

Field Lane Primary School

Part of Brighter Futures Academy Trust



The following details Field Lane Primary Schools 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 which details the provision available in all Calderdale Schools and academies.

Head Of School	Mrs Vanessa Dear
Deputy Head Of School/SENCo	Mrs Vivienne Rawnsley
Named Governor for SEN	Mrs Pam Burton
Contact details: address	Burnsall Road, Rastrick, Brighouse , West Yorkshire, HD6 3JT.
Email	admin@brighterfuturesmat.org.uk
Telephone	01484 713792
Age range	3 – 11
Funding	Notional budget, Academy
Special Educational Need Co-ordinator (SENCo)	Mrs Vivienne Rawnsley
Email- SENCo	v.rawnsley@brighterfuturesmat.org.uk

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 staff, please just phone school and we'd be happy to talk to you.

Policies for Identification and Assessment of Pupils with SEN.

Add links

http://www.siddalprimary.org.uk/files.php?force&file=Academy_SEN_Policy_647017310.pdf

<p>How will Field Lane support my child and help them to reach their potential?</p>	<ul style="list-style-type: none"> • Access to a broad, balanced and highly-differentiated curriculum which takes account of individual needs, different learning styles and children’s interests • Well-staffed classrooms- at least one teacher and one support assistant in each class • Quality First Wave 1 teaching and high expectations for all pupils • Quality of teaching and learning well monitored by highly experienced leaders. Teaching deemed to be ‘good’ by OFSTED April 2014 • Rigorous pupil tracking which ensures progress and attainment of all children are monitored, making comparisons with national expectations • Individualised targets for all children • Dedicated SENCo time. Our SENCo is also the Deputy Head of School • Detailed programme of reviews with parents and professionals: 3 parents’ consultations evenings a year; termly reviews for all pupils on the SEN register and comprehensive annual reviews. Parents and pupils views are very important to us. • Early identification of additional needs • Appropriate screening e.g. Dyslexia, dyspraxia and movement • Regular liaison with a range of external agencies who provide support and advice for children. • Referral to Early Intervention Panel • Referral for EHC plan or Single Assessment Framework. • Opportunities to review progress at least termly with parents and professionals and in consultation with pupils • Currently, a team of 9 teachers, 1 higher level teaching assistant, 8 teaching assistants and a behaviour support assistant and learning mentor who are all involved in working with pupils to support their individual needs. • Clear Code of Conduct created by pupils • Rewards and sanctions triangles and positive behaviour display present in all classrooms and around school • Dyslexia friendly classrooms • Teaching and support staff are kept up to date on SEN issues regarding pupils they have regular contact with for example; attachment disorder, multi-sensory teaching, positive behaviour management through bespoke CPD. • Assertive mentoring meetings are held termly to support pupils with specific targets linked to reading, writing, maths and attitude to learning. • School values are promoted throughout by all stakeholders.
<p>How do we involve parents, children and young people?</p>	<ul style="list-style-type: none"> • We ensure that parent/carers and pupils are involved in discussions around their learning/progress and achievements. • Individual Education Plan (IEP) targets are set through discussion and everyone has their role to play in helping the young person achieve them. • Parent/carers and pupils are asked to give their views at each review and these are evidenced on IEPs. • Pupils may be invited to IEP meetings. • Pen portraits of pupils are updated termly and give a snap shot of each pupil on the SEN register.
<p>How do we help a child with physical needs?</p>	<ul style="list-style-type: none"> • School building is fully compliant with the Disability Discrimination Act and Equality Act 2010 • Ramps ensure that the school grounds are accessible to all pupils and their families. • Stair lift to upper floor • Toilets for the disabled on the lower floor with specialist adaptations to facilitate independent toileting • Access to equipment which assists fine-motor development and writing skills: sloping boards; a variety of pencil grips; a variety of pens, a range of ICT equipment and multi-sensory writing apparatus

	<ul style="list-style-type: none"> • Movement group
How do we help a child with speech and language needs?	<ul style="list-style-type: none"> • Recent training for support staff from Speech and Language therapists • 'Chance to Talk' is delivered regularly • Social Use of Language small group sessions • Early intervention starting from Nursery with Communication Cook Book, Time to talk, Snack and Chat
How do we help a child with sensory impairment?	<ul style="list-style-type: none"> • Use of visual timetables in all classrooms • Music is used to indicate timescales for activities, lesson, tidy up times • Individualised visual timetables • Organisational timetables for pupils • Classroom seating position • Individual plans for each pupil • Carpeted throughout • Staff awareness of supportive strategies for individual pupils • Specific tools to aid pupils e.g. alarm clock • Close liaison with sensory impairment Team • Contrasting colours for walls and floors
How do we help a child who has social and emotional difficulties?	<ul style="list-style-type: none"> • Behaviour support worker and learning mentor for behaviour /social skill development • Trust Social Worker • HTLA trained in social stories • Access to specialist counselling-e.g. Noah's Ark • Social Use of Language small group sessions • Pyramid club • Range of 1:1 small group interventions eg. nurture group, friendship circles, anger management • Support for the development of social skills throughout the school day • Weekly individual behaviour chart system implemented by the behaviour support worker • Access to specialist support for children with ASD and their families
How do we help a child with behavioural difficulties?	<ul style="list-style-type: none"> • All staff promote positive behaviour management strategies • Structured school and classroom routines, including visual timetables • Individual support as necessary • Close liaison with specialist provision schools (Highbury, William Henry) to create individual behaviour plans • Whole school behaviour policy, rules, expectations and rewards • Variety of groups to promote self-esteem and anger management • Family support from learning mentor, social worker and Head of school • HTLA trained in social stories • Bespoke interventions designed and implemented by Commando Joes behaviour and team building specialists • Restorative justice system built into the whole school behaviour policy
How do we help a child who needs support with literacy?	<ul style="list-style-type: none"> • Quality first teaching • Better Reading programme • Targeted ICT programmes – Lexia • Toe by toe • Programme of 1:1 reading provided by volunteers. • Individual and small intervention groups e.g. Precision teaching, phonics tutoring • Tailored Read Write Inc small group provision to support development of reading, phonics and writing skills • Dyslexia aware staff throughout school who use Dyslexia friendly teaching strategies • Multi-sensory teaching strategies • Basic skills embedded throughout teaching and learning
How do we help a child who needs support with	<ul style="list-style-type: none"> • Quality first teaching

numeracy?	<ul style="list-style-type: none"> • Targeted intervention programmes e.g. Springboard • Individual and small intervention groups e.g. Precision Teaching, First class in number, Max's Marvellous Maths • Basic skills embedded throughout teaching and learning
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. • Team of 5 trained first aiders. • Regular meetings with the school nurse
How do we help a child who has English as an Additional Language (EAL)?	<ul style="list-style-type: none"> • Pre teaching new language before it is used in the classroom • Extra language and phonics input by intervention manager and higher level teaching assistant • Induction programme when children arrive at school • Buddy system • Visual timetables
How do we support a child with complex and multiple needs?	<ul style="list-style-type: none"> • Liaison with local primary special schools, including split placements/inclusion visits • Liaison with outside agencies • Seeking advice/guidance from specialists services
How will we meet a child's personal care needs?	<ul style="list-style-type: none"> • Code of conduct adhered by all staff • Disabled toilets • 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 parent/cares in absolute emergency • Health Care Plans are written to cater for individuals • Intimate care policy is adhered by all staff
Which specialist services do we access beyond the school?	<p>We currently have regular contact with the following services:</p> <ul style="list-style-type: none"> • Speech and Language therapy • Occupational Therapy • Physiotherapy • CAMHS • Educational Psychology • School Nursing team • Behaviour and Attendance Service • William Henry Smith School • Sensory Impairment Service • ASD outreach • Early Years Support team • Family Support • Parent Partnership Services • Up Beat • Young Carers • EWO • Virtual School for vulnerable pupils • Noah's Ark • We are also part of the East Calderdale Learning Cluster where expertise is shared between schools
How will we include children in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • Playground support allocated as necessary • Vulnerable pupils and those with special needs are invited to out of school clubs • Extra staff deployed for trips to meet the stringent requirements of our risk assessments • Parents/carers consulted prior to trips for advice and guidance • Additional transporting arrangements as necessary • Special arrangements to enable pupils to participate in all trips
How do we prepare and support a child for joining school and transferring to	<ul style="list-style-type: none"> • Home or pre-school visits by Nursery team • Visits to pre-school placements by SENCo and other school staff

secondary school?	<ul style="list-style-type: none"> • Extended visits to Nursery class planned in Summer term before starting • Opportunities for Nursery and Reception new parents eg Stay and Play sessions, home visits • Meeting with Head of school before start date • Transition meeting with member of the senior leadership team and teacher • Transition plans – extended visits to secondary school with primary school staff • Close liaison with all other settings involved in transition – good exchange of information • Extra sessions at the High Schools for pupils with specific needs
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 1:1 support for pupils on a EHC plan • Play leaders lead activities at playtime • Positive Play Promoted by lunchtime and playtime staff
How do we allocate resources?	<ul style="list-style-type: none"> • Provision mapping and intervention timetabling is thorough and monitored closely • One to one support given as specified in a child's EHC plan • Adult support allocated in response to needs • Attainment, progress and wellbeing of all children reviewed at least termly to ensure provision is matched to needs. • Regular evaluation of the effectiveness of provision
How do we ensure all staff are well trained?	<ul style="list-style-type: none"> • Regular training sessions and updates for all staff on SEN issues • Whole school training part of School Development Plan (e.g. 2013-2014 Dyslexia Friendly School training) • Commitment to maintain levels of training if staff leave • 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?	<ul style="list-style-type: none"> • Achievements of all pupils are shared in newsletters and reward assemblies • We hold drop-in/coffee mornings for parent/carers of all pupils • All pupils work is celebrated through the attractive displays throughout school • Pupils are given opportunities to take part in out of school events/competitions • Inclusive approach to all areas of the curriculum • Links and visits with Highbury School • Inclusive assemblies and school projects • Social Emotional Aspects of Learning focussing on similarities not differences.
How do we evaluate and review the support provided?	<ul style="list-style-type: none"> • All staff are monitored and their performance is reviewed on a regular basis • Interventions are reviewed on an ongoing basis and the most experienced staff cater for particular areas of need throughout school • We track impact of additional provision on progress/attendance/engagement of pupils • Pupil voice is an essential part of the reviewing and target setting process
How do we deal with complaints regarding our provision for children and young people with SEN?	<ul style="list-style-type: none"> • School follows the complaints policy procedures. This is available on the school website

Below is a link to Calderdale's Local offer where further information can be found:

www.calderdale.gov.uk/localoffer