Siddal Primary SEND Information Report

Review date
September 2027

Siddal Primary School

Polaris
Multi-Academy Trust

School Name	Siddal Primary School
Head of School	Mrs L Aaron
SENCO	Mrs R Woodhead
Assistant SENCo	Mrs S Midwood (Early Years)
SEND Governor	Ms F O'Brien

The kinds of SEND that are provided for by the school

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEND and assessing their needs.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Arrangements for consulting parents of children with SEND and involving them in their child's education.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support. This notification and agreement will in turn, where appropriate based on the age and understanding of the child involve meeting the child to explain the support they will receive.

SEND support details will be added to the school information management system.

Arrangements for consulting young people with SEND and involving them in their education.

Pupil voice is sought at all ages and stages through the use of differentiated strengths and difficulties questionnaires.

Pupils are aware of their targets and related interventions in line with their cognitive abilities.

Arrangements for assessing and reviewing pupils' progress towards outcomes.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

Arrangements for supporting pupils moving between phases of education and preparing for adulthood.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

These session/s are supported by the home school staff meeting together with the parents at the new school. This is the very much the base offer for a child and their family a bespoke more detailed approach is undertaken based on the child's and family's needs.

The approach to teaching pupils with SEND.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions (this is not an exhaustive list, but instead demonstrates the broad range of interventions in place):

- Adaptive curriculum
- One to one support (academic)
- Small group support (academic)

- One to one support (emotional)
- Small group support (emotional)
- External expertise / agency involvement
- Family support

How adaptations are made to the curriculum and the learning environment of pupils with SEND.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays/coloured exercise books, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Please the School's Accessibility Plan for more details.

Additional support for learning that is available for pupils with SEND.

We have Learning and Support Assistants (LSAs) in school who are trained to deliver interventions such as Beat Dyslexia, Social Use of Language Programme (SULP), Better Reading, Toe-by-Toe, Fine Motor Intervention, Speech and Language Therapies (Black Sheep).

Teaching assistants will support pupils on a 1:1 basis when there is a high level of need or a bespoke intervention is required.

There is a mental health support worker from Open Minds (CAMHS) who works in school 1 day each week delivering bespoke therapeutic intervention to pupils with significant mental health difficulties.

Teaching assistants will support pupils in small groups wherever possible where these meets need.
We work with the following agencies to provide support for pupils with SEND:

Calderdale SEND Team

SENDIASS http://wwcalderdalesendiass.org.uk

Unique Ways http://www.uniqueways.org.uk

The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured.

The Senco and Assistant SENCo are both undertaking the NPQ-SENCo qualification.
Our Head of School has 18 years of experience as a SENCo and has worked across 3 different Primary Schools in this role and is available to advise and support.
The Head of School is the Trust Inclusion Lead.

There are allocated 3 hours a week to manage SEND provision.

We have a team of learning and support assistants (LSAs) who are trained to deliver SEND support and targeted interventions.

In the last academic year, staff have been trained in recognising social emotional and mental health difficulties in children, Dyslexia awareness and dyslexia friendly classrooms, ASD – strategies to support pupils on the autistic spectrum, and Positive Behaviour Management.
We use specialist staff for ASD interventions, behaviour support /nurture work and speech and language therapies.

How equipment and facilities to support children and young people with SEND will be secured.

Each school in the Trust has a SEND budget. This budget is drawn from pupil funding and is supported through other grants. This budget is reviewed annually and adjusted based on the type and level of provision required to fulfill the SEND pupils' cohorts needs. This budget is spent on staffing, training and physical resources.

How the effectiveness of the provision made for pupils with SEN is evaluated.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions termly
- Using pupil questionnaires / feedback from meetings
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils (and their families) with EHC plans

How pupils with SEN are enabled to engage in activities available with those in the school who do not have SEN.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in all events related to the formal curriculum and through each schools extra-curricular offer

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development.

The pastoral lead works full-time in school to support pupils with SEMH needs.

There is a dedicated space in school for pastoral support and nurture sessions.

There is a Education Mental Health Practitioner from Open Minds (Northpoint - CAMHS) who works in school regularly delivering bespoke therapeutic intervention to pupils with significant mental health difficulties as well as signposting staff, parents and pupils to alternative support.

How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families.

All schools in the trust are open to and encourage working in partnership with other agencies. This partnership working is central to ensuring that we make the most efficient use of the services on

offer and devise plans that ensure that external services cohabit effectively with the support offered by the school. A list of services is below, this is not an exhaustive list, but instead demonstrates the range of agencies and external services schools work with:

- The Calderdale Specialist Inclusion Team
- Speech and Language therapy
- Occupational Therapy
- Physiotherapy
- Open Minds (CAMHs)
- Play Therapist
- Educational Psychology
- School Nursing team
- Sensory Impairment Service
- Play Therapist
- Family Support
- Parent Partnership Services

Arrangements for handling complaints from parents of children with SEN about the provision made at the school.

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN.

Calderdale SEND Team SENDsupport@calderdale.gov.uk

SENDIASS http://wwcalderdalesendiass.org.uk

Unique Ways http://www.uniqueways.org.uk

Named contacts within the school for when young people or parents have concerns

Mrs R Woodhead/Mrs S Midwood senco@siddal.polarismat.org.uk 01422 354976

Mrs L Aaron admin@siddal.polarismat.org.uk 01422 354976

Ms F O'Brien Francesca.obrien@polarismat.org.uk 01422 354976

The school's contribution to the local offer and where the LA's local offer is published.

Our contribution to the local offer is:

- Quality first teaching
- Identifying children and young people with SEN
- Differentiation
- Small group and 1:1 intervention
- Monitoring progression and attainment
- Additional support
- Working with external agencies and services through consultation with parents/carers

- Supporting access to the curriculum
- Supporting access to communication and interaction
- Whole school approach to support behavioural, social, emotional, and mental health
- Supporting access to sensory, physical and medical needs

Our local authority's local offer is published here:
https://www.calderdale.gov.uk/v2/sites/default/files/Core-Offer-update-October-2018.pdf

The arrangements for the admission of disabled pupils.

All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated

Each school's oversubscription criteria prioritises pupils with disabilities

No child with SEND will be disadvantaged in regard to their admission to any of the schools in the Trust because each school's oversubscription criteria states:

1. Pupils in public care (Children Looked After), or pupils who were looked after, but ceased to be so because they became adopted or became subject to a child arrangement or had a special guardianship order right after being looked after.
2. Pupils who were previously in state care outside of England and have ceased to be in state care as a result of being adopted.
3. Children with education, health and care plans (EHCPs) naming the school.

The facilities you provide to help disabled pupils to access the school.

The school is accessible to all floors via a lift.
Access to the main outdoor spaces is ramped.
There is a dedicated disabled parking space near the entrance to the school building.
School liaises with specialist services to provide risk assessments and access plans for disabled pupils.

Accessibility Plan.

The Accessibility Plan in each school in the Trust has three main strands:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improving the availability of accessible information to disabled pupils

This is achieved through curriculum reviews as well as staff training and development. The school will also use the expertise, advice and guidance of external agencies and other schools. The student voice will have a key role in considering individual student needs as will consultation with parents and carers.

The Accessibility Plan will have high set high expectations for disabled students and set them appropriate and challenging targets. It is the expectation that disabled students will make significant progress, staff will be accomplished at providing for, and supporting disabled students. Issues will need consideration.

For students these include:

- PE for students with physical disabilities
- Sex education for those who are particularly vulnerable or have inherited conditions
- Music for deaf or hearing-impaired students
- Easy language or taped information for students with learning difficulties
- Pictures and symbols for students with communication difficulties
- Pre-printed homework for dyslexic students

- Large print for the visually impaired and clear signs especially health and safety advice
- Adjustable tables in classrooms for wheelchair users
- Classroom organisation to allow for movement of wheelchair users
- Lighting that supports lip reading
- The positive promotion of disabled people through images, books, teaching materials and the wider curriculum in order to raise the self-esteem of disabled students
- The elimination of bullying towards disabled students

For disabled parents/carers and visitors to the school these include:

- Information in different formats (large print, appropriate language)
- Disabled friendly reception that caters for those with communication difficulties, wheelchair users
- Safe floors
- Clear signs

Improving the availability of accessible information to disabled pupils

This may include:

- Handouts, timetables, worksheets, notices, information about school events
- Providing information in braille, large print, simplified language, on audio tape, on video tape, sign language, using a symbol system
- Looking at how information in teacher marked and assessed work is given to students

Management, coordination and implementation

The Accessibility Plan in each school is reviewed after four years.

The school's SENCO monitors and reviews SEN and Learning Support issues as part of an on-going process to improve and update practice and procedure. This includes the collection, analysis and monitoring of data that shows how disabled students have performed against their own targets in terms of academic progress attendance and behaviour and participation in both the wider curriculum and school life.

Allocation of resources will be the responsibility of the Head of School.

Support from the relevant LA will continue to be sought with regards to access funding, specialist support (e.g., physiotherapists, occupational therapists, educational psychologists, school nurse) and funding for students who have complex needs

When reviewing the plan the questions to consider include:

- Have disabled students and adults seen any difference?
- Are staff more confident with disability issues?
- Are more parents/carers satisfied with arrangements for disabled people?
- Are disabled students achieving more – academically, socially, personally?
- Is the school more accessible?