

We have tried to answer all the questions parents have asked us about the provision we have for children with Special Educational Needs. We hope this is clear and easy for you to understand. If you would prefer to talk to one of our friendly, highly skilled and experienced staff, please just telephone school and we will be happy to talk to you.

How do we make sure all children reach their potential?

- Through our Christian ethos, the school aims to value and foster the intellectual achievements of each child, so enabling everyone to fulfil their academic potential.
- Access to a broad and balanced curriculum which is well differentiated and takes account of different learning styles and children's needs.
- Well-staffed classrooms; at least one teacher and one support assistant in every classroom each morning.
- The quality of teaching and learning rigorously monitored by the SLT.
- Use of a range of assessments to track progress and provide early identification of any gaps in learning.
- Individual targets are set by and for all children in reading, writing and maths.
- There is a rigorous pupil progress tracking system in place which ensures all children are monitored half-termly. Interventions are put in place when appropriate to help children to maintain progress where needed.
- Our SENDCo works closely with the Head of School and Executive Head Teacher.
- A governor with responsibility for SEND.
- Detailed programme of reviews with parents and professionals: Three parents' consultation evenings a year; termly reviews for all children on the SEND register and comprehensive Annual Reviews of Education Health Care Plans. Drop in sessions for parents who wish to discuss their child with the school SENDCo are available as requested. Parents' views are very important to us.
- Children's views are very important: active school council, active pupil voice and pupil questionnaires, SEND reviews allow children to take part in the target setting process.
- Currently, a team of teachers and support assistants to meet the individual needs of all children in the school.
- Each class follows the **school behaviour policy** for managing behaviour in the classroom and around school. This ensures continuity between staff and the different classes.
- Zero tolerance policy for bullying.

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- Children receive Smileys, stickers, class marbles and certificates for good behaviour in class and around school. This helps to promote the school's Christian ethos.
- Fully trained support staff, a play leader and midday supervisors ensure smooth running of playtimes and lunch times.
- Long established, acknowledged and celebrated ethos of inclusion and equality.

How do we help a child with physical needs?

- Disability Discrimination Act awareness and adherence to.
- Accessibility policy and plan in place.
- Ramps fitted to each year group's entrance.
- Disabled toilets at both ends of the school (Y6 and Y4 and the main entrance) with specialist adaptations to facilitate independent toileting.
- Every class has access to equipment which helps writing: a variety of different coloured pens, slope boards, pencil grips and a range of ICT equipment and software.
- A trained support staff member delivers a movement group for children with dyspraxia tendencies.
- A trained support staff member screens children with dyslexic tendencies and delivers a dyslexia intervention programmes for children most at risk from dyslexic tendencies.
- Use of differentiated sports equipment in PE – e.g. specialist balls
- Variable height tables and chairs available.
- Team of staff trained in moving and handling.
- Large classrooms, which allow for ease of movement for children in wheelchairs.
- Children with physical needs given the opportunity to go swimming by arrangement with Calderdale or Highbury Special School.
- Staff who are confident and competent in delivering set physiotherapy programmes provided by a physiotherapist.
- A care plan and an individual personal evacuation plan is written for all pupils with mobility or other needs

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- We liaise closely with outside agencies e.g. the Specialist Support Inclusion Service who help us to support children with physical needs including staff trained to support children with hearing impairments.
- Appropriate training, as required, provided for staff to support the specific needs of our children.
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How do we help a child with speech and language needs?

- Delivery of programmes devised by speech and language therapists.
- Close liaison with speech and language therapists.
- We refer pupils to Speech and Language Therapy when needed.
- Good practice embedded in school life e.g. all teachers prompt and promote excellent conversation skills.
- Appropriate training, as required, provided for staff to support the specific needs of our children.

How do we help a child with sensory impairment?

- Classrooms fully carpeted.
- Two extra classrooms are available for focussed, small group work.
- We liaise closely with outside agencies who help us support children with sensory impairments.
- Appropriate training, as required, provided for staff to support the specific needs of our children.
- A Calm/Quiet Room is available for children should it be needed.

How do we help a child who has social, emotional and mental health (SEMH) needs?

- Reasonable adjustments made throughout the school environment and day to support success for these children.
- Staff are aware of Attachment friendly strategies to support children e.g. Brain breaks, transitional objects
- Staff ASD aware and use appropriate strategies to support children
- Strong links with Educational Welfare Team
- Access to specialist support for children with ASD and their families
- Members of staff are trained in delivering therapeutic stories; children are given access to this whenever it is needed

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- Members of staff trained in how to recognise the signs of anxiety in children. Support strategies, to help these children to manage, put in to place.
- Member of staff trained in mental health and wellbeing
- **We provide a range of interventions to support children with SEMH needs e.g. Circle Time.**
- Appropriate training, as required, provided for staff to support the specific needs of our children.
- A Calm/Quiet Room is available for children should it be needed.

How do we help a child with behavioural needs?

- A clear well-planned and structured Behaviour Policy. The Behaviour Policy clearly states when parents will be contacted and the steps that will be taken with regards to behaviour.
- Children's behaviour monitored with children and parents.
- We believe in a 'praise culture' rewarding children for what they can do
- Two Learning Mentors
- Breakfast club
- Movement group.
- Calm Room available for children.
- Huge variety of after school clubs to engage and enthuse children in school life.
- Individual Behaviour Plans created for children as required.
- Staff in school trained in Team Teach.
- **Members of staff trained in providing Attachment friendly strategies to support children to succeed.**
- Appropriate training, as required, provided for staff to support the specific needs of our children.

How do we help a child who needs support with literacy?

- Children who are showing slowed progress are given the opportunity to access small group or one to one intense tutoring.
- Use of Accelerated Reader to target specific areas of difficulty.
- Members of staff trained in delivering Precision Teaching.
- Dyslexia aware staff throughout school who use Dyslexia friendly teaching strategies.

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	<ul style="list-style-type: none"> • Dyslexia screening carried out for those pupils showing dyslexic tendencies by trained staff. • A variety of intervention programmes support learning in literacy. • Appropriate training, as required, provided for staff to support the specific needs of our children.
How do we help a child who needs support with numeracy?	<ul style="list-style-type: none"> • A range of hands on equipment available to all children in all classrooms. • Appropriate training provided for staff as required by children's specific needs • Maths tool kits used in classroom for children who need to use concrete aids. • Children who are showing slowed progress given the opportunity to have small group or one to one intense tutoring.
How do we support a child who has medical needs?	<ul style="list-style-type: none"> • Individualised medical needs plans created by a team around the child including the school nurse, parents and first aiders in school. • Trained nurses supporting children in school allowing all children to access learning. • Team of trained first aiders. • Trained paediatric first aiders. • Curriculum differentiated to enable pupils with medical needs to have access to a broad and balanced curriculum. • Appropriate training, as required, provided for staff to support the specific needs of our children.
How do we help a child who has English as an Additional Language (EAL)?	<ul style="list-style-type: none"> • Provide a language rich environment. • Provide access to ICT to aid understanding (bilingual dictionaries, video clips, programmes). • Actively encourage comprehensible output. • Develop learner independence. • Modelling of language.
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. • Close liaison with outside agencies • Risk assessments • Staff experienced

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- We welcome nurses provided through the health service who support disabled children in the classroom.
- Children with complex needs have the opportunity to take part in every event in school.
- Staff trained in techniques to aid children with Downs Syndrome.
- Appropriate training, as required, is provided for staff to support the specific needs of our children.

Which specialist services do we access beyond the school?

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

- Specialist Inclusion Service which includes:
 - Visual Impairment Team
 - Hearing Impairment Team
 - Physical Impairment Team
 - ASD service
- Educational Psychologists
- Speech and Language Therapy Services
- Occupational Therapy
- Physiotherapy
- Open Minds
- Education Welfare Service
- School Nursing Service
- We are also part of the East Calderdale Learning Cluster where expertise is shared between schools and the Specialist Cluster of schools which includes schools such as Highbury Special School

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

- Additional staff deployed for trips to meet the stringent requirements of our risk assessments.
- Staff to take children to other sites.

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	<ul style="list-style-type: none"> • Parents/carers consulted prior to trips for advice and guidance. • Parents/carers invited on activities. • Educational visits are checked to ensure all pupils can access the trip.
How do we prepare and support a child for joining school and transferring to secondary school?	<ul style="list-style-type: none"> • Transition plans - extended visits to secondary school with primary school staff. • Termly meeting with the High School staff. • Close liaison with all other settings involved in transition - good exchange of information. • Joint SENDCo with St. Andrew's CE Infant School • 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 reviewed annually. • All staff sign and adhere to a 'Code of Conduct'. • Three large disabled toilets, ensures space and sensitivity for some aspects of personal care. • Children 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, especially break times?	<ul style="list-style-type: none"> • Playtimes/ lunchtimes seen as an important part of the day and included in time for one to one support for statemented children if appropriate. • Play leader employed by school to organise activities at lunch times. • Circle time groups • Friendship groups • Befrienders (Year 6 pupils) available at lunchtime for younger children to talk to. • Focus on social skills embedded in curriculum (Jigsaw scheme).
How do we allocate resources?	<ul style="list-style-type: none"> • One to one support given as specified in a child's EHC of SEND • Our school employs a support assistant for each class – used for focused group work, work on PPP targets, one to one reading or as the class teacher deems

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valuable in meeting the specific needs of children in the classroom.

- Our Learning Mentors are available for children with social and emotional needs.
- All children regularly reviewed (at least once a term) and provision is then tailored to match their needs.

How do we ensure all staff are well trained?

- Training sessions for all support staff on SEND issues.
- Regular TSA meetings to keep all support staff up to date on SEND issues.
- Commitment to maintain levels of training if staff leave.
- SENDCo supports all new staff in writing and carrying out PPP's to ensure high standards are met from the beginning.
- Well planned 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?

- Achievements of children with SEND are celebrated in newsletters and other public documents.
- Parents invited to termly meetings to discuss their child's progress.
- Children take part in the annual Boccia sporting competition.

Thank you for taking the time to find out about our local offer at St Andrew's CE VA Junior School – please do not hesitate to contact us for any further details. If you have any complaints regarding our SEND provision please see our Complaints Policy - at Stage 1 the teacher involved would be Mrs L Marsden (SENDCo).

[Calderdale SEND Strategy](#)