to SEND, with external professionals attending these as appropriate. ● SENCo monitors progress of all children with additional needs and will discuss with external agencies and professionals, as appropriate.
<p>How do we involve parents, children and young people?</p>	<ul style="list-style-type: none"> ● Parents’ consultation evenings for all children 2 times a year plus an end of year written report. ● SEND coffee mornings, on a termly basis. ● SEND parent group 3x per year as part of the PINS (Partnership for the Inclusion of Neurodiversity in Schools) Project. ● Pupils are involved in reviewing IDLP and One Page Plan documentation.

	<ul style="list-style-type: none"> • Termly review meetings, in person or via phone call / letter, with parents/carers of children with SEN support needs or EHC plan, where children are invited and attend where appropriate. • Fortnightly celebration assemblies where parents are always welcome. • Early identification is prioritised for children in EYFS with parental feedback and sharing of achievements at home welcomed through the Family App. • 2 Designated Safeguarding Leads. • Team around the child meetings.
How do we help a child with physical needs?	<ul style="list-style-type: none"> • Disabled toilets with specialist adaptations to facilitate independent toileting. • Hoist system in two toilets. • Showering facilities. • Every class has access to equipment which helps with writing: sloping boards; a variety of pencil grips; a variety of pens and other writing apparatus; and a range of ICT equipment. • Touch typing and speed up handwriting programmes. • Use of differentiated sports equipment in PE – eg specialist balls. • Adaptive cutlery for use in the dinner hall. • Variable height tables and chairs available. • Team of staff trained in moving and handling. Risk assessment and Manual Handling plans put in place for children needing support with mobility.
How do we help a child with speech and language needs?	<ul style="list-style-type: none"> • On-site speech and language therapist (SALT) who works in school one afternoon per fortnight, assessing pupils and delivering / modelling intervention programmes. • Trained support assistants who regularly deliver programmes such as 'Let's Talk', 'Language for Thinking', 'Colourful Semantics', 'Language Legends', 'Chatterboxes', 'Language Steps' and 'SULP'. • Make referrals to NHS or Lingo SALT, with parental permission. • Staff trained in the 'Talk Boost' programme for the Early Years. • Delivery of programmes devised by speech and language therapists. • Staff who are trained in the use of Picture Exchange Communication System (PECS). • Staff experienced in the use of 'Black Sheep Narrative', 'Colourful Semantics' and 'Word Wizard' materials. • Staff who are trained in Dingley's Promise EYFS Inclusion. • Widgit communication symbols used throughout school.
How do we help a child with sensory impairment?	<ul style="list-style-type: none"> • Individual one-page plans • Staff aware of strategies to support children with visual impairments. • Regular visits to our on-site sensory provision. • Large range of sensory provision and strategies used as appropriate. • We work closely with the Visual Impairment Team and the Teacher of the Deaf, as well as the ASD Outreach team who support children with sensory difficulties. • Staff trained in using equipment to support children with a hearing impairment. • Staff trained on sensory processing. • Sensory circuits and active movement breaks part of quality first teaching. • Staff trained in Makaton and strategies to support children with a hearing impairment.
How do we help a child who has social and emotional difficulties?	<ul style="list-style-type: none"> • Pastoral care. • Nurture sessions. • Calm club / designated safeguarding lead available every lunchtime. • Circle of friends approaches. • Animals of regulation approach used throughout school, with workshops and training delivered by the Education Mental Health team in Calderdale. • Break time buddies. • Access to specialist counselling – eg Rainbows / Noah's Ark. • Short breaks and family support referrals. • Staff ASD-aware and use appropriate strategies to support children with ASD's learning. • Access to specialist support for children with ASD and their families.
How do we help a child with behavioural difficulties?	<ul style="list-style-type: none"> • HLTA assigned and trained to support with behaviour difficulties. • All staff trained in behaviour management systems.

	<ul style="list-style-type: none"> • Variety of after school clubs to promote self-esteem. • Close liaison with external professionals to create individualised, tailored behaviour plans. • Behaviour policy which sets out rules, expectations and rewards. • Parents involved and supported through the behaviour system. • Bespoke behaviour plans, written with children and deputy headteacher. • Staff who regularly attend drop-in sessions / 'behaviour surgeries' with a panel of experts from the Specialist Provision Cluster. • Behaviour referral system within the school to offer further support..
How do we help a child who needs support with literacy?	<ul style="list-style-type: none"> • Support assistants to deliver individualised programmes for children with IDLP and / or one-page plans. • Extensive programme of 1:1 reading provided by trained volunteers. • 'Little Wandle' phonics, catch up and keep up groups – targeted, set groups with trained staff. • Rapid Catch Up Little Wandle phonics groups - as above, for UKS2 children. • Clicker 8 writing and reading programme, with built-in talking tins, offering alternative methods to written recording. • Individual and focused programmes such as IDL cloud, Nesy, Toe by Toe, Precision teaching, Stairway to Spelling. • Dyslexia, reading age, reading speed and processing speed assessments. • Spelling scheme in KS2 which builds on phonics learned in EYFS/KS1 - this is differentiated to meet the needs of all children. • Booster groups in year 6, delivered by reading, maths and writing leaders. • Dyslexia-aware staff throughout school who use dyslexia-friendly teaching strategies.
How do we help a child who needs support with numeracy?	<ul style="list-style-type: none"> • Support assistants to deliver individualised programmes for children with IDLPs. • ICT games and access to practical resources. • Mastering Number approaches. • Small group lessons, planned by Maths leaders for children who require extra support. • Intervention programmes such as Plus 1, Power of 2, Numicon, 5 minute box. • Multisensory teaching approaches. • Booster groups in year 6, delivered by headteacher and maths leader. • Personalised SEND curriculum for maths • Concrete and pictorial adaptations to help with basic concepts.
How do we support a child who has medical needs?	<ul style="list-style-type: none"> • Individualised medical needs care plans created by a team around the child including the school nurse, parents and first aiders in school. • Team of trained first aiders. • Medical bed/hoist systems. • Asthma and epi-pen awareness training delivered to staff.
How do we help a child who has English as an Additional Language (EAL)?	<ul style="list-style-type: none"> • Access to Speech and Language Therapy service. • Experienced staff who have worked with children with little or no English. • Tailored intervention for verbal language acquisition initially leading into written form.
How do we support a child with complex and multiple needs?	<ul style="list-style-type: none"> • Close liaison with local primary special schools, including split placements/ inclusion visits. • Risk assessments conducted by experienced local special primary school staff.
How do we support a child who is looked after?	<ul style="list-style-type: none"> • Member of staff designated to support children who are looked after (CLA). • Personalised Education Plans (PEPs) with individual targets and regular reviews. • Attendance at meetings.
How will we include children in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • Support assistants have been deployed to support children with SEN in out-of-school clubs and extra-curricular clubs. • Referrals for inclusion funding for children in EYFS who require access to out of school clubs. • Extra staff deployed for trips to meet the stringent requirements of our risk assessments. • Additional transporting arrangements made where necessary. • All children are invited to extra-curricular activities.

	<ul style="list-style-type: none"> ● Parents/carers consulted prior to trips for advice and guidance.
How do we prepare and support a child/young person for transition?	<ul style="list-style-type: none"> ● Allocation of a support assistant as soon as possible and introduction before the child starts school. ● Home-school visits. ● Individualised Transition Plans are devised and developed with professionals and parents and the child if age appropriate. ● Transition is planned and carried out at earliest point possible ● Close liaison with all other settings involved in transition – good exchange of information. ● Three days of transition are carried out before the summer holidays for all pupils ● Transition picture/information books produced for children to take home to support and prepare over the summer holidays ● Independent travel training programme for Year 6 children where necessary. ● ASD Outreach team who deliver transition programmes to pupils with autism. ● Classroom expectations document which outlines how classes follow a consistent approach to displays, visual timetables and resources. ● Regular planned visiting sessions to high schools; visits from staff at local high schools who deliver lessons at Withinfields.
How will we develop social skills throughout the school day, especially break times?	<ul style="list-style-type: none"> ● Playtimes/ lunchtimes are seen as an important part of the day and included in time for 1:1 support for children with EHCPs, if appropriate. ● Sports leaders school to organise activities at lunch times. ● Play time buddies to support children at break times; buddy bench. ● Staff trained in social and emotional interventions such as language for emotions. ● Time to talk as an important part of the 1K each afternoon. ● Animals of Regulation workshops for all KS1 & 2 classes ● Children have access to a calm club at lunchtime.
How do we allocate resources?	<ul style="list-style-type: none"> ● Use of notional SEN budget to support pupils through differentiated resources, additional teachers, support staff and training. ● Support given as specified in EHC plans according to costed provision maps. ● Intervention timetables for each year group, updated termly. ● Support assistants for children at SEN Support - time with these assistants deployed on a needs basis. ● Our school employs at least one support assistant for each class – time is allocated on a daily basis for individual / small group work on IDLP targets. ● All children are 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"> ● Training sessions for all support staff on a wide variety of SEND-related content throughout the year, delivered by the SENCo and external SEND experts. ● Liaison with East Calderdale cluster, particularly local special schools. ● Direct access to specialist teachers from Highbury Hub and Highbury Hive provisions, on site at Withinfields Primary School. ● Portage & Early Years Support Teacher visits each fortnight. ● Online Little Wandle SEND Programme training. ● Whole-school training is part of the School Improvement Plan. ● Commitment to maintain levels of training if staff leave. ● SENCo attends termly networks, sharing good practice with staff. ● Additional member of teaching staff completing the NPQ in SEND. ● Programme of CPD, accessing both external agencies and in-school support.
How do we raise awareness of special educational needs for parents and the wider community?	<ul style="list-style-type: none"> ● We participate in competitions which celebrate successes of children with special educational needs. ● SEND coffee mornings. ● Purchasing of children's books aimed at increasing the school's offer for capital culture, diversity and inclusion. ● Achievements of children with SEN are celebrated in newsletters and other public documents. ● We hold drop-in sessions for parents of children with SEN.

	<ul style="list-style-type: none"> ● Raising awareness of Special Educational Needs and Disability through assemblies and visitors to the school.
Which specialist services do we access beyond the school?	<p>We have current regular contact with the following services who give us support & advice:</p> <ul style="list-style-type: none"> ● Specialist Inclusion Team, including VI and HI team ● Educational Psychologists ● Speech and Language Therapists (NHS & Lingo) ● Oakdale ASD (EYFS service) ● Occupational Therapy ● Physiotherapy ● Noah's Ark ● Rainbows ● ASD Outreach team ● Dyslexia / Dyscalculia services ● CAMHS ● EWO ● School nursing service ● Virtual schools ● Specialist Provision Cluster ● We are also part of the East Calderdale Learning Community where expertise is shared between schools.
How do we deal with complaints regarding our provision for children and young people with SEN?	<ul style="list-style-type: none"> ● In the first instance we have a SENCO who is able to listen to parents and carers concerns about SEN provision and provide in-school solutions. ● A complaints policy is in place for complaints that cannot be resolved at this level.

Below is a link to Calderdale's Local Offer where further information can be found: www.calderdale.gov.uk/localoffer