

SEND INFORMATION REPORT

We are a Church of England School set in the heart of the Luddenden Valley where every child is nurtured to their full potential in a safe and caring environment. We pride ourselves on being an inclusive school and warmly welcome children with a wide range of abilities, needs and characteristics.

The following details Luddenden CE School's individual SEND information report:

(This 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.)

School name	Luddenden CE School
Headteacher	Lisa Hoyle
SEND Leader	Emma Robertshaw
Governor with responsibility for SEND	Ian Ross
Contact details	Luddenden CE School Dene View Luddendenfoot Halifax HX2 6PB
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Email (SEND Leader)	emma.robertshaw@luddenden-ce.calderdale.sch.uk
Email (Headteacher)	head@luddenden-ce.calderdale.sch.uk
Telephone	01422 886353
Age range	3 – 11
Funding	Voluntary controlled
<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 all children reach their potential?	<ul style="list-style-type: none"> • Access to a broad, balanced curriculum which is well differentiated for pupils of all abilities, taking account of different learning styles, interests and additional needs. • Skilled teachers who consistently deliver good opportunities for learning with some examples of outstanding practice. • A high staff to pupil ratio with at least one full time teaching assistant in all classrooms. • Regular assessments completed each half term followed by curricular target reviews. • Termly provision map review ensuring all pupils with additional needs and those who have not made expected progress receive additional 1:1 or small group support.

	<ul style="list-style-type: none"> • A solid menu of intervention led by highly skilled teaching assistants with a good track record in accelerating pupil progress. • A clear system for managing and improving behaviour for learning as well as general behaviour is shared with and understood by all stakeholders. • Positive behaviour is encouraged and well managed through pro-active rewards and consequences strategies that are clearly understood throughout the school. • Embedded systems for involving parents in learning, copies of IEP targets for reading, writing and maths will be given each term, church services at St Mary's and termly parents' evenings. • Dedicated SEND Leader time. • Effective liaison with outside agencies such as Speech and Language, ASD Team, Portage and Educational Psychology to ensure each child's individual needs are met. • Distinctive Christian ethos where individuality is embraced, talents unleashed and love of learning ignited.
How do we help a child with physical needs?	<ul style="list-style-type: none"> • Excellent modern building with level or ramp access, wide corridors and spacious classrooms making the school very accessible to pupils and staff who may have mobility needs • Disabled toilet. • Moveable sink • Electronic hoist • Staff with Moving and Handling Training • Medical bed for pupils with intimate care and mobility needs. • Strong liaison with a local special school for support in risk assessments and target setting for some pupils. • Variable height of table and chairs. • Access to a variety of pens, pencils, scissors, rulers. • A selection of PE equipment to aid balance and coordination. • Slope access to Junior Playground • Link to school's accessibility plan School Accessibility Plan
How do we help a child with speech and language needs?	<ul style="list-style-type: none"> • Liaison with speech and language therapists for specialist advice. • Teaching Assistants skilled in delivering speech and language programmes. • Delivery of interventions such as Word Wizard, Black Sheep Narrative and Social Communication Groups. • Teaching Assistants skilled in supporting pupils who stammer. • Good links with Local Special School with trained staff to deliver speech and Language programmes.
How do we help a child with sensory impairment?	<ul style="list-style-type: none"> • Specialist room for focused work. • All steps on site with front edge painted yellow. • High visibility vests worn by fire wardens and torches used in the event of a fire or drill. • Sensory equipment as required. • Sensory package support from Woodbank if required.
How do we help a child who has social and emotional difficulties?	<ul style="list-style-type: none"> • Use of social stories. • Use of individual visual timetables. • Social communication intervention groups. • Key Workers for pupils with identified needs in this area. • Mood diaries and 1:1 reflection time.
How do we help a child with behavioural	<ul style="list-style-type: none"> • Rewards and consequences document displayed in each classroom so it is thoroughly understood by all pupils. • Personalised learning in all classrooms that takes account of pupils' interests, abilities, needs and learning style.

difficulties?	<ul style="list-style-type: none"> • All Teachers and Teaching Assistants are highly skilled in positive behaviour management strategies. • Individual behaviour plans for pupils with identified needs. • Use of motivational sticker charts to encourage 'good choices'. • Positive links with parents to share school behaviour management systems with home; provision of personalised sticker charts for home use. • Good relationship with external agencies.
How do we help a child who needs support with English?	<ul style="list-style-type: none"> • Daily phonics interventions within KS1. KS2 phonics provision where needed. • Working walls in all classrooms that are regularly updated. • Use of effective support materials in all classrooms e.g. alphabet arks, word/picture mats for topics, levelled success criteria and a high level of additional support during all Literacy lessons. • Provision map update each term to timetable dedicated support for all pupils with identified needs or those making less than expected progress. • Skilled delivery of intervention programmes such as Better Reading, Lift-Off to Literacy, Pre-Teaching, Word Wizard, and Black Sheep Narrative Programme. • Detailed marking feedback of writing with development points. For pupils with identified needs, 1:1 support to respond to development points. • Regular assessments completed each half term with target reviews. • Use of coloured overlays, cream paper photocopies and spelling dictionaries as appropriate.
How do we help a child who needs support with Maths?	<ul style="list-style-type: none"> • Working walls in classrooms that are regularly updated. • All classes have access to White Rose Maths resources, these are all inclusive. • Support materials such as number lines, times tables and hundred squares available to all pupils.
How do we support a child who has medical needs?	<ul style="list-style-type: none"> • Individualised care plans created by experienced staff in liaison with medical professionals. • All staff trained in basic first aid and 9 members of staff with paediatric first aid certificates. • Medical file in every classroom. • Medical bed. • Medical Policy.
How do we help a child who has English as an additional language?	<ul style="list-style-type: none"> • Use of translation ICT programmes to aid liaison with parents. • Books and resources. • Needs addressed on individual basis.
How do we support a child with complex and multiple needs?	<ul style="list-style-type: none"> • Close liaison with local special school to support with risk assessments and strategies.
How will we meet a child's personal care needs?	<ul style="list-style-type: none"> • Excellent liaison with parents/carers of children with identified needs. • Disabled toilet, medical bed and systems in place to develop independent yet supported care as appropriate.
How will we include children in activities beyond the classroom including school trips?	<ul style="list-style-type: none"> • Ramp access to Junior Playground • School policy to only visit destinations that are 'wheelchair friendly'. • More Able events ie Calderdale Children's Book of the Year. • Play leaders initiative. • High staffing ratio on all school trips to meet the stringent requirements of our risk assessments.
How do we prepare	<ul style="list-style-type: none"> • Enhanced staffing ratio in EYFS to support the early identification of

and support a child joining school and transferring to secondary school?	<p>additional or specific needs.</p> <ul style="list-style-type: none"> • Thorough induction for pupils who join school midway through a Key Stage. • Verbal contact with donating school for all pupils who transfer to Luddenden CE midway through a Key Stage. • Excellent transition links with receiving secondary schools including additional supported visits, travel to school plan practise, ICT and sporting links with receiving secondary school. • Thorough sharing of all details and information prior to transfer of Y6 pupils.
How will we develop social skills throughout the school day, especially break times?	<ul style="list-style-type: none"> • Stimulating playground 'furniture' e.g. climbing wall, KS2 Climbing equipment, KS1 Play equipment, and basketball net. • KS2 Play Leaders work in KS1 playground to guide play and initiate games. • 1:1 support for pupils with identified needs during breaks and lunchtime. • Midday Supervisors on duty to lead play at lunchtimes. • Support staff work with pupils and teach strategies for enhanced socialisation at playtime. • Use of rewards and consequences document to recognise good choices and sanction pupils demonstrating negative choices.
How do we allocate resources?	<ul style="list-style-type: none"> • 1:1 as specified in a pupil's EHCP. • Following half termly assessments and provision mapping exercises to ensure the needs of every pupil are addressed, reviewed and reassessed on a regular basis. • High level of skilled support additional to the teacher in all classrooms. • IEPs in each classroom so that all adults are aware of IEP targets and so are able to include support in achieving these in day to day school life.
How do we ensure all staff are well trained?	<ul style="list-style-type: none"> • Coherent timetable of Continual Professional Development (CPD) that addresses pupils' individual needs and enhances daily classroom practice. • Identified training needs from School Improvement Plan (SDP) addressed over academic year.
How do we raise awareness of special educational needs for parents and the wide community?	<ul style="list-style-type: none"> • Open door policy for all pupils regardless of special educational need, disability, cultural background or belief. • Inclusion of pupils with SEN/D in class assemblies, church services and other public performances / publications. • As a staff, we ask 'how can ... be part of ...?' rather than look for alternatives. • We operate a totally open door policy where parents are welcome to speak to members of teaching or support staff by appointment or when possible, at no notice.
Which specialist services do we access beyond school?	<ul style="list-style-type: none"> • Educational Psychology • ASD Team • Portage • Speech and Language Therapy • Occupational Therapy • Behaviour and Attendance Service • Education Welfare • Incontinence Nurse • Child and Adolescent Mental Health Services (CAMHS) • Calderdale Help In Bereavement Services (CHIBS) • School Nursing Team • Family Support Service • Family Intervention Team
How do we evaluate and review the support provided?	<ul style="list-style-type: none"> • Termly review with child and parents • Pupil progress tracked half termly • Provision mapping • Liaison with teachers on a regular basis

<p>How do we deal with complaints regarding our provision for children and young people with SEN?</p>	<ul style="list-style-type: none"> • Welcome parental comments and support through the schools 'Open Door' policy. • Parents can make an appointment to see the Head Teacher. • Messages can be emailed or left with staff in the office to be passed on to the relevant person. • The complaints policy is available for parents on the website.
<p>Contact details of support services for parents of pupils with SEN</p>	<ul style="list-style-type: none"> • IASS - 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 https://www.calderdalesendiass.org.uk/ • Unique Ways – 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. https://www.uniqueways.org.uk/ • Noah's Ark – Noah's ark offer support for parents and children. They offer counselling, therapeutic play for children, money advice and support and training. www.noahsarkcentre.org.uk • For full details of the entire support provided for parents please follow the link to Calderdale's Local Offer: www.calderdale.gov.uk/localoffer

Thank you for taking the time to find out about Luddenden CE School's SEND Information Report – please do not hesitate to contact us for any further details. Information regarding school admissions please see link below

<https://www.calderdale.gov.uk/v2/residents/education-and-learning/schools/admissions>

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