



The following details Heptonstall Junior and Infant 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 found set out in Calderdale's Local Offer <https://calderdalelocaloffer.org.uk/> which details further provision available in the Local Authority.

School Name	Heptonstall Junior and Infant School
Executive Headteacher	Mrs Fiona Pether
Head of School	Miss Megan Dodd
Special Educational Needs & Disabilities Co-ordinator (SENDCo)	Miss Megan Dodd
SEN Governor	Mrs Carley Stansfield
School Address	Smithwell Lane, Heptonstall, Hebden Bridge, HX77NX
Email (admin)	admin@heptonstallschool.co.uk
Email (SENCo)	senco@heptonstallschool.co.uk
Telephone – School office	01422 842533
Age range	3-11
Funding	Multi Academy Trust

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 will Heptonstall support your child?	<p>Please click on the link to see our SEND Policy which outlines how we identify children and young people with SEND, how we assess their needs, how we review children and young people's progress towards their outcomes and evaluate the effectiveness of the provision made.</p> <ul style="list-style-type: none"> • School rated as 'Good' by OFSTED, June 2023 • Access to a broad, balanced curriculum which is well differentiated and takes into account the different learning styles and interests of our children. • A wide variety of high quality enrichment activities effectively extend the curriculum and provide memorable experiences for all pupils. • Targeted teaching which ensures rigorous target setting. • Quality teaching and learning, which is well monitored by highly experienced leaders.
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	<ul style="list-style-type: none"> • Out of hour's provision with an out of school club from 7.30am until 8.45am each morning; and from 3.30pm until 5.00pm each evening. • Dingley's Promise Training held by key EYFS staff. • Individualised targets for all SEND children. • Rigorous pupil tracking system which ensures all children are monitored. • Professional dialogue about every child in school takes place every half term which ensures any difficulties are identified early and suitable provision is put in place. • Dedicated SENCo time • The SENCo is part of the Leadership Team • Classrooms with one teacher and timetabled support assistants • Detailed programme of reviews with parents and professionals: 2 parent's evenings per year, half-termly parent curriculum information sheets, termly reviews for all children on the SEND register, comprehensive annual reviews. • All SEND children have an Additional Needs Plan, with individual targets which are reviewed every term. • We have an active student voice – Rights Respecting School Councillors from each Key Stage 2 year group • Carefully devised behaviour steps chart with monthly and termly rewards and certificates for positive behaviour. • Individualised behaviour trackers and reasonable adjustments for SEND. • Zero tolerance policy for bullying. • Specially designed sensory/break out spaces in each classroom 'Zen Dens' • Sonar Assessment Tracker to monitor children's progress and achievements • Use of Pre-key stage standards to monitor and assess those children with more complex and/or specific learning needs
<p>How do we involve parents, children and young people?</p>	<p>We have a variety of strategies in place to promote working in close cooperation with families ensuring regular consultation between home and school to enhance learning experiences for all pupils.</p> <ul style="list-style-type: none"> • Stay and Read Sessions • Parent's Evenings • Sporting events • Celebration Assembly • Class Dojo • Grandparent's Days • Monthly Newsletter for parents. • Half termly SEND newsletter for parents • Rights Respecting Council • Minimum of 3 ANP review meetings (1 per term, this may be linked to parents' evening meetings, depending upon a child's needs, they may be more frequent) • Annual review meetings for EHCPs • Working with other schools within the Family of Learning Trust • All about me sheets – completed by children prior to their ANP reviews and EHCP annual reviews • Annual written reports • Parent/Carer questionnaires

How do we help a child with physical needs ?	<ul style="list-style-type: none"> • Fully compliant with the Disability Discrimination Act • Disabled toilets and changing area • Access to a variety of pens and other writing apparatus like sloping boards, and a range of computing equipment • Variable height of tables and chairs available • Fully accessible entrance into school building • Use of a lift to access the hall/playground • Regularly reviewed risk assessments for children with physical needs to ensure their safety • Theraputty/Dough disco • PEEPS (Personal Emergency Evacuation Plan) for children that need them
How do we help a child with speech and language needs ?	<ul style="list-style-type: none"> • Use of 'Language for Thinking' programme. • Use of 'Black Sheep' narrative when advised by NHS SALT • Use of 'Chatter Box' programme in EYFS • Use of 'SULP' (Social Use of Language Programme). • Delivery of programmes devised by speech and language therapists where appropriate • Widgit symbols consistently around school • One member of staff trained in Makaton level 1
How do we help a child with sensory impairment ?	<ul style="list-style-type: none"> • Sensory, calming areas within each classroom – 'Zen Dens' • Sensory circuits • Wobble cushions and fidget equipment • Slopping boards • Ear defenders • Use of visual timetables in all classrooms • Chew aids • Sensory environment checklists • One member of staff trained in Makaton level 1 • Weekly sign language taught in whole school assemblies
How do we help a child who has social and emotional difficulties ?	<ul style="list-style-type: none"> • Positive Behaviour Policy using positive reinforced strategies • Individual Behaviour Support Plans where needed • Personalised visual timetables/Now and Next Boards • Use of Strength & Difficulties Questionnaire to monitor and access progress • Movement breaks and fidgets where appropriate • An understanding that behaviour is communication and trying to get to the root of a child's difficulties • Hive – Wraparound Care • Social Stories • Access to specialist support for children with ASD and their families (Calderdale ASD Team and Specialist Inclusion Team) • Zones of Regulation used throughout school – stations and toolkits in each class • OpenMinds workshops across school, throughout the year <p>Please click on the link to see our Anti-Bullying Policy, which includes how we support listening to the views of children and young people with SEND and measures to prevent bullying.</p>

<p>How do we help a child who has behavioural difficulties?</p>	<p>As above in social, emotional and mental health, as well as;</p> <ul style="list-style-type: none"> • Positive Behaviour Policy using positive reinforced strategies • Individual Behaviour Support Plans where needed • Support from Specialist Inclusion Team • Risk Assessments for individuals where needed • 2 members of staff trained in Team Teach <p>Please click on the link to see our Positive Behaviour Policy, which includes how we promote positive attitudes, reward positive behaviour and create a climate in which all feel secure and everyone is aware of their obligations regarding acceptable behaviour.</p>
<p>How do we help a child who needs support with English?</p>	<p>Reading</p> <ul style="list-style-type: none"> • Essential Letters and Sounds – all staff trained. • Accelerated Reader used across KS2 for assessment in reading and interventions • Teaching Assistants to deliver individualised programmes for children with ANPs. • Colourful semantics • Blank level questioning • Use of Pearson Dyslexia Screening toolkit <p>Writing</p> <ul style="list-style-type: none"> • Use of letter families handwriting • Use of Widgit symbols where appropriate in the classroom and in work • Recording work via Dojo, or typing on laptops/iPads. • Use of Spelling Shed • Removal of writing barrier where it is not the sole focus of the lesson • Use of pencil grips, sloping boards and other supportive writing tools
<p>How do we help a child who needs support with maths?</p>	<ul style="list-style-type: none"> • Use of 'White Rose' maths and WRM TA Hub Interventions • Use of 'Times Tables Rock Stars'. • Use of 'Number Stacks' intervention programme. • Teaching Assistants to deliver individualised programmes for children with ANPs
<p>How do we support a child who has medical needs?</p>	<ul style="list-style-type: none"> • Individualised medical needs plans created by an experienced staff member including the input from the school nursing team, parents and first aid staff • Team of first aiders – 5 trained in paediatric first aid • Team of staff who have had manual handling training (when required) • Inhalers in an accessible place for those children with asthma <p>Please click on the link to see our Medical Conditions Policy</p>
<p>How do we support a child with complex and multiple needs?</p>	<p>We have current regular contact with the following services who give us support and advice:</p> <ul style="list-style-type: none"> • Calderdale Portage Team • Local Authority SEND Team • Calderdale Specialist Inclusion Team • School Nursing Team • Calderdale Occupational Therapy

	<ul style="list-style-type: none"> • Calderdale Speech and Language Therapy • Calderdale Physiotherapy • Calderdale Openminds <p>Also see the section below</p>
Which specialist services do we access beyond the school?	<p>We have current regular contact with the following services who give us support and advice:</p> <ul style="list-style-type: none"> • Specialist Inclusion Service, including ASD and Hearing Impairment Team • Early Years Support Team • Speech and Language Therapy • Occupational Therapy • Physiotherapy • ASD Service • Early Years Support Team • OpenMinds • EWO • Behaviour and Attendance Service • School Nursing Team • Young Carers • Unique Ways • Early Help Pathway Team • LAACH • Early Intervention Team • Family Support • Virtual School <p>We are also part of the Calder Valley Cluster where expertise is shared between schools.</p>
How will we include children in activities outside the classroom ?	<ul style="list-style-type: none"> • Various after school clubs • Extra staff are deployed for trips to meet stringent requirements of our risk assessment • Year 5 and 6 Residential, including nights away • Year 3/4 Swimming sessions • Parents and carers are consulted prior to trips for advice and guidance where necessary • The Hive – Before and after school club
How do we prepare and support a child for joining school and transferring to secondary school ?	<ul style="list-style-type: none"> • Visiting pre-school settings by Reception staff • Extended visits to Reception Class planned in summer term before starts with and without parents • Transition plans – extended visits to secondary school with primary school staff • Close liaison with all other settings involved in transition – good exchange of information • Secondary Headteachers/SLT visits to school to deliver assemblies and meet students • In-school transition day at the end of Summer term

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' • 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 <p>Please click on the link to see our Intimate and Personal Care Policy</p>
How will we develop social skills throughout the school day, especially break times?	<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 EHCP children if appropriate • Support staff organise activities at break times • Support staff outside at break and lunchtimes • Playleader roles assigned to help co-ordinate and support play during social times
How do we allocate resources ?	<ul style="list-style-type: none"> • One to one support can be given by either one or a number of Support Assistants over the day as specified in a child's EHCP • 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"> • The SENDCo holds the National Award in Special Educational Needs • Weekly, well planned programme of CPD training session for all teaching staff, accessing both external agencies and in-school support • All Teaching and Support Assistants are completing a well-planned programme of CPD, accessing both external agencies and in-school support • Commitment to maintain levels of training if members of staff leave • Induction programme for new members of staff • Access to National College • Family of Learning Trust SENCo Networking • Specialist Provision Cluster training
How do we raise awareness of special educational needs for parents and the wider community?	<ul style="list-style-type: none"> • Achievements of children with SEND will be celebrated in newsletters and other public documents • Awareness raised through assemblies where appropriate e.g. ASD awareness, awareness of British Deaf Association etc. • Half termly SEND newsletters • Website: Identified SEND section
Contact details of support services for parents of pupils with SEND	<p>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: 01422 266141 Website: www.calderdalesendiassorguk</p> <p>Unique Ways – Supporting families with disabled children – We 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! We don't restrict our services based on whether your child</p>

	<p>has a diagnosis or not, and instead work with anyone who feels they need our help. Contact 01422 343090 Website: www.uniquewaysorguk</p> <p>Family Voice Calderdale – A parent carer forum is a group of parents and carers of children & young people with special educational needs and/or disabilities (SEND). Their aim is to ensure the services in their area meet the needs of disabled children and families. We also belong to the National Network of Parent Carer Forums (NNPCF) and they have provided a really good ‘Mythbuster’ page all about Parent Carer Forums, available here: https://nnpcf.org.uk/blog/about/mythbuster/</p> <p>Contact 01422 343090, or email family.voice@uniqueways.org.uk.</p> <p>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.</p> <p>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.</p>
Arrangements for handling complaints from parents of children with SEND about the provision made at Heptonstall J & I School.	<p>The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils’ needs. All complaints are taken seriously and are heard through the school’s complaints policy.</p>

Below is a link to Calderdale’s Local Offer where further information can be found:

<https://calderdalelocaloffer.org.uk/>

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

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