



## Ash Green Community Primary School

### Local Offer and SEN Report

At Ash Green we recognise that there are children who may have Special Educational Needs (SEN) throughout, or at a particular time during their school life. In this document we have tried to ensure that all areas of SEN and our provision within school have been covered. We hope this is a clear and easy document for you to read and that it answers any questions you might have regarding your child with special educational needs and how Ash Green can best support you. However, we are always available to speak with you. If you would like any further information please do not hesitate to contact school and one of our friendly and skilled staff will accommodate you as best they can.

The following details Ash Green Community Primary 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.

<b>Contact Details</b>	
<b>Headteacher</b>	Mr M P Sheppard
<b>Telephone – School Office</b>	01422 244613/01422 244274
<b>Address</b>	Mixenden Road Mixenden Halifax HX2 8QD  Clough Lane Mixenden Halifax HX2 8SN
<b>Email – School Office</b>	admin@ashgreen.calderdale.sch.uk
<b>Age Range</b>	3-11
<b>Funding</b>	Community Primary
<b>Special Educational Needs Co-ordinator (SENCo)</b>	Claire Hill Laura Thompson (Currently on maternity leave)
<b>Email - SENCo</b>	<a href="mailto:claire.hill@ashgreen.calderdale.sch.uk">claire.hill@ashgreen.calderdale.sch.uk</a> <a href="mailto:laura.thompson@ashgreen.calderdale.sch.uk">laura.thompson@ashgreen.calderdale.sch.uk</a>

SEN Governor	Rev Rob Sutherland
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<b>Polices for Identification and Assessment of Pupils with SEN</b>
<p>At Ash Green Community Primary School we follow the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2014) with regard to the identification, assessment and review of pupils with special educational needs. We identify such needs as early as possible using a graduated response as outlined in the SEND code of practice. Where pupils are transferred to Ash Green from other mainstream settings we aim to identify SEND within one half term, using previous school records and internal assessments. Parents’ concerns regarding a pupil’s educational, health or care need can be discussed with the class teacher at any convenient time. Detailed provision mapping monitors and evaluates the impact of the intervention and ensures that pupils with SEND are rigorously assessed and monitored. Pupils who have failed to make the expected progress despite targeted support and intervention continue to be closely monitored and on the basis of accumulated evidence are placed on the SEND register identified as SEN Support. Parents are consulted throughout this process. For further information on the identification and assessment of pupils with SEND please see the SEND policy located on the school website.</p>

**We’ve 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, highly skilled and experienced staff, please just phone school and we’d be really happy to talk to you.**

<p>How do we make sure <b>all</b> children reach their potential?</p>	<ul style="list-style-type: none"> <li>• Access to a broad, balanced curriculum which is well differentiated and takes account of different learning styles. As a school we have recently tailored our curriculum to take into account children’s interests and familiar stories and texts.</li> <li>• Well-staffed classrooms – at least one teacher and one support assistant in each class.</li> <li>• Staffing ratios may be higher depending on the need of the cohort or individual needs of the individual pupils.</li> <li>• Quality of teaching and learning well monitored by highly experienced leaders.</li> <li>• Teaching that is inclusive led by good or outstanding teachers.</li> <li>• Individualised targets for all children which focus on both academic achievement and developing each child’s social and emotional needs.</li> <li>• Rigorous pupil tracking systems which ensure all children’s progress is monitored. Assessment and progress meetings are held monthly to ensure that the progress of every child is closely analysed with further discussions as part of Key Stage meetings.</li> <li>• Regular liaison with a range of external agencies who provide support and advice for children: Speech and Language Therapy; Occupational Therapy; CAMHS; Educational Psychology; School Nursing Service; EWO; Specialist Inclusion Service; Portage and Early Years Support Teachers and Physiotherapy.</li> <li>• 2 SENCOs dedicated to specific year groups (Nursery-Y3/Y4-Y6) with the equivalent of 5 half days dedicated to SEND and inclusion between them.</li> <li>• Termly reviews with parents and professionals.</li> <li>• Regular training sessions for all support staff on SEND issues.</li> <li>• Long established, acknowledged and celebrated ethos of inclusion and equality.</li> <li>• Close links with the local Special School where inclusion sessions are set up between the two schools.</li> </ul>
<p>How do we involve</p>	<ul style="list-style-type: none"> <li>• Open door policy providing opportunities for parents to see the class teacher.</li> <li>• Policies which encourage parents to discuss pupil’s needs with a class teacher or</li> </ul>

<p>parents, children and young people?</p>	<p>SENCO at a mutually convenient time.</p> <ul style="list-style-type: none"> <li>• Parents and pupils are invited to termly reviews and reflect on pupil progress towards targets along with the class teacher and any outside agencies involved with their child.</li> <li>• Annual pupil and parent questionnaires which are then analysed and findings are integrated into the school improvement plan.</li> <li>• Termly parent afternoons.</li> <li>• Parent representatives canvas parent opinions and discuss feedback at monthly meetings.</li> <li>• Parents' opinions collected informally through feedback from parent sessions and activities attended.</li> </ul>
<p>How do we help a child with physical needs?</p>	<ul style="list-style-type: none"> <li>• Our Upper Site is fully compliant with the Disability Discrimination Act.</li> <li>• Stair lift from the Key Stage One corridor down to the Key Stage Two corridor.</li> <li>• Disabled toilets on both sites.</li> <li>• Showering facilities available at the Upper Site.</li> <li>• 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 ICT equipment.</li> <li>• Team of staff trained in moving and handling.</li> <li>• Close links with the Occupational Therapy and Physiotherapy team to deliver recommendations within the school day.</li> </ul>
<p>How do we help a child with speech and language needs?</p>	<ul style="list-style-type: none"> <li>• A support assistant who is trained and able to deliver a wide variety of speech and language intervention either 1:1 or in a small group, 4 afternoons a week.</li> <li>• As a school we support the use of colour coded questioning and Talk for Writing strategies to enable all children to be included within the classroom wherever possible.</li> <li>• 'SULP' (Social Use of Language) trained support assistants.</li> <li>• 'Language Steps' trained support assistants.</li> <li>• Close links with speech and language team, staff receiving training and accreditation from recognised speech and language therapists.</li> <li>• Delivery of programmes devised by speech and language therapists.</li> <li>• Staff experienced in the use of 'Black Sheep Narrative', 'Colourful Semantics', 'Word Wizard', 'Widgets', 'Let's Talk', 'Social Circles', 'Language for Thinking' and 'ECAT' materials.</li> </ul>
<p>How do we help a child with sensory impairment?</p>	<ul style="list-style-type: none"> <li>• The setting should be carpeted throughout.</li> <li>• Space available for quiet focused work.</li> <li>• Links with the Hearing Impaired team and Visually Impaired team and staff who have worked closely to develop strategies to support children.</li> <li>• Hearing loops installed.</li> </ul>
<p>How do we help a child who has social and emotional difficulties?</p>	<ul style="list-style-type: none"> <li>• Behaviour leader employed by the family cluster of schools who can be accessed at any point.</li> <li>• 2 full time pastoral workers (1 for each site) who are available to meet and greet children and parents, deliver 1:1 and group intervention, monitor and assess the impact of their intervention and feedback to parents.</li> <li>• 1 full time home school liaison officer across both sites.</li> <li>• 1 full time family support worker across both sites. (Qualified Social Worker)</li> <li>• Access to outside agencies such as Noah's Ark/Rainbows.</li> <li>• An Inclusion and Progress Team who meet twice monthly to discuss and review any children who may be in need of extra support both within and outside of school.</li> <li>• Access to specialist support such as the SEN team, ASD team, CAMHS, Family Support.</li> <li>• Teaching staff and key support personnel have received training from the Educational Psychology Service on attachment.</li> </ul>

	<ul style="list-style-type: none"> <li>• Regular training for pastoral workers on emotional well-being delivered by CAMHS.</li> </ul>
How do we help a child with behavioural difficulties?	<ul style="list-style-type: none"> <li>• Behaviour leader employed by the family cluster of schools who can be accessed at any point.</li> <li>• 2 full time pastoral workers (1 for each site) who are available to meet and greet children and parents, deliver 1:1 and group intervention, monitor and assess the impact of their intervention and feedback to parents.</li> <li>• 1 full time home school liaison officer across both sites.</li> <li>• 1 full time family support worker across both sites. (Qualified Social Worker)</li> <li>• Access to outside agencies such as Noah's Ark/Rainbows/CAMHS</li> <li>• Staff have been trained to a high standard and taught techniques on how to de-escalate situations.(Team Teach)</li> <li>• Targets linked to behaviour needs.</li> <li>• Support is given to those children who are vulnerable during the less structured times in the school day.</li> <li>• An Inclusion and Progress Team who meet twice monthly to discuss and review any children who may be in need of extra support both within and outside of school.</li> <li>• Access to specialist support such as the SEN team, ASD team, CAMHS, Family Support.</li> <li>• Close links with the PRU for those pupils with significant behaviour difficulties.</li> </ul>
How do we help a child who needs support with literacy?	<ul style="list-style-type: none"> <li>• Specialist teacher to deliver the Reading Recovery programme.</li> <li>• Additional teacher is employed to specifically support Y6, 1 hour per day.</li> <li>• The additional teacher then provides same day intervention for KS1 and 2 in an afternoon based on thorough Assessment For Learning by the class teacher.</li> <li>• Better Reading tutors available on both sites to deliver booster groups.</li> <li>• Buddy reading groups in place within school to provide peer to peer support.</li> <li>• Dyslexia screening and resources available to support children.</li> <li>• 1:1 tuition available to accelerate progress for identified children.</li> <li>• Use of widgets and multi-sensory approaches to support the teaching of basic literacy skills.</li> <li>• Accelerated reader scheme</li> </ul>
How do we help a child who needs support with numeracy?	<ul style="list-style-type: none"> <li>• Maths teaching supplemented with an additional teacher in KS2 at each site to provide bespoke teaching for low attaining and SEND pupils.</li> <li>• Additional teacher employed to provide same day intervention for KS1 and 2 in an afternoon based on thorough assessment for learning by the class teacher.</li> <li>• TA's deployed to Maths groups.</li> <li>• A trained TA delivers weekly numeracy intervention in Y3-Y5 across both sites.</li> <li>• Maths intervention delivered weekly.</li> <li>• 1:1 tuition available to accelerate progress for identified children.</li> <li>• Maths based ICT resources – Espresso, Maths Whizz and I Am Learning.</li> </ul>
How do we support a child who has medical needs?	<ul style="list-style-type: none"> <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 trained first aiders.</li> <li>• Designated first aid rooms.</li> <li>• Good links with the school nursing team, occupational therapy.</li> <li>• All staff have received training in the use of epi-pens, inhalers and defibrillators.</li> </ul>
How do we help a child who has English as an Additional Language (EAL)?	<ul style="list-style-type: none"> <li>• Parent helpers assisting with working with children with EAL.</li> <li>• Good relationships with local schools to seek advice/resources.</li> <li>• Local community connections in place to support different languages.</li> </ul>
	<ul style="list-style-type: none"> <li>• Close links with local Special Schools, including inclusion placements (split placements)</li> </ul>

<p>How do we support a child with complex and multiple needs?</p>	<ul style="list-style-type: none"> <li>• Risk assessments conducted by local special primary school.</li> <li>• Staff experienced (several children been through school with complex needs)</li> </ul>
<p>How will we meet a child's personal care needs?</p>	<ul style="list-style-type: none"> <li>• All staff sign and adhere to a 'Code of Conduct.'</li> <li>• A disabled toilet on each site, showering facilities at the upper site.</li> <li>• Children are given as much responsibility for personal care as is possible. Staff promote independence and encourage children to manage their own needs wherever possible.</li> <li>• Close liaison with parents to ensure both parents' and child's wishes are adhered to.</li> </ul>
<p>How will we include children in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> <li>• Extra staff deployed where necessary for school trips to meet the stringent requirements of our risk assessments.</li> <li>• All trips are approved by head and LA through the 'Evolve' systems.</li> <li>• Parents/carers consulted prior to trips for advice and guidance.</li> <li>• After school clubs available to all children.</li> </ul>
<p>How do we prepare and support a child/young person for transition?</p>	<ul style="list-style-type: none"> <li>• Home visits for all children upon starting the school by Nursery staff.</li> <li>• Where necessary visits to pre-school placements by SENCo and other school staff.</li> <li>• Allocation of a support assistant where needed as soon as possible and introduction for children and parents.</li> <li>• Supported transition between key stages to ensure children feel prepared for their move to a new class.</li> <li>• Transition plans – extended visits to secondary school with primary school staff.</li> <li>• Close liaison with all other settings involved in transition to ensure exchange of information to benefit the children.</li> <li>• In year transition process embedded with meetings for new parents, tour of school and explanation of policies and procedures.</li> </ul>
<p>How will we develop social skills throughout the school day, especially break times?</p>	<ul style="list-style-type: none"> <li>• Playtimes and lunchtimes are seen as an important part of the day and are included in time for 1:1 support if seen as necessary.</li> <li>• Mid-day supervisors have received training to help them stimulate the children at lunch time by playing games with them and help develop children's social skills.</li> <li>• Teachers support lunch play.</li> <li>• Play leaders (Upper Key Stage Two children) lead activities at break and lunch times.</li> <li>• Assemblies focused on promoting social skills and awareness of others.</li> <li>• Circle times/PSHCE sessions available to all children to support social skills.</li> </ul>
<p>How do we allocate resources?</p>	<ul style="list-style-type: none"> <li>• Each class has a dedicated full time support assistant and additional adults are allocated dependent upon the needs of the children within that class.</li> <li>• Additional part time support assistants in EYFS and Y1 to enable early intervention and support.</li> <li>• The SEN budget is used to fund additional resources for children where needed.</li> <li>• The budget is also used to provide additional adults to deliver interventions for a wide range of children within the school.</li> <li>• All children regularly reviewed (at least once a term) and provision is matched to needs.</li> <li>• Careful provision mapping to match the pupils needs.</li> <li>• Audit and evaluation of provision.</li> </ul>
<p>How do we ensure all staff are well trained?</p>	<ul style="list-style-type: none"> <li>• Regular (monthly) training sessions for all support staff on SEND issues.</li> <li>• Weekly meetings/training sessions for all teaching staff.</li> <li>• Whole school training days to provide professional development opportunities for all staff to ensure they are up to date on current issues.</li> <li>• SENCO attends termly Inclusion Network meetings and annual Inclusion conference</li> <li>• Commitment to maintain levels of training if staff leave.</li> </ul>

	<ul style="list-style-type: none"> <li>• Well planned programme of CPD, accessing both external agencies and in-school support.</li> <li>• Dedicated opportunities for any staff members who have received training to cascade this back to other staff members.</li> </ul>
How do we raise awareness of special educational needs for parents and the wider community?	<ul style="list-style-type: none"> <li>• Weekly celebration where all children’s achievements can be celebrated.</li> <li>• Inclusive half termly parent afternoons.</li> <li>• Termly SEND reviews.</li> <li>• Staff available to discuss issues and concerns by appointment.</li> <li>• Weekly newsletter where relevant.</li> </ul>
Which specialist services do we access beyond the school?	<p>We have good working relationships with the following services who give us regular support and advice:-</p> <ul style="list-style-type: none"> <li>• Specialist Inclusion Service, including the ASD team, HI and VI service</li> <li>• Educational psychologists</li> <li>• Speech and Language Therapy</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• Noah’s Ark</li> <li>• CAMHS</li> <li>• Educational Welfare Service</li> <li>• School Nursing Team</li> <li>• Portage and the Early Years Support Service</li> <li>• We have been a long standing partner of the North Halifax Federation and North Halifax cluster where expertise is shared between schools.</li> <li>• Our SEN team also regularly attend network meetings and conferences to ensure they are sharing and gaining expertise and ideas wherever possible.</li> </ul>
How do we evaluate and review the support provided?	<ul style="list-style-type: none"> <li>• Rigorous pupil tracking and monitoring of attainment and progress.</li> <li>• Termly reviews of learning plans.</li> <li>• Bi-monthly IPT meetings to track and monitor impact of interventions.</li> <li>• Half termly phonic assessments support provided.</li> <li>• Pupil self-assessment.</li> </ul>
How do we deal with complaints regarding our provision for children and young people with SEN?	<ul style="list-style-type: none"> <li>• Complaints policy outlines complaint procedures which are in line with the SEND code of practice 2014.</li> <li>• Complaints procedure in regards to SEND is outlined in the SEND policy.</li> <li>• Parent friendly advice leaflet on the complaints procedures.</li> <li>• Complaints about SEND should be made to the head teacher who will inform the Inclusion manager.</li> <li>• A further meeting can be held with the head teacher if parents remain dissatisfied.</li> <li>• Complaints can also be made to the governing body of the school as outlined in the schools complaints policy or to the local authority if they have a complaint about the Education Health Care plan procedure.</li> </ul>
Contact details of support services for parents of pupils with SEN	<p><b>IAS</b> - 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</p> <p><b>Calderdale Parents and Carers (CPC)</b> – 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</p> <p><b>Independent Support</b> – both the above organisations have also been commissioned by the</p>

<p>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.</p>
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<p>For full details of the entire support provided for parents please follow the link to Calderdale's Local Offer: <a href="http://www.calderdale.gov.uk/localoffer">www.calderdale.gov.uk/localoffer</a></p>
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**Thank you for taking the time to find out about our local offer at Ash Green Community Primary School – please do not hesitate to contact us for any further details.**

Amended by Claire Hill (November 2016)