



Central Street Infant and Nursery School

Local Offer November 2021

SEND Information Report

The following details Central Street Infant & Nursery 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.

Contact Details	
School Name	Central Street Infant and Nursery School
Executive Head Teacher	Lucy Caswell
SENCo	Lou Bright
SEN Governor	Jo Doherty
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Email - SENCo	admin@centralstreet.calderdale.sch.uk
Age Range	3-7 years
Funding	Maintained Primary, therefore we have a notional budget provided by the Local Authority which is distributed via a graduated approach according to need. The Local Authority provides top up funding to support children who have an EHC Plan.

Polices for Identification and Assessment of Pupils with SEN

Additional and Special Educational Needs and Disability Policy
Safeguarding
Equal Opportunities
Positive Behaviour
Health and Safety
Medical Conditions Policy – under review

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 Central Street support all children to reach their full potential?</p>	<ul style="list-style-type: none"> • Teacher led provision that focuses on challenge, independence and inclusion. • A guided learning approach is used when teaching Reading, English and Maths. This means that children are taught in small groups which allows for carefully differentiated teaching • Questions for Learning provide a focus for topics and individual lessons. They provide frequent opportunities to assess learning • To meet the needs of all children in school and ensure that they have access to a broad, balanced curriculum which is differentiated and has been designed to take account of different learning styles and children's interests. • Well staffed classrooms with one teacher and timetabled support assistants. • Quality of teaching and learning well monitored by highly experienced leaders and overseen by external moderation. • High expectations for all pupils regardless of their starting points. • Rigorous pupil tracking system (<i>Target Tracker</i>) which ensures all children are monitored. • <i>Bsquared</i> assessment tracker (small steps of progress) will be introduced by January 2022 when staff have completed training. • Professional dialogue about every child in school every term ensures any difficulties are identified early and suitable provision put in place. • Professional dialogue about children ensures that any difficulties are identified early and suitable provision is put in place. • Impact of interventions monitored and adjustments made as required. • Dedicated SENCo (Special Needs Co-ordinator) time. Our SENCo is part of the Senior Leadership Team. • Detailed programme of reviews with parents and professionals: 3 family consultation evenings and 3 reports to families, termly reviews for children receiving SEN Support, more frequently if necessary for those on the SEN register who have an EHC Plan and comprehensive Annual Reviews. Parent's views are important to us. • Children's views are very important; they are invited to consultation evenings, SEND reviews, active school council and annual pupil questionnaire. • Support Assistants help to meet individual needs. • Positive Behaviour policy with agreed whole school strategies. This includes where possible a natural reparation. • Long established, acknowledged and celebrated ethos of inclusion and equality. • Before and After school club provision is run by TAs who work in school.
<p>How do we involve families and children?</p>	<ul style="list-style-type: none"> • Class teachers develop positive relationships with families through an open door policy. • <i>Class Dojo</i> is used to communicate with families and to share updates of the learning and events that are happening in school and the wider communities. • <i>Class Dojo</i> is established as our Remote Learning Platform. • Class teachers will facilitate discussion about children's wellbeing and development. • We have a number of ways in which we engage with families regarding the progress of their child including telephone calls, consultation meetings (these may be virtual), annual reviews and end of year reports. • Class teachers will communicate their observations and seek further information from the child and their family. • Class teachers will listen to observations or concerns raised by the child or family.

	<ul style="list-style-type: none"> • Children and families will be involved in termly discussions about progress and their individual needs. • Families are always involved in any referrals that are made to appropriate services. • We signpost families to support where they can find help and advice. Training courses or parent groups. • Parent invited to all review meetings for IEP's. • Family questionnaires. • Celebration assemblies • Half termly 'Wellbeing Wednesdays'. • Transition activities are shared with families; families are invited to meet their child's new class teacher in their new classroom. We also send home a transition photo booklet for all children.
<p>How do we help a child with physical needs?</p>	<p>Our provision is always based on individual need; where appropriate</p> <ul style="list-style-type: none"> • Every class has access to equipment which helps writing: sloping boards; a variety of pencil grips; a variety of pens and other writing apparatus and a range of IT equipment. • Whole Class Strategies such as 'Disco Dough' and 'Squiggle While you Wiggle'. • Support assistants trained to deliver Fine and Gross Motor skills programmes, alongside advice from external agencies such as Physiotherapy and Occupational Therapy. • Relevant staff are trained in moving and handling. • Annual review and publication of the Equality Policy and Action Plan.
<p>How do we help a child with speech and language needs?</p>	<ul style="list-style-type: none"> • Experienced staff. • Delivery of programmes devised by speech and language therapist. • Sulp (Social Use of Language) trained assistants. • Spirals – Speech & Language Programme. • Nursery Narratives Programme – promotes understanding and use of language. • Black Sheep Narratives Programme – promotes understanding and use of language. • Lego Therapy. • Talking Partners. • Let's Talk Programme – develops understanding and use of simple vocabulary. • Delivery of programmes devised by speech and language therapists • Early Phonics – Phase 1. • Key vocabulary mats (with visual prompts) sent home. • Annual Phonics Training/Refresher for all teaching and support staff, ensuring correct enunciation of sounds (Little Wandle Letters and Sounds Revised) • Vocabulary taught using a 'Word Aware' approach, meaning that vocabulary is specially taught. • Pre-teaching of key vocabulary to ensure understanding.
<p>How do we help a child who has English as an Additional Language (EAL)?</p>	<p>We currently have no children with English as an additional language, we do however have bilingual children. If support is needed we would use:</p> <ul style="list-style-type: none"> • Visual cues. • Modelling. • Peer support. • First language resources. • Precision Teaching.

	<ul style="list-style-type: none"> • Work in partnership with external agencies where required to plan and deliver support for children with EAL. • Key vocabulary mats (with visual prompts) sent home.
How do we help a child with sensory impairment?	<ul style="list-style-type: none"> • Advice sought from Hearing and Sight Impairment Services as required. • Visual cues & BSL signs. • Large typeface. • Overlays. • Weighted ‘toys’ (animals) and ‘lap buddies’. • A variety of ‘fiddle’ objects available in all classes, may include personalised calm boxes • Sensory interventions planned with an understanding of ‘sensory diets’ and activities that will ‘relax’ and those that will ‘energise’ including sensory breaks and sensory circuits.
How do we help a child who has social and emotional difficulties?	<ul style="list-style-type: none"> • Experienced and qualified staff giving one to one and small group support programmes to help with a range of issues for example self-esteem. • Staff trained in awareness support of pupils with ASD. • SEAL programme, giving the children the skills to solve problems and seek help. • Annual pupil questionnaire subsequent monitoring and action. • Referral/access to specialist support such as CAMHS/Educational Psychology, Noah’s Ark, Art Therapy, Play Therapy. • SDQ Questionnaires. • Social Stories. • 1 page profiles. • Variety of after school clubs to promote self esteem. • SENCo is an Attachment Led Teacher, trained with Touchbase https://touchbase.org.uk/ • A clear Positive Behaviour policy, followed consistently by all staff. Carefully planned, reasonable adjustments for some pupils. • Positive behaviour is promoted through the school ‘Golden Rules’ • All children take part in Anti-bullying Week • If an incident of bullying occurs it is dealt with promptly. All staff are informed so that they can be extra vigilant. We work closely with the families of the pupils concerned, regular contact is important; daily if necessarily. We check-in with the pupil who has been bullied at the end of each day to discuss positives, how they are feeling and next steps. We also work with the pupil(s) who are the bullies to support them to behave positively, discuss their feelings and the feelings of others. • Half termly ‘Wellbeing Wednesdays’ • Range of books to develop wellbeing, emotions and self esteem • From January 2022 the Open Minds Mental Health Support Team and Educational Mental Health Practitioners will be work across our school federation. They will offer direct support for pupils with “mild to moderate mental health” needs. There are 3 main aims: <ul style="list-style-type: none"> ▪ Delivering low intensity evidence-based interventions (mild to moderate MH problems) ▪ Supporting the Mental Health Lead (SLT) to develop your whole school approach ▪ Giving timely advice to school staff, liaising with external services to get the right support for your children and families so they can stay in education. • Open Minds workshop for Year 1 and Year 2 children about anxiety. • Open Minds zoom workshop for KS1 parents about anxiety • Professional development session for teachers delivered by Open Minds

<p>How do we help a child with behavioural difficulties?</p>	<ul style="list-style-type: none"> • Variety of after school clubs to promote self esteem. • Individual Behaviour Plans, with a States Continuum also completed with families to help identify triggers and calming strategies. • A clear Positive Behaviour policy, followed consistently by all staff. Carefully planned, reasonable adjustments for some pupils. • Use of ABC behaviour logs to help understand triggers for behaviours. • Patience and understanding from experienced staff. • Support given at playtimes and lunchtime. • Social Stories. • 1 page profiles. • Peer awareness. • Carefully planned transistions. • Home/school books • SENCo is an Attachment Led Teacher, trained with Touchbase https://touchbase.org.uk/ <p>We recognise that all behaviour is a form of communication. We therefore monitor incidents of behaviour via CPOMs and these are discussed at staff meetings. We are able to spot patterns and trends and we intervene as appropriate.</p>
<p>What interventions do you provide?</p>	<p>For children receiving SEN Support, extra provision is closely matched with the current work in class and their individual targets, their strengths and needs from their IEP. This is done to ensure that they can access the same curriculum. The intervention work is directed by Class teachers (in line with the Code of Practice). This may be 1:1 or in small groups.</p> <p>Some children, including those with an EHCP often require bespoke interventions which are usually recommended to us by external agencies. These are prioritised within the weekly timetable for the child in question. This could be in the form of personalised provision planning linked carefully to their targets, it may also include additional adult support across the school day, including lunchtime.</p>
<p>How do we help a child who needs support with English?</p>	<ul style="list-style-type: none"> • Experienced support assistants to deliver individualised programmes e.g. bespoke programmes based on need around decoding, phonics, reading comprehension. Little Wandle Letters and Sounds Revised Keep Up sessions (group and 1:1), Pie Corbett Resources. • Dyslexia aware staff and Dyslexia friendly classrooms. • Dyslexia Screening Tool - Pearson • Small intervention groups for booster work. • Precision teaching – phonics, high frequency words • One to one tuition for targeted children. • Writing slopes and bespoke equipment where necessary. • Additional 1:1 reading • Nessy Dyslexia Screening and Nessy Reading and Spelling • Pre-teaching of vocabulary and phonics • <i>BSquared</i> assessment tool for tracking small steps of progress
<p>How do we help a child who needs support with Maths?</p>	<ul style="list-style-type: none"> • Support assistants to deliver individualised programmes for children with IEP's. • One to one tuition for targeted children. • Experienced staff will address misconceptions quickly and effectively using a variety of resources and methods. • Precision teaching –key facts e.g. number bonds • Delivery of the pre-learning and over learning in small supported groups. • Concrete materials always available to all children and all are encouraged to use it.

	<ul style="list-style-type: none"> • Appropriate targets, working on small steps of progression. • Pre-teaching. • On Track Maths Intervention – targeted teaching activities, identifies gaps in learning. • <i>BSquared</i> assessment tool for tracking small steps of progress
How do we support a child who has medical needs?	<ul style="list-style-type: none"> • Individualised care plans created and reviewed annually by a team around the child including the school nurse, parents and first aiders in school. • Team of trained first aiders across all phases of school. • Medical Conditions policy. • Health care plans are available in classrooms and the staffroom. • Asthma inhalers are accessible to the children who need them. • Training from healthcare professionals when necessary. • Intimate Care Policy in place. • Asthma and Anaphylaxis training/refresher for all staff. • Clear communication with families. • Development of close relationships with families to help the child feel comfortable either being dependent on school staff or as independent as possible whilst at school.
How will we meet a child's personal care needs?	<ul style="list-style-type: none"> • All staff adhere to a 'Code of Conduct'. • Intimate care policy in place. • 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 to assist if absolutely necessary. • Care Plans are established where needed and shared so all staff are aware of children's needs. • School is currently developing a Medical Conditions policy. • Clear communication with families.
How do we support a child with complex and multiple needs?	<ul style="list-style-type: none"> • Experienced staff in ASD . • Advice from support agencies sought and followed.
How will we include children in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • Extra staff are deployed for trips to meet the stringent requirements of our risk assessments and pupil to adult ratios. • Parents/carers consulted prior to trips for advice and guidance. • Social Stories used before the visit to prepare pupils for travel and what they will see. • Class teachers will go on a planning visit before the trip takes place. • We provide children with step by step learning so that they acquire the relevant skills associated with a safe school visit and are able to participate. • All children are included in all curriculum enhancing activities, whether this means trips into the local community, trips that are further afield and involve coach or train travel or visitors into school. Where necessary extra support is provided or activities are adapted to allow all children to take part.
How do we prepare and support a child/young person for transition?	<ul style="list-style-type: none"> • Home visits by EYFS (Early Year Foundation Stage) staff • In-School extended transition period in the Summer Term so that transition between classes is smooth. • Visits to pre-school placements by EYFS staff • We are part of the Hebden Bridge Schools Federation; this makes the transition for our infant children to junior school very easy. The staff across

	<p>all three school work closely as we view ourselves as one primary school over three sites.</p> <ul style="list-style-type: none"> • Transition plans included in the IEP – this may include extended visits to Junior school with infant school staff • Identified children are offered extra transitional visits to Junior schools. • Close liaison with all other settings involved in transition – good exchange of information • Visit school to meet students • Close cluster work between schools. • Year 2 children from Stubbings Infant School meet with the Year 2 children from Central Street frequently during the second half of the Summer Term; this includes playtimes at the Junior school, picnic and games on the park... • If a child moves midyear out of the area we will contact the transferring school. Relevant documents will be passed on confidentially; using CPOMs where possible to ensure members of staff that are working directly with the child are aware of the support, strategies and resources to ensure a smooth transition. SENCo will make contact and where necessary will visit.
<p>How will we develop social skills throughout the school day, especially break times and other unstructured times of the day?</p>	<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 children with an EHC Plan, if appropriate • Positive play games promoted by lunchtime staff • School Council responsibilities and participation in decision making • Restorative approach to day to day social difficulties • Mixed age group playtimes • Peer awareness • SULP
<p>How do we allocate resources?</p>	<ul style="list-style-type: none"> • 1:1 support as specified in a child's EHC Plan • Specific resources targeted to individual pupil through SEN allocation as required • Specific resources targeted to individual pupils through Pupil Premium allocation. • Pupils who are at risk of not making expected progress and those who are working at levels that do not match the national expectations for their age are prioritised. • Support assistants allocated to deliver 1:1 and small group interventions based upon the outcomes/objectives in the IEP • All children are regularly reviewed and provision is matched to needs
<p>How do we ensure all staff are well trained?</p>	<ul style="list-style-type: none"> • Whole school training is part of the School Development Plan • Well planned programme of CPD (Professional Development, accessing both external agencies and in-school support – monitored through the School's Performance Management system that includes all staff. This is based upon the needs of the current pupil-profile. • SENCo is a qualified teacher • SENCo has achieved the national Award in Special Education Needs Co-ordination • Training on any specific needs is bought in. • SENCo is an Attachment Led Teacher, trained with Touchbase https://touchbase.org.uk/ • Many Support and Teaching Assistants are ASD trained • ASD Outreach Team train teaching staff annual on ASD Awareness Strategies • Half-termly SEND Professional Development Meetings where any training is shared • Good practise is shared at staff Curriculum Meetings

	<ul style="list-style-type: none"> • Support Assistants trained in Sulp by ASD Outreach Team • Phonics Training/Refresher for all teaching and support staff, ensuring correct enunciation of sounds Little Wandle Letters and Sounds Revised.
How do we raise awareness of special educational needs for parents and the wider community?	<ul style="list-style-type: none"> • Open evenings for new families • Prospectus • Website and Social Media • Assemblies • Open lessons for families to come and see what/how the children are learning. • Regular IEP meetings.
Which specialist services do we access beyond the school?	<p>We have current regular contact with the following services who give us support and advice:-</p> <ul style="list-style-type: none"> • Specialist Inclusion Service, including ASD. • Calderdale SEN Team • Educational Psychology • Speech and Language Therapy • Occupational Therapy • Physiotherapy • CAMHS (Children's Mental Health Team) / Open Minds • Virtual School • Calderdale Early Intervention Team (Early Help) • Educational Welfare • School Nursing Service (Locala) • MAST (Multi-Agency Screening Team) • Family Support • Calderdale Human Resource Service • Calderdale Education Welfare Service • Calderdale Health and Safety Service • Calderdale Safeguarding Service <p>We are also part of Calder Valley School Cluster where expertise is shared between schools</p>
How do we evaluate and review the support provided?	<ul style="list-style-type: none"> • Termly monitoring by the SENCo • Performance management of teachers and SENCo • Individual Pupil progress meetings for children on SEND register. • IDLP reviews • Annual reviews • Individual Provision Mapping • Interventions are reviewed for progress. • Pupils that receive SEN Support and have an EHC plan are also tracked (when necessary) using <i>BSquared</i> to show small steps of progress.
What are the arrangements for handling complaints regarding our provision for children and young people with SEN?	<ul style="list-style-type: none"> • The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting children's needs. • We have an open door policy and parents can talk to teachers, the head teacher and SENCo whenever possible. • All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Contact details of support services for parents of pupils with SEN

Calderdale SENDIASS

www.calderdalesendiass.org.uk

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 (Previously Calderdale Parents and Carers)

www.uniqueways.org.uk

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

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.

For full details of the entire support provided for parents please follow the link to Calderdale's Local Offer: www.calderdale.gov.uk/localoffer