

Heptonstall Junior and Infant School



SEND Core Offer and School Information Report

The following details the Individual Local Offer (SEN Information Report as required in Schedule 1 of regulation 51) for Heptonstall J & I School 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	
Name of School	Heptonstall Junior and Infant School
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Head of School	Miss Megan Dodd
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Email – School Office	admin@heptonstallschool.co.uk
Age Range	Rec to Year (Age 4-11 years)
Funding	The Family of Learning Trust
Inclusion Manager/SENCo	Miss Megan Dodd
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Email – Inclusion Manager	Megan.dodd@heptonstallschool.co.uk
SEN Governor	Carly Stansfield

Note: This information should be read in conjunction with the school's SEN Policy.

The new approach came about in September 2014 and places pupils at the centre of the planning process. The key principles of the new legislation are:

1. Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
2. Education, health and care plans (EHC) have replaced all statements of special educational needs. Local Authorities had up until April 2018 to transfer all statements over to EHCs. New

assessments for additional educational needs now follow the EHC guidelines from September 2014.

3. School Action and School Action Plus became 'SEN Support' for children who need extra specialist support.

Heptonstall J & I School successfully adopted these changes and continues to look forward to working with pupils and parents/carers to ensure fully inclusive access to our education.

SEND Information Report

Here is the Heptonstall J & I School Information Report for children with Special Educational Needs and Disability:

Heptonstall J & I School uphold children's right to education and recognise the diverse educational needs within its community. We acknowledge those needs may change and require a range of provision. We believe we have a duty to offer that provision where we can, to foster inclusion and provide full educational access.

Some children need increased support to access learning because:

- a) they have a significantly greater difficulty in learning than the majority of children of the same age;
- b) they have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

We will try to ensure that all barriers to equal access in our schools are removed or overcome. We monitor and track progress of all children to ensure that the support provided is as effective as possible. We welcome the full engagement of parents and carers and where necessary seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all children.

At Heptonstall J & I School we can offer:

INTERVENTION

How we support children to access the curriculum

- Access to a broad, balanced curriculum which is well differentiated and takes account of different learning styles and children's interests.
- Classrooms with one teacher and timetabled support assistants.
- Quality of teaching and learning well monitored by experienced leaders.
- Individualised targets for those children with additional needs
- Rigorous pupil tracking system which ensures all children are monitored.
- Professional dialogue about every child in school every term ensures any difficulties are identified early and suitable provision put in place.
- Dedicated SENCo (Special Educational Needs Co-ordinator) time.
- Detailed programme of reviews with parents and professionals: 2 parent/carer consultation evenings; termly reviews for children on the Additional Needs Register, more frequent for those on the register who have an EHC Plan as well as comprehensive Annual Reviews for

those with an EHCP.

- Taking account of Parent and Pupil Voice at all times
- Children's views are very important: active school council, pupil voice questionnaires.
- A dedicated team of TAs working across classrooms.
- Positive behaviour policy with an established rewards and sanctions scheme.
- Long established, acknowledged and celebrated ethos of inclusion and equality.

We support English and Maths by:

English

- Support assistants to deliver individualised programmes eg, bespoke programmes based on need around decoding, phonics, reading comprehension.
- Access to a variety of intervention resources linked directly to our phonics programme ELS to support reading.
- Use of FLS (Further Literacy Support) in KS2 to further develop English skills – small group intervention.
- Dyslexia aware staff and Dyslexia friendly classrooms – Beat Dyslexia and Teodor Writing Programmes to support difficulties with writing.
- Access to Madeline Portwood – Dyspraxia screening programme and Pearson – Dyslexia screening programme for assessment purposes.
- Targeted ICT programmes such as 'Nessy' Touch Typing.
- Small intervention groups for targeted work
- One to one tuition for targeted children.

Maths

- Delivery of the Springboard Materials and Numicon as intervention programmes.
- White Rose Maths Interventions
- Targeted ICT programmes
- One to one tuition for targeted children

We support speech and language development

- Experienced staff
- Delivery of programmes devised by speech and language therapists
- Delivery of programmes such as;
 - 'Time to Talk'
 - Social Circles
 - Black Sheep Narrative

- Talking Partners
- Circle of Friends
- Language for Thinking
- Colourful Semantics

We support pupils with English as an Additional Language

Teachers make sure their classes have lots of language support and activities. We have staff who have been trained to provide specific interventions such as Precision Teaching which can support pupils with EAL. We work in partnership with external agencies where required to plan and deliver support for children with EAL.

We promote positive behaviour

- Variety of after school clubs to promote self-esteem
- Liaison with School Inclusion Team and Attendance Services to create individual behaviour plans when necessary
- Consistent Positive Behaviour Policy implemented across school – Positive behaviour policy
- Personalised behaviour plans for those with additional needs
- Weekly Good Work Assembly to promote both good behaviour and work – attendance of parents
- Experienced staff acting as role models
- 2 members of staff trained in Team Teach

We support children's emotional well being

- Experienced staff giving one to one and small group support programmes to help with a range of issues eg. self-esteem, anxiety etc
- OpenMinds workshops across school throughout the year
- Zones of Regulation stations and basket of tools in all classrooms

We support children's physical needs

Our provision is always based on individual need, where appropriate;

- Every class has access to equipment which helps writing: sloping boards; a variety of pencil grips; a variety of pens and other writing apparatus and a range of ICT equipment such as enlarged keyboards
- For children with specific needs in the past we have sourced and used a range of seating and standing equipment.
- Support assistants to deliver Fine and Gross Motor skills programmes alongside advice from external agencies such as Physiotherapy and Occupational Therapy.
- Personal Evacuation Plans put in place – including access to ResQmat (when necessary)

- Relevant staff trained in Moving and Handling (when necessary)

We support children's medical needs

- Individualised Health Care Plans (HCP) created and reviewed annually by SENCo, class teachers and parents.
- Whole School Medical Needs form to display all children with any form of medical need – available in all registers and medical room.
- Inhalers in an accessible place for those children with Asthma.
- 3 Paediatric First Aiders and 4 First Aiders across school
- Medical Conditions policy

We support children's complex needs (when necessary)

- Liasing with our local primary special school
- Advice sought from support agencies
- A range of equipment to support children with complex needs
- A variety of staff experienced in working with children with complex needs

We support children's personal care needs

- All staff adhere to a 'Code of Conduct'
- Intimate care policy
- 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 to assist if absolutely necessary
- Care Plans established if needed
- Conditions policy

We support children during unstructured parts of the day

- 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
- Positive play games promoted by lunchtime staff
- Mixed age group playtimes
- Peer awareness

We work in partnership with parents and carers

- Termly reviews for those children with additional needs

- 2 x parents evening and 1 x written report annually
- Celebration assemblies where parents can attend
- Parent/Carer Questionnaires
- Class Dojo as a communication system
- Monthly Newsletter
- Monthly SEND Newsletter

We work in partnership with other agencies

We have current regular contact with the following services who give us support and advice:-

- Specialist Inclusion Service, including ASD.
- Calderdale SEN Team
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Open Minds (was CAMHS)
- Family Support
- Visual and Hearing Impairment Services
- Virtual School
- LAACH
- Locality Early Intervention Team
- Early Help Pathways
- Educational Welfare
- School Nursing Service
- We are also part of Calder Valley School Cluster where expertise is shared between schools

We monitor children's progress

- We have a system to track and monitor all children's progress using an electronic database and progress tracker (Target Tracker)
- Through day to day teaching and learning, children are continually assessed and teachers' planning is adapted and amended to respond to this.
- Monitoring the progress of those with additional needs through termly 'Additional Needs Plan' reviews.
- Use of Pre-key stage standards to monitor and assess those children with more complex or specific learning needs

- For particular children more in depth assessments may be required. Some of these can be carried out by our SENCo/trained members of staff and on occasions we may ask external agencies to carry these out. (This is particularly in the case for applying for an Education, Health and Care Plan).

We support transition

- In –School transition period at the end of the Summer Term.
- Visits to pre-school placements by Foundation Stage staff
- Transition plans included in the Individual Additional Need Plan – this may include extended visits to secondary school with primary school staff
- Identified children are offered extra transitional visits to Secondary School
- Close liaison with all other settings involved in transition – good exchange of information
- Secondary colleagues visit school to meet students
- Secondary Headteachers visit school to deliver assemblies

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

- Extra staff are deployed for trips to meet the stringent requirements of our risk assessments and pupil to adult ratios
- Parents/carers consulted prior to trips for advice and guidance
- We provide children with step by step learning so that they acquire the relevant skills associated with a safe school visit and are able to participate

How do we allocate resources?

- Support as specified in a child's EHC Plan from Support Assistants (1:1 when appropriate/necessary)
- Pupils who are at risk of not making expected progress and those who are working at levels that do not match the national expectations for their age are prioritised.
- Support assistants allocated to deliver 1:1 and small group interventions based upon the outcomes/objectives in the ANP – interventions monitored termly to assess impact
- All children are regularly reviewed and provision is matched to needs

How do we ensure all staff are well trained?

- Whole school training is part of the School Development Plan
- Well planned programme of CPD (Professional Development, accessing both external agencies and in-school support) – monitored through the School's Performance Management system that includes all staff. This is based upon the needs of the current pupil-profile.
- SENCO is a qualified teacher who has completed the National Qualification in SEN Coordination
- The Family of Learning Trust SENCo Networking
- Calder Valley Cluster SENCo Networking
- Specialist Provision Cluster Training

Contact Details for support services for parents/carers of pupils with SEN:

Please contact school if you have any queries or questions regarding SEND at Heptonstall J & I School.

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 details:

Contact: 0300 330 1504

Unique Ways/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 343 090

Independent Support – both the above organisations have also been commissioned by the Department of Education to deliver Independent Support in Calderdale. These will provide advice and support for parents of children with SEN, and young people with SEN, through the statutory assessment and Education, Health and Care Plan (EHCP) processes.

Independent Supporters will help to build resilience in families by offering a range of time-limited support such as liaison across different agencies and advice on personal budgets. The level and nature of that support will be tailored to the particular needs of individual families. Support via Independent Supporters will be available until March 2016.

For full details of the entire support provided for parents please follow the link to Calderdale's Local Offer: <https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer/send>