

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 Dixon Mrs Hester Conway Mrs Liz Collins
Governor with responsibility for SEN	Mrs Rukhsana Maqsud
Contact details: address	Moorfield Site Moorfield Street Halifax HX1 3ER Heath Site Unit 3, Heath Campus Free School Lane Halifax HX1 2EP
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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.

	<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 telephone school and we'd be really happy to talk to you.</p>
<p>How will Savile Park Primary School support my child?</p>	<ul style="list-style-type: none"> • Access to a broad, balanced curriculum which is well adapted 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. • Individualised targets for all children. • 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 SENDCo time weekly. • 3 SENDCos, 2 qualified to NASENCO level and one undertaking a national qualification for SEND through the NPQSEND. • Our 3 SENDCos are on the senior leadership team. • Detailed programme of reviews with parents and professionals: 2 parents' consultation evenings a year and comprehensive annual reviews for pupils with an EHCP. Parents' views are very important to us. • Children's views are very important: where appropriate, 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 policy. This includes a strict zero tolerance policy for bullying. • Individual behaviour plans for children who need it. • 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 twice a year plus an end of year written report. • Reviews with parents/carers of children with EHC plans. • Weekly celebration assemblies at both sites where parents are always welcome. • Early doors every Friday. Doors open 15 minutes before school for parents to discuss anything with class teachers. • Multiple bilingual members of staff to support home and school communication. • Pastoral team who support 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. • Staff trained in BUSS methods to support internal systems, bodily regulation and central nervous system. • Staff trained to support children in movement groups. • Use of adapted sports equipment in PE • Variable height tables and chairs available. • Hoist system on both floors at Moorfield Street. • Team of staff trained in moving and handling.

	<ul style="list-style-type: none"> • Staff trained to follow and deliver programs devised by physiotherapists. • Extensive Risk Assessments carried out by the local specialist school and physiotherapists.
How do we help a child with speech and language needs ?	<ul style="list-style-type: none"> • 'Language Steps' trained support assistants. • Delivery of programmes devised by speech and language therapists • Staff trained to follow and deliver programs devised by Speech and Language therapists. • Speech and language therapist school based fortnightly In school (2024-2025) • Staff trained in BLAST speech and language program • Staff trained in Language Legends KS2 intervention • Staff training in Chatterbox EYFS intervention • Staff trained to identify SLCN (speech, language and communication needs) • Staff trained to plan and deliver NELI intervention. • 'SULP' (Social Use of Language) trained support assistants. • Part of a SLCN project 2021-23 to improve SLCN support in primary schools. • Widget used across school. • Assistant Head supporting in Early Language Development
How do we help a child with sensory impairment ?	<ul style="list-style-type: none"> • Each room at our Moorfield Street site has a sound field system • Carpeted throughout • Specialist rooms for focussed work • Sensory room at our Moorfield site • Specialist support assistants trained to level 2 BSL + • Whole staff trained in deaf awareness • Close liaison with audiology and cochlear implant service. • Close liaison with the Hearing Impaired team.
How do we help a child who has social and emotional difficulties ?	<ul style="list-style-type: none"> • Pastoral Lead • Deputy Head with responsibility for behaviour across school • 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. • Staff trained in carrying out Boxall assessments and creating plans to meet children's needs. • Lunchtime groups to support the most vulnerable pupils who struggle with the unstructured times of the day. • Trauma informed school – training throughout the year from Rezina Kelly. • Assistant Head with attachment lead accreditation through Touch Base. • Headteacher has a diploma in trauma informed practice in school.
How do we help a child with behavioural difficulties ?	<ul style="list-style-type: none"> • Pastoral Lead • Deputy Head with responsibility for behaviour across school • Breakfast club • Variety of after school clubs to promote self-esteem • Behaviour policy which sets out when parents will be contacted. • Individual behaviour plans for pupils with individual needs. • Lunch time clubs to support unstructured times of the day. • Breakout space • Sensory room at the Moorfield site. • Trauma informed school – training throughout the year from Rezina Kelly. • Headteacher has a diploma in trauma informed practice in school. • Restorative practice encouraged throughout school
How do we help a child who needs support with literacy ?	<ul style="list-style-type: none"> • Specialist trained support assistants to deliver Project XCode • Specialist support assistants to deliver individualised programmes for children with IEPs. • Targeted ICT programmes – Active Learn

	<ul style="list-style-type: none"> • Extensive programme of 1:1 reading provided by trained volunteers. • 'Rapid Phonics' groups – small intervention groups for catch up phonics and through the use of Little Wandle phonics scheme. • Dyslexia aware staff throughout school who use Dyslexia friendly teaching strategies. • Staff trained in delivering NELI program. • Staff trained in Language Legends KS2 intervention • Staff training in Chatterbox EYFS intervention
How do we help a child who needs support with numeracy ?	<ul style="list-style-type: none"> • Specialist support assistants to deliver 1st Class Number. • Specialist support assistants to deliver individualised programmes for children with IEPs. • Targeted ICT programmes – My Maths/Purple Mash/Times Table Rockstars
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. • Multiple trained support staff in PEG and Button feeding. • Multiple trained support staff in administering medication via PEG or button. • Intimate care plans written for individual pupils.
How do we help a child who has English as an Additional Language (EAL) ?	<ul style="list-style-type: none"> • Induction programme when children arrive at school • Bi-lingual staff – members of staff who can speak Punjabi/Urdu • Experienced in the use of translation ICT software and apps. • Website with the function to change language to the individuals home language. • Use of interpreters with the family for meetings. • Communication friendly classrooms • Staff trained in supporting communication and understanding
How do we support a child with complex and multiple needs ?	<ul style="list-style-type: none"> • Close liaison with local primary special schools. • Risk assessments conducted by local special primary school • Staff experienced (several children been through school with complex needs) • Close liaison with hearing and visual impairment services. • Equipment needed to support the children sourced as needed. • Individual intimate care plans written for each child
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, HI and VI team. • Educational Psychologists • Speech and Language Therapy • Occupational Therapy • Physiotherapy • Noah's Ark • ASD service • Open Minds • EWO • Children's Physiotherapy • Children's Occupational Therapy • School nursing support services • Touch Base- relational trauma and attachment • We are also part of the North Halifax Cluster where expertise is shared between schools. • Termly SEND drop ins with a representative from the above agencies for parents to ask questions.
How will we include children in activities	<ul style="list-style-type: none"> • Extra staff deployed for trips to meet the stringent requirements of our risk assessments. • Own minibus to transport children between sites and to off site activities.

outside the classroom including school trips?	<ul style="list-style-type: none"> Adapted coaches used where needed Parents/carers consulted prior to trips for advice and guidance. Adapted elements of all trips if needed to ensure, where possible, all children can take part. Extra support staff employed to ensure that all pupils can attend after school clubs.
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 where needed. Additional visits in school where needed. Support for children allocated as soon as possible and introductions before child starts school. Close liaison with EYST portage from nursery settings and throughout the Reception year to ensure a smooth transition to Reception. SENDCOs attend final IDLP meetings at Nursery settings where possible. Extended transition visits to Reception Class planned in summer term before starts. Transition plans – extended visits to secondary school with primary school staff. Transition books sent home for the summer before starting 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.
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. Intimate care plans are written with parents.
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 children with an EHCP where necessary. All lunch staff trained in organising and delivering games. All midday supervisors are school TAs. Pastoral team support at lunch time developing games and friendships. Lunchtime enrichment opportunities across both sites for all children Lunchtime breakout spaces available at both sites for a calm environment away from the playground. Lunch clubs Hall ambassadors (older pupils who support younger pupils). Play leaders to support in organising games in the playground.
How do we allocate resources ?	<ul style="list-style-type: none"> Targeted support given as specified in a child's EHCP of SEND Support assistants for children with more complex SEND 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 and provision is matched to needs.
How do we ensure all staff are well trained ?	<ul style="list-style-type: none"> Regular training sessions for all support staff on SEND issues. Whole school training during training days. Commitment to maintain levels of training if staff leave. Well planned programme of CPD, accessing both external agencies and in-school support. Staff regularly trained in pump feeding and medication administration. Staff questionnaires sent to all support staff asking about training needs. New staff trained with all skills needed within the first month where possible.

	<ul style="list-style-type: none"> • Staff asked for further training needs at each training session and facilitated where possible.
How do we raise awareness of special educational needs for parents and the wider community?	<ul style="list-style-type: none"> • We participate in competitions which celebrate successes of children with special educational needs • Achievements of children with SEN are celebrated in newsletters and other public documents. • Parents can book to speak to SENDCos when they need it. • Pupils of all ranges of ability are encouraged to apply for our pupil roles in school (school council, hall ambassadors, play leaders) • Termly SEND drop ins with a set focus and external professional.
How do we evaluate and review the support we provide?	<ul style="list-style-type: none"> • 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. • Termly review of progress of the pupils on the SEND register. Report written to governors.
How do we deal with complaints regarding our provision for children and young people with SEN?	<ul style="list-style-type: none"> • In the first instance we have 3 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.