



Contact Details	
Headteacher	Jane Scardifield
Telephone – School Office	01422 202704
Address	Northowram Primary School Baxter Lane Northowram Halifax HX3 7EF
Email – School Office	admin@northowram.calderdale.sch.uk
Age Range	Nursery, 5-11
Funding	
Special Educational Needs Co-ordinator (SENCo)	Amy Beanland
Email - SENCo	amy.beanland@northowram.calderdale.sch.uk
SEN Governor	James Allison

Policies for Identification and Assessment of Pupils with SEN
https://northowram.calderdale.sch.uk/policies/special-education-needs-disability/

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.

<p>How will Northowram Primary School support my child?</p>	<ul style="list-style-type: none"> • High expectations • Smart targets which are individualised for each child and reviewed termly. • Vision – creates an excellent school ethos of inclusion, equality and inspiration to achieve. Inspiring success beyond expectation. • Interventions which ensure provision captures all 4 areas identified in the code of practise. These run for different time periods depending on the need and are evaluated on a termly basis. • Inspiring for success – engaging lessons delivered through quality teaching, monitored by senior leadership and subject management (lit and numeracy.) • Termly assessments and on going objective tracking. • Professional dialogue during pupil progress meetings for teachers and management every term, every child discussed, difficulties identified and provision/ interventions put in place, reassessed then at following meeting. • Pen portraits for every class which highlights children with SEND needs. • Individual provision maps • Carefully devised and developed behaviour policy which was contributed to by pupils, staff and parents. • SENCO time – 2 day a week and a part of the leadership team. • SENCO holds National SEN award. • SENCO admin time 1 day a week. • Teaching deemed to be ‘outstanding’ by OFSTED June 2016 which is still the case with recent management observations. • Dedicated team of 20 teachers and 13 Teaching and support assistants and 2 nursery nurses to deliver quality teaching, support and interventions. • Staff meetings around SEN and appropriate delivery to ensure inclusion for a range of needs including, ASD, Speech and Language and social and emotional attachment. • Pupil elected school council contribute to various initiatives and improvements around school. • Prefects and house captains who help to organise events. • Detailed and regular half termly reviews for children with parents and children regarding targets and achievements. • Parent consultation evenings twice a year plus school reports. Comprehensive annual reviews for children with EHCP plans. • All teachers skill sets are appropriate to teacher SEND children as set out in regulation 5. • Work alongside the authority to aid families and young children. • External agency training for staff.
<p>How do we involve parents, children and young people</p>	<ul style="list-style-type: none"> • Parents and children are invited to all PLP reviews. • Parent’s evenings. • Regular progress and target setting meetings with class teacher and SENCo. • Open door policy for both class teachers and SENCO. • Children are involved in target and PLP setting.

	<ul style="list-style-type: none"> • Annual EHCP review for children with parental and child contributions. • SEN parent's evenings to inform parents of changes.
How do we help a child with physical needs?	<ul style="list-style-type: none"> • Disabled toilets • Manual handling belts – available for school trips and a residential to be used by a team of trained staff. • Access to equipment to assist writing and fine motor skills – sloping boards, a variety of pencil grips, variety of pens and pencils and therapy exercise programme. • Range of ICT equipment and software • Touch typing programmes • Visit from outside agencies- co-operative environment working with other agencies and taking on board their expertise • Adaptations to classroom/school • Adapted access to activities- PE equipment • Adapted classroom environment
How do we help a child with speech and language needs?	<ul style="list-style-type: none"> • Support by SALT – staff deliver activities developed by therapists. • Group sessions – Chatterbox, Word Wizard, Let's talk delivered by trained teaching support assistants. • Social use of language small group sessions • Staff trained to identify early needs.
How do we help a child with sensory impairment?	<ul style="list-style-type: none"> • Close relations with outside agencies. • Adapt classroom environment- for example seating, lighting and visual access. • Outside agency – visual impairment create additional texts and resources to access the curriculum. • Visual timetables
How do we help a child who has social and emotional difficulties?	<ul style="list-style-type: none"> • Group and 1:1 sessions with trained staff including 'social stories' • 2 Learning mentors • Good staff children relationships • Good staff parent relationships • Weekly PSHCE lessons • PSHCE intervention. • Access to specialist counselling - Noah's Ark • Staff trained in ASD and strategies to support children with ASD's learning. • Access to specialist ASD service. • Play leaders • Head of Pastoral care. • Mental health first aider • Close relationship with post adoption.
How do we help a child with behavioural difficulties?	<ul style="list-style-type: none"> • Good relationships • 2 Learning mentors • Successful behaviour policy, which the children have helped develop. • Individual behaviour plans • High expectations • All staff are trained in positive behaviour management. • Work alongside behaviour nurse.

<p>How do we help a child who needs support with literacy?</p>	<ul style="list-style-type: none"> • Trained staff to deliver interventions including phonics, spelling and handwriting. • Differentiation for inclusion in lessons • Reading interventions delivered by trained staff • 1:1 reading opportunities listened to by both trained volunteers and staff. • Quality first teaching • Dyslexia aware staff throughout school who use dyslexia teaching strategies. • 3 members of staff trained in dyslexia screening. • Individual and small group interventions delivered by trained staff. • Access to outstanding teaching.
<p>How do we help a child who needs support with numeracy?</p>	<ul style="list-style-type: none"> • Differentiated Maths lessons. • Interventions – delivered by trained staff. Teaching and support assistants deliver individualised programmes for children with PLP targets. • Access to outstanding teaching. • Access to specialist Maths teacher. • 1 trained staff member to deliver dyscalculia sessions.
<p>How do we support a child who has medical needs?</p>	<ul style="list-style-type: none"> • Individual health care plans created in consultation with specially trained staff, parents, school nurse. • Team of 14 trained first aiders • Trained Epi-pen staff • Trained staff in defibrillator equipment and a defibrillator on site. • Trained members of staff for diabetes • Mental health first aider. • Specially trained member of staff who is named to deal with all medical concerns including Epilepsy.
<p>How do we support a child with complex and multiple needs?</p>	<ul style="list-style-type: none"> • Close relations with specialist local primary schools. • Close relations with various outside agencies • Staff experience. • Staff training • Regular attendance to cluster and authority led SENCO cluster meetings. • Close relations with local specialist providers.
<p>How will we meet a child's personal care needs?</p>	<ul style="list-style-type: none"> • Intimate and personal care policy • All staff adhere to the code of conduct • Disabled toilet to ensure space and sensitivity for certain aspects of personal care. • Children are given as much responsibility for personal care as is possible with the intervention by staff only occurring when absolutely necessary. Staff will only contact parents/carers in an emergency
<p>How will we include children in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • Support assistants deployed to support in out of school clubs as necessary. • Extra staff are deployed on school trips to meet the requirements of risk assessments. • Vulnerable children and SEN children targeted and encouraged to take part in after and before school clubs inc choir and sporting activities. • Parents or carers consulted prior to trips for any special arrangements. Extra staff deployed and special arrangements put in place for residential trip in Year 6.

<p>How do we prepare and support a child/young person for transition?</p>	<ul style="list-style-type: none"> • Home visits for Nursery staff • Staggered start for Nursery and Reception starters. • Specialist arrangements to help with start – e.g. staggered start removed for some children. • Allocation of support assistant prior to starting and opportunities to meet them. • Extended visits – more opportunities to meet new staff and experience new environments other than transition day. • Transition books • Transition plans – made with support staff, parents, old and new teaching staff. • Additional transition days with secondary school across a number of times such as morning, lunch and end of the day, with support from Primary and with new support if in place. • Journeys to and from new school on the school bus to ensure know where their stop is. • Close liaison with Secondary SENCO's and support staff to ensure good exchange of information. • Additional transport requirements if needed.
<p>How will we develop social skills throughout the school day, especially break times?</p>	<ul style="list-style-type: none"> • 1:1 support for children if appropriate during break and lunchtimes. • Play leaders (year 5) to lead activities during break and lunch times. Teacher led clubs run on lunchtimes including girls and boys football and cross country. • Pupil premium champion leading playground games. • Lunchtime staff trained in delivering games across age ranges.
<p>How do we allocate resources?</p>	<ul style="list-style-type: none"> • School employs 6 teaching assistants across the three phases who provide support for small groups during lessons, lead interventions and work on PLP targets at specified times. – Each class allocated TA time for the year from September. • TSA's lead interventions, support small groups and 1:1 sessions and work on PLP targets at specified times. • All children regularly reviewed – Pupil Progress meetings and provision is altered and matched depending on needs of children. • If directed on EHCP children allocated support during lessons but not necessarily whole day 1:1 support.
<p>How do we ensure all staff are well trained?</p>	<ul style="list-style-type: none"> • Commitment to maintain training especially if staff leave. • Regular staff meetings which incorporates TA's and SA's • Training by outside agencies for specific support and whole school regarding certain aspects – e.g. ASD
<p>How do we raise awareness of special educational needs for parents and the wider community?</p>	<ul style="list-style-type: none"> • Assemblies discuss and explore aspects of Special Educational Needs. • Visitors to school hold assemblies or speak to classes. • Achievements of children with SEN are celebrated.

<p>Which specialist services do we access beyond the school?</p>	<ul style="list-style-type: none"> • We currently have regular contact with the following outside agencies; • Specialist Inclusion services – which include the ASD, Hearing Impairment Team and Visual Impairment Team. • Educational Psychologist • Speech and Language Therapy • Occupational Therapy • Physiotherapy • CAMHS Tier 2 and Tier 3 • Education Welfare Officer • School Nursing Team • Portage. • Social Services • Health Visitors (In the Nursery Setting) • Hospital consultants. • Paediatric consultants • Independent Travel • Noah’s Ark • Outside specialist teachers – NT & SA and Aim SpLD.
<p>How do we evaluate and review the support provided?</p>	<ul style="list-style-type: none"> • Intervention impact reviews • Pupil progress meetings • Professionals meetings • Team meetings
<p>How do we deal with complaints regarding our provision for children and young people with SEN?</p>	<ul style="list-style-type: none"> • Meeting with parents, carers young people and class teacher • Meet with the SENCo to discuss issues. • Follow the Northwarm complaints procedure and speak to Head teacher. • Inform the SEN team and school, parents/carer and SEN team meet. • Inform the authority and follow the procedures in the link below. • http://www.calderdalesendiass.org.uk/what-if-i-do-not-agree.pdf

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

www.calderdale.gov.uk/localoffer