





Centre of Excellence for Visually Impaired Children
Leading, Inspiring, Nurturing, Guiding Bringing Out the Best

SEND - School Information Report

Note: This information should be read in conjunction with the school's SEND Policy.

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Age Range	3-11
Funding	Community Primary
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Chair of Governors	Mrs Caroline Booth

The changes in the Children and Families Bill affect the way children with special educational needs and disability (SEND) are supported in schools. The following details our 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 www.calderdale.gov.uk/localoffer which details the provision available in all Calderdale schools and academies.

The new approach began in September 2014 and places pupils at the centre of the planning process. The key principles of the new legislation are:

1. Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
2. Education, health and care plans (EHC) will replace statements of special educational needs. Calderdale Council will be responsible for outlining when transfers will take place for pupils currently stated by Autumn term 2014-15. Local Authorities have up until April 2018 to transfer all statements over to EHCs. New assessments for additional educational needs will follow the EHC guidelines from September 2014. (Existing statements will remain in force until all children and young people have completed the transition, which will be within three years).
3. School Action and School Action Plus will become 'SEN Support' for children who need extra specialist support.

Ling Bob is well placed to adopt these changes and looks forward to working with pupils and parents/carers to ensure fully inclusive access to our education.

SEND Information Report

Here is the Ling Bob SEND Information Report for children with Special Educational Needs and Disability:

Ling Bob uphold children's right to education and recognise the diverse educational needs within its community. We acknowledge those needs may change and require a range of provision. We believe we have a duty to offer that provision where we can, to foster inclusion and provide full educational access.

Some children need increased support to access learning because:

- a) they have a significantly greater difficulty in learning than the majority of children of the same age;
- b) they have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

We will try to ensure that all barriers to equal access in our schools are removed or overcome. We monitor and track progress of all children to ensure that the support provided is as effective as possible. We welcome the full engagement of parents and carers and where necessary seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all children.

At Ling Bob Primary School we can offer:

INTERVENTION

<i>How we support children to access the curriculum</i>
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| <ul style="list-style-type: none"> • Access to a broad, balanced curriculum which is well differentiated and takes account of |
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different learning styles and children's interests.

- Well- staffed classrooms – at least one teacher and one teaching assistant throughout FS/KS1/KS2.
- Quality first teaching and learning which is well monitored by highly experienced leaders. Teaching was deemed 'good' and the achievement of pupils was 'good' OFSTED 2018. 'Teaching assistants make a very good contribution to pupils' learning. They give good support to pupils of all abilities, especially those who have special educational needs (SEN) and/or disabilities.' OFSTED 2018.
- Pupils profiles for Successful Learning and Mentoring.
- A rigorous pupil tracking system which ensures all children are monitored. Termly cohort monitoring with Headteacher, Deputy Headteacher(s), Team Leaders, Pastoral Care Team Manager and individual classteachers, where professional dialogue about every child as an individual takes place. This enables difficulties are identified early and suitable provision can be put in place.
- Dedicated SENCo time of 1 ½ days per week. Our SENCo is on the senior leadership team and is also one of the Deputy Headteachers in School.
- A detailed programme of reviews with parents and professionals: 2 parents' consultation evenings a year; termly reviews for all children on the SEN register and comprehensive annual reviews. Parents' views are very important to us.
- Childrens' views are very important: invited to consultation evenings, SEN reviews, meetings with parents and classteachers, helps to formulate Outcome Plans, active school council and annual questionnaire etc..
- Currently a team of 29 support/teaching assistants to meet individual needs.
- An excellent Pastoral Care Team which consists of 6 members, ranging from experienced Family Support Workers, Nurture Practitioners, Learning Mentors and a Behaviour Specialist.
- A long established, acknowledged and celebrated ethos of inclusion and equality.
- A zero tolerance for any form of bullying.

We support literacy and numeracy

Literacy

- A specialist teacher for reading works in school daily, delivering interventions and catch-up programmes.
- Delivery of the Ruth Miskin phonics programmes for both KS1 and KS2.
- The school welcomes volunteers, who are trained to hear children read in addition to the regular reading that takes place.
- Outcome Plan Targets are set to carefully enhance literacy skills. Support assistants deliver well-planned interventions to allow children to meet their targets.
- Targetted ICT programmes are in place – Clicker 6.
- All staff have had training on dyslexia friendly resources to further enhance Quality First Teaching. Lucid Dyslexia screening takes place in school.

- PenPal handwriting programme runs in KS1 and KS2 to develop fine motor skills.
- All children in FS and KS1 are grouped for phonics and this is taught at set times every day.
- Any children who still require phonics interventions when in KS2, have regular groups delivered by trained teaching assistants, at set times on a daily basis.
- Precision Teaching for specific difficulties – e.g – phonemes, high frequency words etc..
- Reading Plus programme used in upper KS2 to enhance individual reading skills.

Numeracy

- Delivery of 'Max's Marvellous Maths' programme in KS1 and KS2.
- Delivery of the Numicon programme to individual pupils and small groups.
- Numicon resources used throughout school.
- Precision Teaching for specific difficulties – e.g – knowledge of number bonds.
- Targetted ICT programmes – Education City etc...
- Outcome Plan Targets are set to carefully enhance numeracy skills, where appropriate. Support assistants deliver well-planned interventions to allow children to meet their targets.

We support speech and language development

- 'Time to Talk' and 'Language for Thinking' programmes are delivered throughout different areas of school.
- SULP (Social Use of Language) groups take place on a daily basis for specific children.
- Language Steps programme is delivered for specific children.
- Delivery of programmes devised by speech and language therapists.
- Some teaching and support staff have had ELKLAN training to enhance their Quality First Teaching throughout school.
- Word Wizard and Talk Boost programmes are delivered with some children in school.
- Let's Talk – is currently being delivered in the Foundation Stage.

We support pupils with English as an Additional Language

- The SENCo is the lead person for EAL in school.
- All children who are receiving intervention due to havng EAL,are assessed using the NASSEA steps.
- Groups of children are targeted according to the step they are working at and programmes of work are delivered, using the FOCUS scheme to support teaching.
- Letters, reports and forms can be translated by our admin staff should parents/carers require this.
- Signs and labels are translated to be displayed around the classroom, where these are needed.

- A rigorous tracking system is used to ensure this group of children are making progress and therefore can be discussed during cohort monitoring.

We promote positive behaviour and support children's emotional well being

- Behaviour specialist time allocated to specific individuals and groups.
- Pastoral Care Team prepare programmes of work such as; developing self-esteem and friendship groups. Family Support Worker on site for close links with parents/carers.
- Project Charlie group.
- Anger management work with individual pupils.
- Bereavement work with individual children – 'Muddles and puddles'.
- Sulp groups run at regular intervals during the week.
- Behaviour specialist runs training for staff and parents.
- Access to specialist counselling.
- 'Small Steps' nurture unit on site – where cohorts of children are carefully identified for this specialist provision.
- Assessment of children using the Boxhall Profile and the strengths and difficulty questionnaires, so that we can carefully target 1:1 and small group support.
- Breakfast clubs and a variety of extended schools clubs run daily.
- An excellent behaviour policy which outlines rewards and sanctions throughout the whole school, which involves parents/carers and the pupil themselves.
- A trained member of staff for tier 1 CAHMS.
- Providing pupils with individual behaviour plans, where appropriate.

We support children with sensory needs

- We were previously a resourced base for children with Visual Impairment (VI). We currently work closely with the VI team to meet the needs of pupils with a Visual Impairment.
- All staff are fully trained to meet the needs of visually impaired children – trained by a teacher for visually impaired children.
- Weekly 1:1 support for children who are visually impaired from the specialist VI teacher.
- Regular planning meetings between teachers, support assistants and VI specialist teacher.
- Resources are prepared daily to meet the needs of our VI children.
- Signs are in braille around school and children have the opportunity to learn braille, when they are at an appropriate stage in their development.

We support children's physical needs

- A building which is fully compliant with the accessibility plans.

- A lift to the KS2 area of school.
- A disabled toilet with changing facilities.
- Every class has access to equipment to aid writing: sloping boards; a variety of pencil grips; pens and other writing apparatus and a range of ICT equipment.
- Members of staff trained in the Madeline Portwood dyspraxia exercises, including the assessment of specific difficulties.
- OT and physiotherapy programmes delivered by support assistants who have been trained – daily delivered; including Jumping Joeys and Kangas.
- Specialist chairs and equipment used for children with specific needs.
- Staff are trained in moving and handling, where appropriate.

We support children's medical needs

- Individualised Care Plans are put in place with the involvement of parents/carers, medical professionals and staff in school.
- The Pastoral Care Team work with parents/carers and hold regular meetings to ensure everyone is up to date with individual medical needs. (Team Around the Child meetings – TAC)
- All support staff and teaching assistants are First Aid trained.
- Changing facilities and disabled toilet.
- Our school works closely with a variety of medical professionals to ensure appropriate staff are trained in different procedures.
- The school has a medical policy with clear guidelines for all staff to follow.

We support children's complex needs

- Close liaison with local primary special schools, including split placements (where appropriate) and inclusion visits.
- Risk assessments completed in conjunction with special school provision.
- Experienced staff – appropriate training provided according to the complexity and need.
- Initial visits with parents/carers to local secondary special schools.
- Extra transition visits to all secondary schools.
- Annual review meetings and termly Outcome Plan meetings.
- Reviews of Care Plans – where applicable.
- Regular contact with SEN officer from the SEN team.

We support children's personal care needs

- Intimate and personal care policy is in place and shared with all staff.
- All staff sign and adhere to a 'code of conduct'.

- There is a disabled toilet with a changing area.
- 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.

We support children during unstructured parts of the day

- Playtimes/lunchtimes are seen as an important time of the school day and therefore they are included in the 1:1 support for children with an EHC plan, where appropriate.
- We have playleaders and befrienders in KS2 who are on duty at playtimes and lunchtimes to help develop social skills.
- Sports activities are planned for playtimes and lunchtimes and are supervised by staff at all times.
- All pupils are encouraged to play and socialise appropriately, through PSHCE assemblies and British Value activities throughout the school week.
- Individual timetables are in place to support children who find specific times of the day difficult.

We work in partnership with other agencies

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

- Specialist Inclusion Service – VI Team
- Educational Psychologists – using a private service where appropriate
- Speech & Language Therapy Service
- Occupational Therapy
- Physiotherapy
- School Nursing Team
- Noah's Ark
- CAMHS Tier 2 and 3
- Education Welfare Officers (EWO)
- Child Psychology Team
- Strong links with the ASD Team.

We monitor children's progress

- We track children using the whole school assessment system.
- Work is prepared carefully according to the needs of the children.
- Some children may need to be assessed using the PIVATs assessment system, which can

measure progress in small steps. This can be used when children are not ready for working on the National Curriculum.

- Some children in the Foundation Stage are assessed using the Derbyshire Tracker, which again can be used to measure smaller steps of progress.
- Progress is also discussed when children have their Outcome Plan reviewed on a termly basis, where targets are set and reviewed. These are monitored weekly or fortnightly depending on the needs of the children.
- Outcomes are reviewed on the Education, Health and Care Plan at the child's Annual Review.

We support transition

- Home visits by Nursery and reception staff.
- Visits to Nursery for new children from various settings.
- Allocation of a support assistant as soon as possible and introduction before a child starts school.
- Extended visits to the reception class prior to starting school.
- Transition plans written with secondary schools.
- Extra transition visits planned to secondary schools with members of the Pastoral Care Team or support assistants.
- Good exchange of information between schools.
- Parents information session for Nursery and reception.
- Staff from secondary schools to visit our school and in some cases meets with parents/carers.

Contact Details for support services for parents/carers of pupils with SEN:

Please contact school if you have any queries or questions regarding SEND at Ling Bob.

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

UNIQUE WAYS/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

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.

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

Thank you for taking your time to find out about the extensive services we provide here at Ling Bob - The Local Offer. Please do not hesitate to contact us for any further details.

Děkuji za Váš čas, aby zjistili, o rozsáhlých služeb, které poskytujeme zde na Ling Bob - místní bohaté nabídky. Prosím, neváhejte nás kontaktovat pro jakékoliv další podrobnosti.

Dziękujemy za poświęcenie czasu, aby dowiedzieć się o rozległych świadczonych usług tutaj na Ling Bob - oferta lokalny. Prosimy o kontakt w celu dalszych informacji.

مقامی پیشکش - ہم جنس باب میں یہاں فراہم وسیع خدمات کے بارے میں معلوم کرنے کے لئے آپ کا وقت لینے کے لئے آپ کا شکریہ۔ کسی بھی مزید تفصیلات کے لئے ہم سے رابطہ کرنے نہیں ہچکچاتے کریں