



Slaithwaite C.E J. I School

Special Educational Needs and Disabilities (SEND) Information Report

Head teacher: Elaine Bradley

SENCo: Paula Cherrington

Governor with responsibility for SEN: Ms P. Wood (school address for correspondence)

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Age range: 4 to 11

Funding: Primary School.

Slaithwaite C.E J and I School Special Educational Needs and Disabilities (SEND) Offer

By displaying our SEND offer on our school website we hope to share with parents and carers our intentions to offer a high quality provision for all. We constantly strive to improve our service and we genuinely value your thoughts and ideas about our provision. We hope to serve our local community well, please don't hesitate to contact us if you have any queries, concerns or ideas about our SEND offer. We will always make the time to listen.

We recognise that at some point in any child's time at Slaithwaite C.E J& I School he/she may require additional support to reach his/her potential. Regardless of the need and the length of time for which support is required, the school will meet that need wherever possible. If this support cannot be provided by our experienced and highly-qualified staff then we will seek external specialist support.

Who has responsibility for SEND provision in school?

The Head teacher has overall responsibility for SEND and she ensures that the provision for children with SEND is appropriate and is meeting their needs ensuring their individual needs are being met and that resources are allocated appropriately. This said, we believe all teachers are teachers of SEND and that inclusive practice is the responsibility of all staff. Removing barriers to learning by providing high quality teaching that is personalised and differentiated to meet the needs of our children is a priority for all staff at Slaithwaite J.I School.

The Governing Body has a SEND governor who keeps up to date with relevant initiatives and developments in SEND and ensures that school is compliant with all statutory duties. She meets with the SENCo and reports on a regular basis to the full governing body on SEND provision in school- see governor's minutes.

This offer was shared with Parents, Carers and the school community in September 2020 and was approved by Parent governors in September 2020.

Objectives of the School's SEND provision

☐ To ensure access to a broad, balanced and relevant curriculum for all children.

☐ To identify children with additional needs and disabilities.

☐ To identify the nature of the additional need or disability and to implement appropriate learning, behavioural and social skills programmes to meet that need as far as resources will allow.

- To raise the self-esteem of children with additional needs and disabilities.
- To encourage a parent partnership and with it involvement in a child's learning.
- To promote effective liaison between staff, parents and outside agencies.
- To support staff in adapting schemes of work and provision for all children.
- To ensure continuity across the Key Stages.
- To ensure that SEND is represented in all aspects of school life.
- High expectations, appropriate assessment and deliberately ambitious targets are used in all classes.
- To ensure a clear approach to identifying and responding to SEND through assessment on entry and regular assessments of progress.
- To ensure children feel heard, valued, motivated and involved in their education.

In developing this offer, SEND children are understood to be those children with or without Education Health Care Plans who have difficulties in participating in those curriculum experiences which they could have expected to share, had the particular difficulty not existed. They will include children with Social and Communication problems, as well as children with Physical, Sensory and / or Emotional Problems.

The school works in line with the Code of Practice principles in that:

- SEND issues are addressed.
- There is recognition of a continuum of needs and provision.
- Children will be given the greatest possible access to a broad and balanced education.
- Liaison with the Local Authority, Health and Social Services will take place as appropriate to the need of the child and only after discussion with families.

Supporting SEND children in Slaithwaite C.E J& I School

Children who have additional needs are supported in a number of ways:

- The SENCO is actively involved in areas of transition across phases of education, ensuring that support is present for children who require it at key points. The SENCO will support class teachers as they develop additional education programmes and monitor their impact. The SENCO and class teacher will ensure support for families, carers and children and will ensure information is shared. Impact will be monitored through provision maps and Individual support plans where appropriate.
- Teaching Assistants are allocated to each classroom offering general in class support, small group support and individual assistance. Well supported Teaching Assistants break down barriers to learning in the class room and promote achievement at the highest level appropriate to the needs and abilities of all children.

□ Where possible the level of additional support will be consistent and provided by a member of staff known to the child. If this is a TA he/she will work closely with the class teacher to ensure a continuity of provision and to ensure that all resources and activities are appropriate and meeting the needs of the children.

□ At Slaithwaite we have a range of highly skilled and motivated teaching assistants with qualifications in Speech and Language disorders, Team teach, Social Emotional Behaviour Difficulties, Circle of Friends and Dyslexia.

□ Teaching assistants participate in all educational visits supporting all children and promoting inclusion at all levels.

□ When relevant bespoke 1-1 and small group lessons are planned in order to impact positively on the most challenging areas of school for all individuals.

□ Our First Aid staff administer most doctor prescribed medicines and will provide support for children who self-administer.

□ If there are any needs that cannot be met within normal school provision, Slaithwaite C.E J& I School will endeavour to seek the support of partner agencies in developing an appropriate provision or securing alternative placements.

□ At any point in a child's school career he/she can receive bespoke timetabling arrangements to meet his/her needs if this is deemed appropriate.

□ Regular contact with parents and carers, both formally through; parents evenings, review meetings and reports, and informally to ensure that there is an effective supportive educational partnership. At Slaithwaite we pride ourselves on our relationships with families. We know you know your children best and we value your opinions and advice regarding their education. We will make time to listen.

□ Regular opportunities for assessing and reviewing the provision for individual children with parents, carers and children.

□ All reasonable adjustments will be made to keep children safe and give individuals the best chance of success in all areas of school. This includes safety and support where necessary at breaks and lunchtimes and at handover times. We will offer alternatives to outdoor play for those who need this. We always ensure appropriate staff pupil ratios at all times.

At Slaithwaite whilst additional support is planned for and provided by the class teacher or a teaching assistant supervised by a class teacher, the SENCO will oversee all programmes and, together with the class teacher, monitor their impact. A record of all additional support is kept and reviewed regularly.

If you have a concern about your child's learning and progress:

□ Speak initially to your child's class teacher sharing your concerns, things that are not working well and how you feel things could be made better. All staff at Slaithwaite work hard to ensure that work is planned to meet the needs of all children and we welcome parents' input into this process.

□ If your concerns continue ask to speak to the SENCO who will be able to share with you details of the provision in place and provide further suggestions, actions and possibilities.

□ All concerns will be treated seriously and if they cannot be initially answered advice will be taken from relevant outside agencies.

Access to learning opportunities

At Slaithwaite we aim to ensure that all children have access to a broad and balanced curriculum. We do this by:

□ Quality differentiation to ensure all learning activities are appropriate to individual needs. We provide 1 to 1 support if needed and small group interventions to 'boost' children. We offer 'catch up' type interventions and specific support to target misconceptions.

□ Adapting resources to meet individual needs for example coloured overlays for dyslexic children, large print worksheets, visual timetables.

□ Talking to parents and children about the best ways to ensure their needs are met.

□ Ensuring our facilities are accessible and appropriate.

Further information can be gathered from our Parent guide. This is available to read on our website, alternatively a paper copy can be obtained from the school office. We will be happy to print a copy in any required text or to talk any parent through the policy.

Date of completion: September 2021

Next review September 2022