

The following details are our local offer at

Savile Park Primary School



It should be read in conjunction with the Core Offer set out in Calderdale's Local Offer <http://www.calderdale.gov.uk/education/parents/send-offer/support/index.html> which details the provision available in all Calderdale schools and academies.

School name	Savile Park Primary School
Headteacher	Mrs Jane Boylan
SENCo	Mrs Jayne Edwards – Miss Hester Lomas
Governor with responsibility for SEN	Mrs Asima Akhtar
Contact details: address	Moorfield Street Halifax HX1 3ER
Email (admin)	office@savilepark.calderdale.sch.uk
Email (SENCo):	Jayne.Edwards@savilepark.calderdale.sch.uk
Telephone (admin)	01422 352844
Telephone (SENCo)	As above
Age range	4 - 11
Funding	Notional budget and top up funding for the children who have statements and EHC plans at the school.
	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.
How will Savile Park Primary School support my child?	<ul style="list-style-type: none"> • Access to a broad, balanced curriculum which is well differentiated and takes account of different learning styles and children's interests. • Well-staffed classrooms – at least one teacher and one support assistant (minimum 15hours/week in KS1 & KS2 and full time in FS) in each class. • Quality of teaching and learning well monitored by highly experienced leaders. Teaching deemed to be 'outstanding' by OFSTED June 2013.

	<ul style="list-style-type: none"> • Individualised targets for all children (acknowledged by Investors in Pupils 2013) • Rigorous pupil tracking system which ensures all children are monitored. Professional dialogue about every child in school every term ensures any difficulties are identified early and suitable provision put in place. • Dedicated SENCo time of 2 x 2 days per week (2 SENCos). Our SENCos are on the senior leadership team. • Detailed programme of reviews with parents and professionals: 3 parents' consultation evenings a year; termly reviews for all children on the SEN register and comprehensive annual reviews. Parents' views are very important to us. • Children's views are very important: invited to consultation evenings, SEN reviews, help to formulate one page plans, active school council and annual questionnaire etc. • Currently, a large team of support assistants to meet individual needs. • Carefully devised behaviour charter created by the children in school. This includes a strict zero tolerance policy for bullying. • Long established, acknowledged and celebrated ethos of inclusion and equality.
<p>How do we involve parents, carers, children and young people?</p>	<ul style="list-style-type: none"> • Parents consultation evenings for all children 3 times a year plus an end of year written report. • Termly review meetings with parents/carers of children with SEN support needs, statements or EHC plan. • Weekly celebration assemblies at both sites where parents are always welcome. • A bilingual member of staff to support home and school communication. • Learning Mentor who supports children and their families during difficult times. • The children's views are sought termly to inform the review of provision.
<p>How do we help a child with physical needs?</p>	<ul style="list-style-type: none"> • Moorfield Street - New build 2004 – fully compliant with the Disability Discrimination Act • Lift to both floors at Moorfield Street and Heath • Disabled toilets on both floors with specialist adaptations to facilitate independent toileting at Moorfield Street. Disabled toilet at Heath on one floor. • Showering facilities at Moorfield Street. • Some doors are electronically opening to enable independent movement around the building for wheelchair users. • 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. • A sports coach trained in Madeleine Portwood dyspraxia exercises delivering individualised programmes. • Use of differentiated sports equipment in PE – eg specialist balls • Variable height tables and chairs available. • Hoist system on both floors at Moorfield Street. • Team of staff trained in moving and handling.
<p>How do we help a child with speech and language needs?</p>	<ul style="list-style-type: none"> • Staff trained to assess and deliver the evidence based 'Talkboost' 10 week programme to children in EYFS and KS1. • Communication Trust Speech and Language Progression Tool used to assess speech, language and communication concerns at school level. • 'Chance to Talk' trained support assistants who regularly deliver programmes. • 'SULP' (Social Use of Language) trained support assistants. • 'Language Steps' trained support assistants. • Delivery of programmes devised by speech and language therapists • Staff experienced in the use of 'Black Sheep Narrative', 'Colourful Semantics' and 'Word Wizard' materials.
<p>How do we help a child with sensory impairment?</p>	<ul style="list-style-type: none"> • Each room at our Moorfield Street site has a sound field system • Carpeted throughout • Specialist room for focussed work • Soundproof booth at Moorfield Street

	<ul style="list-style-type: none"> • Specialist support assistants trained to level 2 BSL + • Class teachers trained to BSL level 1 • Signing choir • Whole staff trained in deaf awareness • Assemblies and other whole school activities signed to BSL level 2+ • Close liaison with audiology and cochlear implant service
How do we help a child who has social and emotional difficulties ?	<ul style="list-style-type: none"> • Learning mentor – 20 hours per week • Home school liaison officer – 1.5 days per week • Access to specialist counselling – eg Noah’s Ark • Staff ASD aware and use appropriate strategies to support the learning of children with ASD. • Access to specialist support for children with ASD and their families.
How do we help a child with behavioural difficulties ?	<ul style="list-style-type: none"> • Learning mentor – 20 hours per week • Breakfast club/ Wake and Shake Club • Variety of after school clubs to promote self-esteem • Behaviour policy which sets out when parents will be contacted – this is kept for absolute emergencies.
How do we help a child who needs support with literacy ?	<ul style="list-style-type: none"> • Specialist support assistants to deliver ECAR programme (Every Child a Reader) • Specialist support assistants to deliver individualised programmes for children with IEPs. • Targeted ICT programmes – Active Learn / Lexia • Extensive programme of 1:1 reading provided by trained volunteers. • ‘Rapid Phonics’ groups – small intervention groups for catch up phonics. • Dyslexia aware staff throughout school who use Dyslexia friendly teaching strategies.
How do we help a child who needs support with numeracy ?	<ul style="list-style-type: none"> • Specialist support assistants to deliver ECC programme (Every Child Counts) • Specialist support assistants to deliver individualised programmes for children with IEPs. • Targeted ICT programmes – RM Maths/ Table Mountain/ My Maths
How do we support a child who has medical needs ?	<ul style="list-style-type: none"> • Individualised medical needs plans created by a team around the child including the school nurse, parents and first aiders in school. • A large team of trained first aiders. • Medical bed/hoist system on top floor at Moorfield Street site
How do we help a child who has English as an Additional Language (EAL) ?	<ul style="list-style-type: none"> • Senior teacher with responsibility for children with EAL • Induction programme when children arrive at school • Bi-lingual staff – members of staff who can speak Punjabi/Urdu • Support assistant who works on 1:1 programmes • Experienced in the use of translation ICT software. • Bi-lingual written translation of important school documents.
How do we support a child with complex and multiple needs ?	<ul style="list-style-type: none"> • Close liaison with local primary special schools, including split placements/ inclusion visits. • Risk assessments conducted by local special primary school • Staff experienced (several children been through school with complex needs)
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 and HI team • Educational Psychologists • Speech and Language Therapy • Occupational Therapy • Physiotherapy • Noah’s Ark • ASD service • CAMHS • EWO

	<ul style="list-style-type: none"> • School nursing support services • We are also part of the North Halifax Cluster where expertise is shared between schools.
How will we include children in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • Support assistants are deployed to support children with SEN in out-of-school clubs. • Extra staff deployed for trips to meet the stringent requirements of our risk assessments. • Own adapted minibus which can accommodate a wheelchair. • Signing choir offered as an out of school club. • Parents/carers consulted prior to trips for advice and guidance.
How do we prepare and support a child for joining school and transferring to secondary school?	<ul style="list-style-type: none"> • Home visits by Reception staff • Visits to pre-school placements by SENCO and other school staff • Allocation of a support assistant as soon as possible and introduction before child starts school. • Extended visits to Reception Class planned in summer term before starts. • Transition plans – extended visits to secondary school with primary school staff. • Close liaison with all other settings involved in transition – good exchange of information. • Members of staff trained to deliver a personalised independent travel training programme to support children’s progression to secondary school. This programme begins in year 5 and continues through year 6.
How will we meet a child’s personal care needs?	<ul style="list-style-type: none"> • Intimate and Personal Care Policy in place which is adhered to by all staff. • All staff sign and adhere to a ‘Code of Conduct’. • 2 disabled toilets, one of which has a shower, ensures space and sensitivity for some aspects of personal care – Moorfield Street. 1 disabled toilet at Heath. • 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 in an absolute emergency.
How will we develop social skills throughout the school day, especially break times?	<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 statemented children if appropriate. • Positive Play Promoter employed by school to organise activities at break times. • Sports coach employed by school to organise activities at break times. • Midday supervisors trained in developing children’s social skills. • Play leaders (Year 5) lead activities at break times.
How do we allocate resources?	<ul style="list-style-type: none"> • One to one support given as specified in a child’s statement of SEN • Support assistants for children with more complex SEN support needs - time with these assistants deployed on a needs basis. • Our school employs a support assistant for each class – time is allocated on a daily basis for individual/ small group work on IEP targets. • All children regularly reviewed (at least once a term) and provision is matched to needs.
How do we ensure all staff are well trained?	<ul style="list-style-type: none"> • Regular (usually monthly) training sessions for all support staff on SEN issues. • Whole school training part of School Improvement Plan (eg 2013 -2014 Dyslexia Friendly School training) • Commitment to maintain levels of training if staff leave. • Well planned programme of CPD, accessing both external agencies and in-school support.
How do we raise awareness of special educational needs for parents and the wider community?	<ul style="list-style-type: none"> • Assemblies and all major events are signed in BSL • The signing choir performs at conferences, in Tesco’s and other public events • We participate in competitions which celebrate successes of children with special educational needs e.g. The Percival Whitley award. • Achievements of children with SEN are celebrated in newsletters and other public documents. • We hold drop-in sessions for parents of children with SEN

<p>How do we evaluate and review the support we provide?</p>	<ul style="list-style-type: none"> • Termly review meetings for individual children with parents/carers, class teachers and other involved specialists looking at the impact of provision for children. • Termly review of each child's attainment and the impact of their provision. • Parent/carer questionnaires. • A thorough cycle of reviews for the Governing Body.
<p>How do we deal with complaints regarding our provision for children and young people with SEN?</p>	<ul style="list-style-type: none"> • In the first instance we have 2 SENCOs who are able to listen to parents and carers concerns about SEN provision and provide in school solutions. • A complaints policy is in place for complaints that cannot be resolved at this level.

Ta informacja jest dostępna w języku polskim w szkole

Tyto informace jsou dostupné v češtině ve škole

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Thank you for taking the time to find out about our local offer at Savile Park – please do not hesitate to contact us for any further details.