

## Woodhouse Primary School

March 2020

The following details the 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](http://www.calderdale.gov.uk/localoffer) which details the provision available in all Calderdale schools and academies.

The school's Accessibility policy is also on the school's website:

<https://www.woodhouse.calderdale.sch.uk/media/2446/accessibility-policy-september-2017.pdf>

<b>Headteacher</b>	Mrs Lynn Daveney
<b>Deputy Head/SENCo</b>	Mrs Anne Crane
<b>Named Governor for SEND</b>	Mrs Fiona Roberts
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<b>Telephone</b>	01484 714750
<b>Age range</b>	4 – 11
<b>Funding</b>	Community primary

<b>Policy for Special Educational Needs</b>	<a href="http://www.woodhouse.calderdale.sch.uk/downloads/2_6_SEN+Policy.pdf">http://www.woodhouse.calderdale.sch.uk/downloads/2_6_SEN+Policy.pdf</a>
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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.**

How do we support <b>all</b> children to reach their potential?	<ul style="list-style-type: none"><li>• Access to a broad, balanced and highly-differentiated curriculum which takes account of individual needs, different learning styles and children's interests</li><li>• Quality First Teaching and high expectations for all pupils</li><li>• Quality of teaching and learning checked by highly experienced leaders.</li><li>• Rigorous pupil tracking which ensures progress and attainment of all children are monitored, as well as behaviour and attendance data</li><li>• Individualised targets for all children</li><li>• Early identification of additional needs</li><li>• Appropriate screening e.g. Dyslexia, Colour blindness, speech sounds assessment</li><li>• Identification of needs and evaluation of impact and progress using SDQ, Boxall Profile, SEAL Tracker</li><li>• Regular liaison with a range of external agencies who provide support and advice: Speech and Language; Occupational Therapy; Open Minds Calderdale (CAMHS); Educational Psychology; School Nursing; Hearing Impaired Service, Behaviour specialists, ASD team</li></ul>
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- Referral to Early Intervention Panel
- Referral for EHC plan or Single Assessment
- Dedicated SENCo time for the SENCo who also is the Deputy Headteacher.
- SENCo holds the National Award for Special Educational Needs Co-ordination and is a Specialist Leader of Education for Special Needs
- Opportunities to review progress at least half-termly with pupils, parents and professionals Currently, a team of 21 teachers and 16 support assistants to meet individual needs.
- Clear school rules created by pupils
- High profile anti-bullying policy and guidelines for pupils in accessing support
- School values: Be Safe, Be United, Be Caring, Be Healthy, Be Creative, Be Bold, and whole-school ethos of inclusion and equality.
- Whole-school 'GR8 learning' reward system recognises pupils' achievements and aims to develop their independence, resilience, communication, collaboration, perseverance, as well as conscientious and reflective attitudes to learning

**Our pupils said:**

*"As well as lessons, there are lots of clubs and activities to help us do our best, for example Healthy Living Club, Premier League Reading Stars, Written methods club."*

*"DB Primary helps because our spelling and homework is on there so we can access it from home."*

*"Teachers help if you are stuck or get confused."*

*"Teacher tips and fix-its help us to know how we can improve."*

*"Support staff help us and encourage us."*

*"Sometimes there are extra teachers in our lessons."*

How do we identify children with special needs?

The Code of Practice (2015) states that:

**A pupil has SEN when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching available to the whole class is likely to mean that fewer pupils will require such support.**

- The school aims to identify individual needs at the earliest opportunity in order to implement effective provision and therefore improve long-term outcomes for the child. For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.
- The identification of SEN is part of the school's overall approach to monitoring the progress and development of all pupils: rigorous pupil tracking which ensures progress and attainment of all children are monitored, making comparisons with national expectations
- Class teachers make ongoing assessments of pupil achievement along with formal termly assessments, which are monitored by the Head and Deputy; pupils who have made less than expected progress are identified. The purpose of this early identification is to plan appropriate targeted support, not to label children with a specific special need. If teachers are concerned about a child's emotional and social development and progress, they alert the SENCO, who will take action to identify and address the pupil's needs, in consultation with parents.
- Although slow progress and low attainment do not necessarily mean that a child has SEN, they may be an indicator of a range of learning difficulties or disability. However, pupils whose attainment and progress is in line with that expected for their age may also have a learning difficulty or disability.
- Parents should discuss any concerns about their child's development with the class teacher and/or the school's SENCO
- Where there are concerns that a pupil may have SEN, the school uses a range of assessment tools to identify individual needs, in order to plan appropriate support targeted at their areas of difficulty. These assessments include, but are not limited to:
  - DST-J Dyslexia screening
  - Basic Number Screening Test
  - Reading Age tests e.g. Salford, Hertfordshire Reading test
  - Boxall Profile
  - SEAL Tracker

<p>How do we evaluate and review the support provided?</p>	<ul style="list-style-type: none"> <li>• Support is identified termly on class provision maps and individual learning plans, one page plans (reviewed annually)</li> <li>• Teachers and support staff, along with the SENCO, evaluate pupils' progress towards the intended outcomes continuously, and adapt as necessary</li> <li>• With parents, half-termly progress meetings and formal termly reviews</li> <li>• SENCO monitors provision for pupils with additional needs and its impact on progress (impact on academic progress, as well as social skills, communication, personal development and improvements in behaviour and attendance)</li> </ul>
<p>How do we involve parents, children and young people?</p>	<ul style="list-style-type: none"> <li>• Pupils review progress for half-termly reviews with class teacher and are involved in setting targets, if appropriate</li> <li>• Older pupils attend reviews with parents and class teacher</li> <li>• Parents invited to half-termly meetings to review progress towards outcomes and invited to share their views</li> <li>• 'Team around the Child' or 'Team around the Family' meetings for parents and school staff for some pupils</li> </ul>
<p><b>Our parents said:</b>  <i>"The school has been very clear about the support my child is receiving and listened to both my child and myself when planning targets."</i></p>	
<p>How do we raise awareness of special educational needs for parents and the wider community?</p>	<ul style="list-style-type: none"> <li>• Regular assemblies on how we are different and how to celebrate this, including celebrating World Autism Week, Children's Mental Health Week, Working memory</li> <li>• Achievements of all pupils including those with SEND are celebrated in newsletters, congratulations assemblies</li> <li>• 'Be Bold' assemblies to raise awareness of national figures who have succeeded in their field despite a disability or difficulty</li> <li>• Monthly updates from SENCO on the school newsletter about identification of needs and supporting children at home</li> </ul>
<p>How do we help a child with <b>physical needs</b>?</p>	<ul style="list-style-type: none"> <li>• School building is fully compliant with Disability Discrimination Act and Equality Act 2010</li> <li>• Toilets for the disabled; handrails in toilets as necessary, walking aids, ramped access</li> <li>• Access to equipment which assists fine-motor development and writing skills: sloping boards; a variety of pencil grips; a variety of pens and multi-sensory writing apparatus; theraputty; posture cushions; weighted wrist supports</li> <li>• Touch typing programmes, Speed Up Handwriting</li> <li>• 'Ready to Work' individualised programme</li> <li>• Targeted Occupational Therapy sessions where advised by an Occupational Therapist</li> <li>• Movement groups – Jumping Joeys and Kangaroos</li> </ul>
<p><b>Our pupils said:</b>  <i>"A writing board helps me to improve my handwriting."</i></p>	
<p><b>Our parents said:</b>  <i>"The way the class teacher has helped our child to integrate and take part in activities like everyone else whilst meeting their individual needs has made their time at school very enjoyable."</i></p>	
<p>How do we help a child with <b>speech and language needs</b>?</p>	<ul style="list-style-type: none"> <li>• Training for support staff from Speech and Language therapists</li> <li>• Staff experienced in the use of 'Black Sheep Narrative' and 'Word Wizard' materials</li> <li>• One to One Speech and Language sessions as advised by a speech and language therapist</li> <li>• Social Use of Language small group sessions</li> <li>• Support for early language and communication development in Reception: Let's Talk, Social Circles, Challenge Me, Every Child a Talker (ECAT) Intensive Interaction</li> <li>• Clear and simple explanations and chunked instructions</li> <li>• Visual prompts for good listening and attention</li> <li>• Pre-teaching of vocabulary to enable pupils to access learning alongside their peers</li> </ul>
<p>How do we help a child with <b>hearing impairment</b>?</p>	<ul style="list-style-type: none"> <li>• Use of visual timetables in all classrooms</li> <li>• Individual One Page Plans detailing supportive strategies shared with all staff and parents</li> <li>• Liaison with Hearing Impairment Team</li> <li>• Radio aids where advised by Hearing Impairment Team</li> </ul>

<p><b>Our pupils said:</b>  <i>“When I got a radio aid to help me, I told all the class about it so they didn’t have to keep asking me questions.”</i>  <i>If someone can’t hear very well, they can sit near the front of the class.</i>  <i>“Teachers are well prepared and know how to help.”</i></p>	
<p>How do we help a child who has <b>social and emotional difficulties</b>?</p>	<ul style="list-style-type: none"> <li>• 2 members of staff are Youth Mental Health First Aiders</li> <li>• 2 members of staff trained in Drawing and Talking Therapy</li> <li>• Training for classroom-based staff: anxiety (Oct 2018), attachment, and supporting pupils’ emotional wellbeing (Oct 2018), including sessions led by CAMHS, Autistic Spectrum Disorder (Nov 2018) Bereavement support (Feb 2020) Transition support (Feb 2020)</li> <li>• Individual or Small group nurture sessions</li> <li>• Small group sessions e.g. Social Circles, Social Use of Language, Good to be Me, Lego Therapy, Positive Play</li> <li>• Circle of Friends approach/Support for the development of social skills throughout the day</li> <li>• Social Stories</li> <li>• Referral to Noah’s Ark, ESCAYP, CAMHS</li> <li>• Classroom-based staff trained in positive behaviour management strategies (Team Teach)</li> <li>• Structured school and classroom routines, including visual timetables</li> <li>• Individual support as necessary e.g behaviour contract</li> <li>• Risk assessments carried out and individual behaviour plans shared with parents</li> <li>• Whole school behaviour policy, rules, expectations and rewards</li> </ul>
<p><b>Our pupils said:</b>  <i>“Children are given warnings so they get chance to think about their behaviour.”</i>  <i>“The traffic lights help you to know how well you are doing and if you need to improve.”</i></p>	
<p>How do we support a child who has English as an Additional Language (EAL)?</p>	<ul style="list-style-type: none"> <li>• Early intervention</li> <li>• Providing a vocabulary-rich environment</li> <li>• Assessment of need to identify specific areas to address</li> <li>• Small group or individual work targeting grammatical structures</li> <li>• Involvement of parents</li> </ul>
<p>How do we support a child with complex and multiple needs?</p>	<ul style="list-style-type: none"> <li>• Multi-agency approach through regular ‘Team around the Child’ meetings</li> <li>• Staff experienced in supporting pupils with complex and multiple needs</li> </ul>
<p>How will we meet a child’s personal care needs?</p>	<ul style="list-style-type: none"> <li>• Pupils encouraged to be responsible for own care needs as much as possible and staff only intervening when necessary</li> <li>• Intimate care policy</li> <li>• Clear written guidelines for staff to follow when changing a child</li> </ul>
<p>How will we develop social skills throughout the school day, especially break times?</p>	<ul style="list-style-type: none"> <li>• One to one support provided for pupils with EHC plans as necessary</li> <li>• Named adults in care plans as necessary</li> <li>• Training for midday supervisors in engaging pupils in positive play</li> <li>• Zoned areas with play equipment</li> <li>• Year 5 playleaders for Key Stage 1 pupils at lunchtimes</li> <li>• Circle of Friends programme as appropriate</li> </ul>
<p><b>Our pupils said:</b>  <i>“The adults and play monitors are always around to help anyone who needs it.”</i>  <i>“Teachers encourage children to get involved, and for other children to help and see what’s wrong.”</i>  <i>“If someone is unhappy, other children will try to cheer them up and play with them.”</i></p>	
<p>How do we help a child who needs support with <b>literacy</b>?</p>	<ul style="list-style-type: none"> <li>• Better Reading programme</li> <li>• Individual and small intervention groups e.g. 5 minute box, TRUGs, Precision Teaching, Smartchute, Toe by Toe, Lego Story, Reading Fluency Project, Fresh Start</li> <li>• Dyslexia aware staff throughout school who use Dyslexia friendly teaching strategies e.g. coloured overlays, colour-coding for vowels and consonants, alternative ways of recording</li> <li>• Access to specialist resources if necessary e.g. ACE dictionaries, spellcheckers</li> <li>• Multi-sensory teaching strategies</li> <li>• Communicate in Print – ICT software to support pupils to access the curriculum</li> <li>• Basic skills embedded throughout the curriculum, aiming for fluency and independence</li> <li>•</li> </ul>

<p><b>Our pupils said:</b>  <i>“Talking tins help children to remember the sentence they were writing.”</i>  <i>“We have things on the table to help, for example spelling cards and dictionaries – these help you to remember the spellings next time.”</i></p>	
<p><b>Our parents said:</b>  <i>“We as parents are totally blown away with how quickly you all assessed our child and implemented his next steps. The progress they have made over the last school year has been massive and we are looking forward to seeing him carry this through the rest of his time at Woodhouse.”</i></p>	
<p>How do we help a child who needs support with <b>numeracy</b>?</p>	<ul style="list-style-type: none"> <li>• Targeted intervention programmes e.g. Springboard, Catch Up Numeracy</li> <li>• Individual and small intervention groups e.g. Number box, Plus 1, Power of 2, Addacus, Precision Teaching, Smartchute</li> <li>• Multi-sensory teaching strategies</li> <li>• CPA approach to learning: Concrete, Pictorial, Abstract</li> <li>• Basic skills embedded throughout teaching and learning</li> </ul>
<p><b>Our pupils said:</b>  <i>“Teachers show us how to check our work so we don’t make mistakes.”</i>  <i>“Teachers show us how to solve problems when we get stuck so we can sort things out by ourselves next time.”</i>  <i>“TT Rockstars helps us to practise our times tables.”</i>  <i>“I have a Maths book which I use at home and school and it is helping me to get better at Numeracy. It has a chart so I know what I can do.”</i></p>	
<p>How do we support a child who has <b>medical needs</b>?</p>	<ul style="list-style-type: none"> <li>• ‘Supporting pupils with medical conditions in school’ policy</li> <li>• Individualised health care plans created by a team around the child including the school nurse, parents and first aiders in school.</li> <li>• Team of 20 trained first aiders. (Nov 2019)</li> <li>• Asthma and epipen training for teaching and non-teaching staff (Dec 2019)</li> <li>• Salbutamol inhalers kept in school for emergency use</li> </ul>
<p><b>Our pupils said:</b>  <i>“We have extra inhalers in case anyone needs them.”</i>  <i>“The teachers and other pupils know about our allergies.”</i></p>	
<p><b>Our parents said:</b>  <i>“Thank you for going the extra mile to make sure our child has been included in all activities.”</i></p>	
<p>How do we support a child who is <b>looked after by the local authority</b>?</p>	<ul style="list-style-type: none"> <li>• Designated Teacher for Children Looked After (CLA) and Previously Looked after</li> <li>• Personal Education Plans with individual targets and regular reviews</li> <li>• Attendance at multi-agency meetings</li> <li>• Professional development for staff e.g. Effective support for Children who are Looked After, Building under-developed sensory systems, Emotional coaching</li> </ul>
<p>Which <b>specialist services</b> do we access beyond the school?</p>	<ul style="list-style-type: none"> <li>• Specialist Inclusion Service - Hearing Impaired Service, ASD Team</li> <li>• Educational Psychologists</li> <li>• Speech and Language Therapy</li> <li>• Occupational Therapy</li> <li>• Open Minds (Calderdale CAMHS) Psychological Wellbeing Practitioner, Transition support</li> <li>• Behaviour specialists (including William Henry Smith School)</li> <li>• Virtual School for vulnerable pupils</li> </ul>
<p>How will we include children in <b>activities outside the classroom</b> including school trips?</p>	<ul style="list-style-type: none"> <li>• Pupils with SEND take on additional responsibilities alongside their peers e.g. Year 6 monitors, Y5 playleaders, School Councillors, Web Sheriffs, Reading Ambassadors</li> <li>• Vulnerable pupils and those with special needs are often invited to out of school clubs</li> <li>• Attendance of pupils with SEND at extra-curricular clubs is monitored and encouraged</li> <li>• Risk assessments for school visits</li> <li>• For trips, extra staff deployed and additional transporting arrangements as necessary following advice and guidance from parents</li> <li>• Special arrangements to enable pupils to participate in Year 6 residential</li> </ul>
<p><b>Our pupils said:</b>  <i>“All children can go on trips, even if they have asthma or allergies.”</i>  <i>“Although I couldn’t go canoeing or raft-building, I still cheered on everyone in my group and did all the activities.”</i></p>	

<p><b>Our parents said:</b>  <i>“Our child never feels that his disability stops him from taking part in PE as the activities are adapted to suit his needs.”</i></p>	
<p>How do we prepare and support a child <b>for joining school and transferring to secondary school?</b></p>	<ul style="list-style-type: none"> <li>• Home and pre-school visits by Reception staff and SENCO if appropriate</li> <li>• Transition plans – extended visits to secondary school with primary school staff.</li> <li>• Close liaison with external agencies e.g. ASD Team and all other settings involved in transition to ensure good exchange of information</li> <li>• Independent Travel Training for pupils in Year 6 as appropriate</li> </ul>
<p>How do we ensure all staff are well trained?</p>	<ul style="list-style-type: none"> <li>• Appropriate awareness sessions as appropriate for all teachers and support staff on SEN issues, for example attachment disorder, multi-sensory teaching, positive behaviour management, ASD, anxiety, attention and listening</li> <li>• Training for support staff and SENCO in speech and language difficulties</li> <li>• Attendance by SENCO at local learning events and networks to keep up to date with latest research and national developments</li> <li>• Training for staff in implementation of intervention programmes e.g. Fresh Start, Catch Up Numeracy, Drawing and Talking Therapy</li> <li>• Visits to other schools, including specialist schools, to share good practice</li> <li>• SEND Governor frequently attends local authority development sessions</li> </ul>
<p><b>Our parents said:</b>  <i>“Teachers/TAs/SENCO also make themselves available for emotional support, do not judge and are genuinely interested and care. I have confidence in staff at Woodhouse.”</i></p>	
<p>How do we allocate <b>resources?</b></p>	<ul style="list-style-type: none"> <li>• Use of notional SEN budget to support pupils through differentiated resources, additional teachers and support staff, staff training</li> <li>• Support provided as specified in a child’s EHC plan</li> <li>• Adult support allocated in response to needs and the most appropriate way to support individuals and groups of pupils</li> <li>• Attainment, progress and wellbeing of all children reviewed at least termly to ensure provision is matched to needs</li> <li>• Regular evaluation of the effectiveness of provision and value for money</li> </ul>
<p>How do we deal with complaints regarding our provision for children and young people with SEN?</p>	<ul style="list-style-type: none"> <li>• School’s Complaints policy available to parents, including on school website</li> </ul>

**Further advice and support for parents and carers**

**SENDIASS** - 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: 01422 266141

<http://www.calderdalesendiass.org.uk/>

**Unique Ways – Supporting families with disabled children** – 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 343090

<http://www.uniqueways.org.uk/>

**Open Minds Calderdale** have produced a service guide to support families whose children and young people are experiencing emotional health and wellbeing difficulties:

[https://www.calderdale.gov.uk/v2/sites/default/files/open-minds\\_families-guide\\_2018.pdf](https://www.calderdale.gov.uk/v2/sites/default/files/open-minds_families-guide_2018.pdf)

You can also visit their website for advice, information, support and signposting on local and national emotional health and wellbeing services that help children and young people who are going through a difficult time:

[www.openmindscalderdale.org.uk](http://www.openmindscalderdale.org.uk)