



The following details our SEN Information Report/Local Offer at:

LIGHTCLIFFE C.E. PRIMARY SCHOOL

and

Lightcliffe C.E. Primary School Special Educational Needs (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.

School name	Lightcliffe CE Primary School
Headteacher: Mr Graham Hilton	Responsible for: <ul style="list-style-type: none"> The day to day management of all aspects of the school, including the provision made for students with SEN
Special Educational Needs Co-ordinator (SENCO): Mrs Monique McDonald	Responsible for: <ul style="list-style-type: none"> Co-ordinating provision for children with SEN and developing the school’s SEN/Inclusion policies Applying the school’s SEN policy Applying the guidance for pupils with medical conditions
Governor with responsibility for SEN: Mrs Christine Stephenson	Responsible for: <ul style="list-style-type: none"> Supporting school to evaluate and develop the quality and impact of provision for students with SEN across the school Ensuring the SEN policy is in place and is appropriate
Contact details address:	Wakefield Road Lightcliffe HX3 8SH
Email (admin):	admin@lightcliffeprimary.co.uk
Email (SENCO):	senco@lightcliffeprimary.co.uk
Telephone:	(01422) 202235
Age Range:	4 -11
Funding:	Academy
Links to other policies:	<ul style="list-style-type: none"> Special Education Needs Policy Inclusion Policy Equal Opportunities Policy



Lightcliffe CE Primary School is an inclusive school which values the abilities and achievements of all its pupils and is committed to providing the best possible environment for learning for each pupil. We recognise that many pupils will have additional needs at some time during their school life and every pupil will be helped to overcome their challenges, make the best possible progress in school and made to feel that they are a valued member of the wider school community.

Your views are important to us and we want to listen to them and know that you are satisfied with what happens in the school to support your child.

Below are frequent questions that parents may ask about provision for pupils with special educational needs. We hope you will find this information clear and easy to understand. If you would prefer to talk to one of our staff, please contact school and we will be happy to talk to you.

Here are some parents' comments from our Inclusion Questionnaire:

- My child has received the best SEN support since he started in Reception
- My child has always been supported at school and is very settled at school - I have no improvement suggestions
- I cannot fault the care my child has received at school. Everybody works to accommodate her needs and nothing has ever been too much trouble
- There is nothing to add, Senco at Lightcliffe School is very good. My child is very happy with her
- I think the extra support given to my child at this school is brilliant and I felt completely in the loop with her progress.
- I can't thank all the KS1 teachers enough for the time and help they have given to my child and to us as parents
- Mrs McDonald is fantastic at what she does, I just wish she had more time in order to speed things up. Overall the Lightcliffe Senco for us has been fantastic and a great source of help
- My child enjoys school and looks forward to going each day
- I feel I am fully supported by the school and my child's teachers. The school has been fantastic. Thank you
- The school have been fantastic with my child following her absence for illness, she has really developed over the year and LOVES school so a huge thank you
- We have seen significant progress in our child

<p>How do we support children to reach their potential?</p>	<ul style="list-style-type: none">• School Mission Statement 'Giving all the opportunity to succeed' - Whole school ethos of inclusion and equality• Access to a broad, balanced and highly differentiated curriculum which takes into account the individual needs, the different learning styles and interests of our children• High quality teaching and learning• Dedicated support staff effectively deployed to meet the needs of individuals and groups• Individualised targets for all children• Rigorous pupil tracking system which ensures progress and attainment of all children are monitored, making comparisons with national expectations• We check how well a child understands and makes progress in each lesson through ongoing assessments and evaluations• Individualised targets for all children• Early identification of additional needs with screening for dyslexia, dyspraxia and speech and language needs• Identification of needs and evaluation of impact and progress using the Strengths and Difficulties Questionnaire (SDQ). This has now been updated by the You Can Say! Online SDQ which has been fully incorporated and is
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	<p>being used as a Social Emotional and Mental Health Difficulties (SEMHD) tool by several families. Teachers are becoming more familiar with its use in the classroom setting.</p> <ul style="list-style-type: none"> • Referral to Early Intervention Panel • Christian values • Professional dialogue about every child in school every term ensures any difficulties are identified early and suitable provision put in place • The use of clear learning behaviour management systems across the school ensures a calm and productive working environment • Dedicated Special Educational Needs Co-ordinator (SENCO) time • SENCO is a member of Senior Management Team • We encourage dialogue between parents and staff through our open-door policy and children’s planners in Key Stage 2 (KS2) • Detailed programme of reviews with parents and professionals; 2 parents’ evenings per year, half termly parent information sheets, three reviews annually for all children on the Special Educational Needs (SEN) register or Additional Needs Register, comprehensive annual reviews for children on an Education Health Care Plan (EHCP). • We have an active student voice. • Children are invited to all reviews, where appropriate, and complete annual inclusion questionnaires • We encourage children to develop responsible roles in school such as: School Council, Young Leaders, Playtime Buddies, Buddy Readers • Zero tolerance to bullying • We use additional tools capable of measuring the smallest steps of progress such as Pivats • Pupil Voice <ul style="list-style-type: none"> ○ <i>I don’t always feel confident during lessons because I don’t feel I’m that good</i> • Our Response <ul style="list-style-type: none"> ○ <i>Child’s voice captured on Pupil Voice</i> ○ <i>MSP review, child encouraged to be in the meeting where possible</i> • Outcome <ul style="list-style-type: none"> ○ <i>At my IEP meeting I was very happy with my progress so far in Y3</i> • Parent Voice <ul style="list-style-type: none"> ○ <i>Better tests (Lucid)</i> • Our response <ul style="list-style-type: none"> ○ <i>We have now purchased the following assessment tools:</i> <ul style="list-style-type: none"> ▪ <i>New Salford Sentence Reading Test</i> ▪ <i>Myself As A Learner (MALS)</i> ▪ <i>You Can Say! – Online Strengths and Difficulties Questionnaire (SDQ)</i> ▪ <i>Boxall profile on-line version</i>
<p>How do we help a child with physical needs?</p>	<ul style="list-style-type: none"> • Disabled toilets. • Showering facilities. • 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 Information Technology (IT) equipment. • Support of Occupational Therapy Services who may also recommend: <ul style="list-style-type: none"> ○ Move and sit pillows



	<ul style="list-style-type: none">○ Wrist supports○ Theraputty○ Time-out○ Sloping board○ P.E. specialist○ Single hand use scissors○ Single hand use desk paper clamp/holder● Variable height of tables and chairs available.● Any specific physical requirements will be assessed individually and equipment and programmes will be provided to meet these needs with the help of Local Authority (LA) and Special Educational Needs and Disability (SEND) services.
<p>How do we help a child with speech and language needs?</p>	<ul style="list-style-type: none">● Delivery of programmes devised or recommended by Speech and Language Therapists (SALT).● We have staff who are experienced in delivering the following programmes to support language needs:<ul style="list-style-type: none">○ Spirals○ Language for Thinking○ Language through Reading○ Social Use of Language Programme (SULP)○ Time to Talk○ Word Wizard○ Comprehension for Young Readers○ Language Steps○ Black Sheep Narrative● Pupil Voice<ul style="list-style-type: none">○ <i>I don't like speaking in front of others</i>● Our Response<ul style="list-style-type: none">○ <i>To be given more time in class to process answers</i>○ <i>Possible support using Word Wizard approach</i>● Outcome<ul style="list-style-type: none">○ <i>I put my hand up more now especially in spellings and grammar as I feel more confident in these lessons now</i>● Pupil Voice<ul style="list-style-type: none">○ <i>I don't like speaking in front of others</i>● Our Response<ul style="list-style-type: none">○ <i>Introduced the planning sheet to capture children's views on speaking</i>● Outcome<ul style="list-style-type: none">○ <i>Staff are now using the planning sheet and children who stammer are able to appropriately participate</i>○ <i>Senco attended a stammer workshop</i>● Parent Voice<ul style="list-style-type: none">○ <i>My child has low confidence in reading aloud</i>● Our Response<ul style="list-style-type: none">○ <i>Reinforced with all staff the need for children with speech and language difficulties to rehearse before contributing and to use the planning sheet</i>



<p>How do we help a child with sensory impairment?</p>	<ul style="list-style-type: none"> • Main classroom areas are carpeted throughout • Nurture room • Makaton resources available in school • Use of visual timetables in all classrooms • Close liaison with Hearing Impairment Team (HI) • Close liaison with Visual Impairment Team (VI) • Resources provided as recommended by paediatric services: sloping boards, coloured overlays, lights, enlarged text, pen grips • Pupil Voice <ul style="list-style-type: none"> ○ <i>I find it difficult to join in with school activities when there's lots of noise and movement around me</i> • Our Response <ul style="list-style-type: none"> ○ <i>Staff to complete Communication Passport</i> ○ <i>Class teacher aware and will ensure that a quiet area of the classroom is available when needed</i> ○ <i>May enlist ASD services to conduct sensory profile</i> ○ <i>Raise the awareness of sensory processing difficulties through staff training in the staff meeting</i> • Outcome <ul style="list-style-type: none"> ○ <i>Sometimes when I get distracted, even by small noises, I know I can now use my ear defenders and I like it</i>
<p>How do we help a child who has social, emotional and mental health difficulties?</p>	<ul style="list-style-type: none"> • Nurture room • Learning mentor • Social and Emotional Aspects of Learning (SEAL) curriculum • Pastoral groups led by staff • Think Good, Feel Good • Social Stories • SENCO undertaken Targeted Mental Health in Schools (TAMHS) training including training in Cognitive Behavioural Therapy (CBT) and Treatment and Education of Autistic and related Communication handicapped Children (TEACCH) approaches • Staff are Autistic Spectrum Conditions (ASC) aware and use appropriate strategies to support children with an ASC • Access to specialist support for children with ASC and their families • Staff experienced in delivering Time to Talk, Ginger Bear and Socially Speaking programmes • New programmes bought in 2018: <ul style="list-style-type: none"> ○ Tillions ○ Black Sheep Press e.g. Mr Goodguess • Pupil Voice <ul style="list-style-type: none"> ○ <i>I don't feel confident during lessons as sometimes I don't quite understand</i> • Our Response <ul style="list-style-type: none"> ○ <i>To work more often in small groups which are ability led to increase</i>



	<p style="text-align: center;"><i>confidence levels</i></p> <ul style="list-style-type: none"> • Outcome <ul style="list-style-type: none"> ○ <i>When I work in small groups I feel more confident and don't mind answering questions</i> • Parent Voice <ul style="list-style-type: none"> ○ <i>Please listen to parents. They know their child's mental health issues the best and they may not present the same way at school</i> • Our Response <ul style="list-style-type: none"> ○ <i>To triangulate and look at the child's presentation in different settings</i> • Parent Voice <ul style="list-style-type: none"> ○ <i>Why do anxious children have to be in front of everyone in the Christmas concert? Can they have a behind the scene job?</i> • Our Response <ul style="list-style-type: none"> ○ <i>We recognise children's strengths and can provide roles, such as musical or media</i>
<p>How do we help a child who has behavioural difficulties?</p>	<ul style="list-style-type: none"> • Behaviour policy using positive reinforced strategies • Liaison with Behaviour and Attendance Service • Golden rules in KS1 • Learning Behaviour Targets in KS2 • Use of SEAL resources • The use of the Home School Agreement in KS2 planners • Use of new online Boxall profile
<p>How do we help a child who needs support with English?</p>	<ul style="list-style-type: none"> • Whole School Read, Write Inc approach • Better Reading programme • Programme of 1:1 reading provided by trained volunteers • Catch Up Literacy Intervention Programme delivered and co-ordinated by Catch Up trained and accredited staff in school • Lucid Dyslexia screener used in school • Learning Support Assistants (LSA) to deliver individualised programmes for children with My Support Plans (MSP) such as: Stareway to Spelling, Stride Ahead, Fuzzbuzz, Toe by Toe, Speed Up Handwriting, Write From the Start Motor Programme, Catch Up, Stile Dyslexia and Stile Phonics, Logical Sequencing, Beat Dyslexia and Precision Teaching • LSAs to deliver group programmes for children with MSPs such as: New Phonic Blending • Targeted IT programmes BBC Dance Mat, Nessy Fingers, Word Shark licence, Bug Club e-books for KS2 Guided Reading • Small targeted comprehension groups • Phonics Groups • Booster Groups • Dyslexia aware staff throughout school who use dyslexia friendly teaching strategies • Bug Club Spelling, Grammar and Punctuation resources for KS2 pupils • Rapid Phonics for pupils in Year 2 • Read Write Inc online home resource • Oxford reading buddy online home resource



	<ul style="list-style-type: none"> • Pupil Voice <ul style="list-style-type: none"> ○ <i>I wish I still did Better Reading</i> • Our Response <ul style="list-style-type: none"> ○ <i>Other programmes such as Catch Up are available and have been offered to improve reading</i> • Outcome <ul style="list-style-type: none"> ○ <i>I do Catch Up now and I like doing this as I get to read lots of different books and write sentences</i>
<p>How do we help a child who needs support with Mathematics?</p>	<ul style="list-style-type: none"> • LSAs deliver individualised programmes for children with MSPs such as: <ul style="list-style-type: none"> ○ Plus 1 ○ Power of 2 ○ Perform with Times Tables • Staff experienced in the use of Numicon • Targeted IT programmes • Number Shark licence • Precision Teaching Approach
<p>How do we help a child who has medical needs?</p>	<ul style="list-style-type: none"> • Team of paediatric trained and qualified first aiders • Team of full 'First Aid at Work' qualified staff • Class-based Individual Medical Plan (IMP) • Individual Healthcare Plan (IHP) completed with parents and good on-going working relationship with parents to ensure a safe environment for children with medical needs • Medicines in School Policy • Work under the guidelines of Abbey MAT and Safety Policy including Abbey MAT Incident Reporting Procedure and Abbey MAT Infectious Diseases • Parents will receive courtesy calls to inform of relevant incidents • All areas are risk-assessed to meet children's needs and are regularly monitored • All medication accompanies children on school trips • We ensure that there is a qualified first aider accompanying children on school trips and residential trips • Majority of staff are now fully trained to administer EpiPen's to the children who have a IMP for this specific medical need • Majority of staff have been trained on the effective use of a defibrillator which is accessible in school
<p>How do we support a child who has English as an Additional Language (EAL)?</p>	<ul style="list-style-type: none"> • 1:1 support sessions with language acquisition
<p>How do we support a child with complex and multiple needs?</p>	<ul style="list-style-type: none"> • We will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that children with complex and multiple needs are not at a substantial disadvantage compared to their peers in accordance with the Equality Act 2010 • We hold Person Centred Reviews to ensure the child's needs are continuing to be met and that the resource allocation is appropriate.
<p>How do we identify individual Special Educational Needs?</p>	<ul style="list-style-type: none"> • When children start school with identified special educational needs, we work with the people who already know them and use the information available to identify what their additional needs will be in our school setting



	<p>and how we can support them. This information is captured on the Inclusion Data Collection sheet that is sent out with the new starter pack to all Reception children.</p> <ul style="list-style-type: none">• If you tell us you think your child has a special educational need, we will discuss this with you and investigate this further. We will share what we discover with you and agree with you what we will do next and what you can do to help your child• If our staff think that your child has special educational needs, this may be because they are not making appropriate progress. We will observe them and may use assessments to find out what may be causing the difficulty. Should we require further help we will contact specialist services.• We are a child and family centred school, so you will be involved in all decision making about your child's support• When we assess special educational needs, we discuss it with you to determine whether your child's understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way to make progress• We write and review My Support Plans (MSPs) with children and parents/carers for children who are on the SEN register • Parent Voice<ul style="list-style-type: none">○ Better communication with parents• Our Response<ul style="list-style-type: none">○ Refer to Senco form now copied and sent to parents • Parent Voice<ul style="list-style-type: none">○ Consistent communication needed• Our Response<ul style="list-style-type: none">○ The new Remove from Additional Needs form follows the same format as the Refer to Senco form to ensure paperwork is consistent○ We have converted our IEPs and IANPs to My Support Plans (MSP) in order to ensure consistency of documentation and paperwork
<p>Which specialist services do we access beyond the school?</p>	<ul style="list-style-type: none">• We have current regular contact with the following services who give us support and advice:<ul style="list-style-type: none">○ Specialist Inclusion Service including ASD and HI Teams○ Educational Psychology Services○ SALT○ Occupational Therapy (OT)○ Physiotherapy○ Child and Adolescent Mental Health Services (CAMHS)○ Education Welfare (EW)○ Behaviour and Attendance Service○ School Nursing Team○ Young Carers • Regular meetings within the Abbey MAT to share/discuss best practices



	<p>amongst other Primary School SENCO's and SEND Consultant</p> <ul style="list-style-type: none"> • We are also part of the East Calderdale Learning Cluster of schools where expertise is shared between schools • There are a number of parent support groups, please do not hesitate to come in to school to be given details of these
<p>How will we include children in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • We have a number of after school activities which are open to all children. Should any child need support to access these activities, school will make the necessary arrangements • Parents and carers are consulted prior to trips for advice and guidance • We have regular educational visits as well as people coming in to school to support different topic areas. We usually have one residential trip each year to Robin Wood - this is open to Year 5 children and to Whitby - this is open to Year 6 children. All children, as well as those with SEND, are always included in these. We provide any support required for their full inclusion. We choose visits that are accessible to all • Extra staff are deployed for trips to meet stringent risk assessment requirements
<p>How do we prepare and support a child for joining school, progressing through school and transferring to secondary school (transition)?</p>	<ul style="list-style-type: none"> • Visits to main feeder nurseries and settings by Reception staff with information gathered and any necessary support put in place on entry into school • Dialogue with nursery staff and assessment data collection about all children entering Reception • All parents are invited to attend an Information Evening at the start of the school year • On Transition Day, pupils have the opportunity to meet with their new class teacher in the new classroom environment with targeted children being given the opportunity to attend further taster sessions/pre-visits according to need • Information is shared between teachers and meetings are held around transition • Parent interviews for children with SEN or medical needs • Pre-school visits to Reception for all children in Summer term. Extra visits for SEN children as needed. • Transition plans – extended visits to secondary school with primary school staff • Meetings with Early Years Services for those children already known to have SEND to make school aware of their needs and ensure the correct support is in place • Close liaison with all other settings involved in transition –good exchange of information • Liaise with SENCO and other staff at secondary school • Taster lessons at receiving secondary school • Secondary school staff visits to primary school to talk to pupils • Promote independence and resilience • Work closely with the Independent Travel Team • Parent Voice <ul style="list-style-type: none"> ○ Meet up with the next year's teacher to explain difficulties at home as well as school as a parent • Our Response <ul style="list-style-type: none"> ○ This is being offered where parents have requested it or previous teacher thought it would be helpful



	<ul style="list-style-type: none"> • Parent Voice <ul style="list-style-type: none"> ○ <i>Communication between all members of staff including playtime supervisors and midday supervisors</i> • Our Response <ul style="list-style-type: none"> ○ <i>Senco to meet with midday supervisor on a regular basis to discuss any issues</i> • Parent Voice <ul style="list-style-type: none"> ○ <i>Look at meetings with new teachers prior to finishing for the end of the summer term rather than waiting until October Parent's Evening</i> • Our Response <ul style="list-style-type: none"> ○ <i>The first review meeting for children on the SEN or Additional Needs register has been brought forward to the end of September</i>
<p>How will we meet a child's personal care needs?</p>	<ul style="list-style-type: none"> • 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 • Intimate Care Policy in place which is adhered to by all staff • All staff sign and adhere to a 'Code of Conduct' • Two disabled toilets one of which has a shower, ensures space and sensitivity for some aspects of personal care
<p>How will we develop social skills throughout the school day, especially break times?</p>	<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 a Statement of Special Educational Needs if appropriate • Playground Buddy scheme in operation to promote inclusion • Young Leaders (Year 5) to promote positive play and lead activities • Lunchtime supervisors invited to attend training to develop children's social skills • Dedicated Lunchtime Play Leader • Lego Therapy and Tillions approach for children who present with anxiety and emotional wellbeing concerns • Pupil Voice <ul style="list-style-type: none"> ○ <i>I find it difficult to join in with school activities because people don't let me join in</i> • Our Response <ul style="list-style-type: none"> ○ <i>Playtime buddies, use resources such as: Sulp group & Socially Speaking</i> ○ <i>Designated quiet areas i.e. library, nurture room</i> • Outcome <ul style="list-style-type: none"> ○ <i>I have been trying to join into the groups and now have five friends that I play with</i> • Pupil Voice <ul style="list-style-type: none"> ○ <i>Sometimes I am not listened to, I feel invisible</i> • Our Response <ul style="list-style-type: none"> ○ <i>Use resources such as Sulp and pastoral sessions</i> ○ <i>This is to be reviewed by SMT</i> • Outcome <ul style="list-style-type: none"> ○ <i>I now have a small group of friends I play with so this is now a bit</i>



	<i>better</i>
<p>How do we allocate resources?</p>	<ul style="list-style-type: none"> • Schools receive funding for all children including those with special educational needs. Schools also receive a Notional SEN Budget which provides further funding up to £6000 dependent on need. This budget is managed in school and allows us to be flexible in our interventions and support. Where children have complex needs and may require further support, schools working with parents, can apply for a Statutory Assessment which may lead to high needs top up funding provided by the local authority (LA) • One to one support given as specified in a child’s EHCP • LSA time deployed on a needs basis for children on the Inclusion Register • Specialist SEN Support Assistant to deliver specific intervention programmes tailored to meet children’s individual needs and address MSP targets • Children’s targets regularly reviewed with the child, parent and any other services involved and provision is mapped to needs • <i>Pupil Voice</i> <ul style="list-style-type: none"> ○ <i>I would be happier if the extra help I had was more often</i> • <i>Our Response</i> <ul style="list-style-type: none"> ○ <i>Assess, Plan, Do, Review approach to ensure we are meeting the children’s needs and support when needed to encourage independent working</i> • <i>Outcome</i> <ul style="list-style-type: none"> ○ <i>Now that I am doing extra interventions I am happier and confident</i> • <i>Parent Voice</i> <ul style="list-style-type: none"> ○ <i>Senco needs to be full time role. It is too important to do it justice in such few hours.</i> ○ <i>Senco should absolutely be full time. This would bring huge benefits.</i> ○ <i>More hours for Senco.</i> • <i>Our Response</i> <ul style="list-style-type: none"> ○ <i>This has been raised with SMT and Governors on behalf of parents.</i>
<p>How do we ensure all staff are well trained?</p>	<ul style="list-style-type: none"> • Commitment to maintain levels of training if members of staff leave • Well planned programme of Continuing Professional Development (CPD) training sessions for all staff, accessing both external agencies and in-school support. • Whole school training following national initiatives in SEN e.g. Inclusion Development Programme (IDP) for dyslexia, speech and language difficulties and autism • Training needs are reviewed in the annual Professional Development meeting • <i>Parent Voice</i> <ul style="list-style-type: none"> ○ <i>I think it would be useful if the Senco was present at MSP meetings to support class teachers and explain strategies to parents</i> • <i>Our Response</i> <ul style="list-style-type: none"> ○ <i>The SEND Code of Practice January 2015 states that all teachers are</i>



	<p><i>teachers of children with SEN</i></p> <ul style="list-style-type: none"> ○ <i>For children with an EHCP the Senco will attend the MSP review and support will be available if requested directly from the parents</i> <ul style="list-style-type: none"> ● Outcome <ul style="list-style-type: none"> ○ <i>It is good to know that I can request the Senco to attend any meeting if needed in the future</i> ● Parent Voice <ul style="list-style-type: none"> ○ <i>Raise awareness of hypermobility syndromes</i> <p>Our response</p> <ul style="list-style-type: none"> ○ <i>Workshop for parents,</i> ○ <i>Senco led on hypermobility in staff meeting</i> ○ <i>Signpost parents, staff and pupils to HMSA</i> <p><u>Training Courses attended by SEN staff</u></p> <ul style="list-style-type: none"> ● British Dyslexia Association webinars focusing on Dyslexia (5-6 hours in total) ● Memory Skills Training ● Senco has attended all training updates on SEN procedures ● Stammer Friendly School training course ● Specific learning difficulties with a focus on Dyslexia (1-day course) ● Mental Health First Aid training (accredited) ● National Service Framework 'Core Competencies' in mental health (accredited) ● Introduction to Cognitive Behaviour Therapy Course ● Finding Vocabulary Course ● Introduction to Child Mental Health Course ● Down Syndrome training
<p>How do we evaluate the effectiveness of the provision?</p>	<ul style="list-style-type: none"> ● Personal record of SEN provision ● School tracking system (O Track) ● Termly Attainment Grid to show how children are progressing ● Spreadsheets of intervention group gains ● Impact of Intervention Forms ● Provision Mapping Database <ul style="list-style-type: none"> ○ Tracks pupil progress in all areas ○ Shows intervention success in terms of impact, which is measured using a 1-4 scale and is coloured coded ○ Provides the cost of delivering individual interventions ● Pupil Voice questionnaires and input into meetings ● Parent Voice questionnaires and involvement in meetings
<p>How do we raise awareness of special educational needs for parents and the wider community?</p>	<ul style="list-style-type: none"> ● <i>Disability Awareness Week</i> ● <i>Parents' Information Evening</i> ● <i>Assemblies to increase awareness of inclusion in school</i> ● <i>Posters and inclusion literature</i> ● <i>Class-based inclusion awareness</i> ● <i>Mobility competition</i> ● <i>Visitors and links with other schools and community groups</i> ● <i>Parental invite to attend consultations and to be involved in contributing to policies</i>



- We have held a number of parent workshops which have received positive feedback from those who attended. Some of the comments are listed below:
 - Dyslexia Workshop - 21st October 2015
 - The workshop provided a great opportunity to understand more about dyslexia and the great support and efforts the school are making to support the children.
 - Very useful and helpful to know the system and support for parents and children.
 - Wish all schools did it.
 - Any information is good. Excellent presentation.
 - ASC Workshop - 9th March 2016
 - Very useful information about different diagnosis routes.
 - Very informative. Excellent delivery from the Senco and Inclusion Manager.
 - It was reassuring to know that we are not alone in this battle.
 - SEMHD Workshop – 30th November 2016
 - Extremely useful to see the processes/forms/resources used.
 - Was good to hear success stories and other parent’s frustrations.
 - Good to hear from the other parents about their experiences and views which were helpful.
 - Hypermobility Syndromes Workshop – 29th November 2017
 - Lightbulb moment – so many things make sense in the light of this workshop.
 - Very informative – good to find out about all the other areas linked to hypermobility.
 - Shared personal experience with us and really related to problems my child has.
 - Sensory Processing Difficulties Workshop – 9th January 2019
 - Very helpful. I wasn’t aware of Sensory Processing Difficulties prior to the workshop.
 - Helped me understand better and look at new ways of dealing with sensory issues.
 - It’s been great to meet other parents and more of the team behind the services at school.
 - It always helps knowing other parents can feel the same way or even have other suggestions.
 - It’s always more comforting to know that the school SEND Team are available to talk to and can let you know how your child is doing.
 - I feel that I have received a great deal of support from the SEND Team.
 - Anxiety Workshop (led by Ian Woods from CAMHS) – 25th June 2019
 - Really useful overview and tools to use
 - The handouts were really useful to digest in my own time
 - Good to discuss the different management and treatments we can use to help our children. Also good to know how the school can help and work with the children
 - Interesting to hear other parents experiences and how they deal with the anxiety their children face
 - It was good to hear about the workshops/groups that the SEN Team have in place for children suffering from anxiety
 - Dyslexia Workshop – 4th December 2019



	<ul style="list-style-type: none">▪ Very supportive▪ very useful and really informative, I came to the first one in 2015 and it was good to recap and also go over things▪ It was good to share ideas especially about the external reports▪ It was nice to put a face to a name, my child enjoys the extra time she gets with the extra reading and the reward charts▪ Mrs McDonald has always been extremely helpful and supportive▪ I have found the Senco very easy to speak to, contact and discuss my child's needs▪ Thank you, an enjoyable and helpful morning▪ Perhaps more techniques to help parents help their children eg. numeracy approaches for dyslexic children▪ Time to talk to other parents for help and support <ul style="list-style-type: none">• Due to Lockdown restrictions throughout 2020 and into 2021, no workshops were held.
Where can parents get extra support?	<ul style="list-style-type: none">• There are a number of parent support groups. Please do not hesitate to come in to school to be given details of these• Please contact the SENCO for further support• Parent Voice<ul style="list-style-type: none">○ <i>Would like the opportunity to meet the staff who support my child</i>• Our Response<ul style="list-style-type: none">○ <i>Three times per year support staff are present at the parent workshops along with the Senco</i>• Outcome<ul style="list-style-type: none">○ <i>When I attended the Dyslexia workshop I had the opportunity to meet the support staff and it was nice to get information from the people working directly with my child</i>• Outcome<ul style="list-style-type: none">○ <i>Wasn't aware of the HMSA – good to know and will do further research at home</i>○ <i>Very useful to find out where to go to for support and advice</i>
What do I do if I am not satisfied with a decision or with what is happening?	<ul style="list-style-type: none">• Your first point of contact is always the person responsible - this may be the class teacher or the SENCO. Explain your concerns to them first• If you are not satisfied that your concern has been addressed, speak to the Headteacher then ask for the school SEN Governor• If you do not feel the issues have been resolved, we will arrange a meeting with the Chair of Governors who can be contacted via the school• If your concern is with the Local Authority, contact the Complaints and Representations Officer, contact details as follows:



	<p>Calderdale Metropolitan Borough Council Northgate House Halifax HX1 1UN Tel: 01422 392592</p>
<p>Contact details of support services for parents of pupils with SEN</p>	<ul style="list-style-type: none">• Information, Advice and Support Service (IAS) Formerly known as Parent Partnership Service, provides legally based, impartial, confidential and accessible information about education, health and social care and advice and support for parents of children and young people with Special Educational Needs or Disabilities Contact: 01422 266141 • 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 343030 • Council for Disabled Children For information on School admissions for children and young people with disabilities or special educational needs please visit their website: www.councilfordisabledchildren.org.uk/help-resources/resources/school-admissions-briefing • Independent Support Both the above organisations have also been commissioned by the Department for 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: www.calderdale.gov.uk/localoffer <p><u>2015/16</u></p> <ul style="list-style-type: none">• Parent Voice<ul style="list-style-type: none">○ <i>Acronyms need to be explained</i> • Our Response<ul style="list-style-type: none">○ <i>All documents have full explanations of acronyms and SEND policy has a glossary</i> • Outcome<ul style="list-style-type: none">○ <i>I will definitely use the glossary in the SEND policy if I am unsure on</i>



	<i>anything</i>
Completed by:	M McDonald Senco
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