

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 Mrs Hester Conway
Governor with responsibility for SEN	Mrs Janet Patchett
Contact details: address	<b>Moorfield site</b> Moorfield Street Halifax HX1 3ER  <b>Heath site</b> Unit 3, Heath Campus Free School Lane Halifax HX1 2EP
Email (admin)	office@savilepark.calderdale.sch.uk
Email (SENCo):	<a href="mailto:jayne.edwards@savilepark.calderdale.sch.uk">jayne.edwards@savilepark.calderdale.sch.uk</a> <a href="mailto:hester.conway@savilepark.calderdale.sch.uk">hester.conway@savilepark.calderdale.sch.uk</a>
Telephone (admin)	01422 352844
Telephone (SENCo)	As above
Age range	4 - 11
Funding	National budget and top up funding for the children who have statements and EHC plans at the school.
	<b>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</b>

	<p><b>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.</b></p>
<p>How will Savile Park Primary School <b>support</b> my child?</p>	<ul style="list-style-type: none"> <li>• Access to a broad, balanced curriculum which is well differentiated and takes account of different learning styles and children's interests.</li> <li>• Well-staffed classrooms – at least one teacher and one support assistant (minimum 15hours/week in KS1 &amp; KS2 and full time in FS) in each class.</li> <li>• Quality of teaching and learning well monitored by highly experienced leaders. Teaching deemed to be 'outstanding' by OFSTED June 2013.</li> <li>• Individualised targets for all children (acknowledged by Investors in Pupils 2013)</li> <li>• 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.</li> <li>• Dedicated SENCo time of 2 x 2 days per week (2 SENCos). Our SENCos are on the senior leadership team.</li> <li>• Detailed programme of reviews with parents and professionals: 3 parents' consultation evenings a year; termly reviews for all children with an EHCP and comprehensive annual reviews. Parents' views are very important to us.</li> <li>• 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.</li> <li>• Currently, a large team of support assistants to meet individual needs.</li> <li>• Carefully devised behaviour policy. This includes a strict zero tolerance policy for bullying.</li> <li>• Individual behaviour plans for children who need it.</li> <li>• Long established, acknowledged and celebrated ethos of inclusion and equality.</li> </ul>
<p>How do we <b>involve</b> parents, carers, children and young people?</p>	<ul style="list-style-type: none"> <li>• Parents consultation evenings 3 times a year plus an end of year written report.</li> <li>• Termly review meetings with parents/carers of children with EHC plans.</li> <li>• Weekly celebration assemblies at both sites where parents are always welcome.</li> <li>• Multiple bilingual members of staff to support home and school communication.</li> <li>• Pastoral team who support children and their families during difficult times.</li> <li>• The children's views are sought termly to inform the review of provision.</li> </ul>
<p>How do we help a child with <b>physical needs</b>?</p>	<ul style="list-style-type: none"> <li>• Moorfield Street - New build 2004 – fully compliant with the Disability Discrimination Act</li> <li>• Lift to both floors at Moorfield Street and Heath</li> <li>• Disabled toilets on both floors with specialist adaptations to facilitate independent toileting at Moorfield Street. Disabled toilet at Heath on one floor.</li> <li>• Showering facilities at Moorfield Street.</li> <li>• Some doors are electronically opening to enable independent movement around the building for wheelchair users.</li> <li>• 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.</li> <li>• A sports coach trained in Madeleine Portwood dyspraxia exercises delivering individualised programmes.</li> <li>• Use of differentiated sports equipment in PE – eg specialist balls</li> <li>• Variable height tables and chairs available.</li> <li>• Hoist system on both floors at Moorfield Street.</li> <li>• Team of staff trained in moving and handling.</li> <li>• Staff who are moving and handling trained.</li> <li>• Staff trained to follow and deliver programs devised by physiotherapists.</li> <li>• Extensive Risk Assessments carried out by the local specialist school.</li> </ul>
	<ul style="list-style-type: none"> <li>• Staff trained to assess and deliver the evidence based 'Talkboost' 10 week programme to children in EYFS and KS1.</li> </ul>

<p>How do we help a child with <b>speech and language needs</b>?</p>	<ul style="list-style-type: none"> <li>• Communication Trust Speech and Language Progression Tool used to assess speech, language and communication concerns at school level.</li> <li>• ‘SULP’ (Social Use of Language) trained support assistants.</li> <li>• ‘Language Steps’ trained support assistants.</li> <li>• Delivery of programmes devised by speech and language therapists</li> <li>• Staff experienced in the use of ‘Black Sheep Narrative’, ‘Colourful Semantics’ and ‘Word Wizard’ materials.</li> <li>• Staff trained in BLAST speech and language program</li> <li>• Staff trained to follow and deliver programs devised by Speech and Language therapists.</li> </ul>
<p>How do we help a child with <b>sensory impairment</b>?</p>	<ul style="list-style-type: none"> <li>• Each room at our Moorfield Street site has a sound field system</li> <li>• Carpeted throughout</li> <li>• Specialist room for focussed work</li> <li>• Soundproof booth at Moorfield Street</li> <li>• Specialist support assistants trained to level 2 BSL +</li> <li>• Class teachers trained to BSL level 1</li> <li>• Whole staff trained in deaf awareness</li> <li>• Close liaison with audiology and cochlear implant service.</li> <li>• Close liaison with the Hearing Impaired team.</li> </ul>
<p>How do we help a child who has <b>social and emotional difficulties</b>?</p>	<ul style="list-style-type: none"> <li>• Learning mentor – 25 hours per week</li> <li>• Pastoral Lead – 35 hours per week</li> <li>• Access to specialist counselling – eg Noah’s Ark</li> <li>• Staff ASD aware and use appropriate strategies to support the learning of children with ASD.</li> <li>• Access to specialist support for children with ASD and their families.</li> <li>• 1 member of staff trained in carrying out Boxall assessments and creating plans to meet children’s needs.</li> <li>• “Secret Club” lunchtime group to support the most vulnerable pupils who struggle with the unstructured times of the day.</li> </ul>
<p>How do we help a child with <b>behavioural difficulties</b>?</p>	<ul style="list-style-type: none"> <li>• Learning mentor – 20 hours per week</li> <li>• Pastoral Lead – 35 hours per week</li> <li>• Breakfast club/ Wake and Shake Club</li> <li>• Variety of after school clubs to promote self-esteem</li> <li>• Behaviour policy which sets out when parents will be contacted.</li> <li>• Individual behaviour plans for pupils with individual needs.</li> <li>• “Secret Club” lunchtime group to support the most vulnerable pupils who struggle with the unstructured times of the day.</li> </ul>
<p>How do we help a child who needs support with <b>literacy</b>?</p>	<ul style="list-style-type: none"> <li>• Specialist trained support assistants to deliver Project XCode</li> <li>• Specialist support assistants to deliver individualised programmes for children with IEPs.</li> <li>• Targeted ICT programmes – Active Learn / Lexia</li> <li>• Extensive programme of 1:1 reading provided by trained volunteers.</li> <li>• ‘Rapid Phonics’ groups – small intervention groups for catch up phonics.</li> <li>• Dyslexia aware staff throughout school who use Dyslexia friendly teaching strategies.</li> </ul>
<p>How do we help a child who needs support with <b>numeracy</b>?</p>	<ul style="list-style-type: none"> <li>• Specialist support assistants to deliver 1<sup>st</sup> Class Number.</li> <li>• Specialist support assistants to deliver individualised programmes for children with IEPs.</li> <li>• Targeted ICT programmes – My Maths/Purple Mash</li> </ul>
<p>How do we support a child who has <b>medical needs</b>?</p>	<ul style="list-style-type: none"> <li>• Individualised medical needs plans created by a team around the child including the school nurse, parents and first aiders in school.</li> <li>• A large team of trained first aiders.</li> <li>• Medical bed/hoist system on top floor at Moorfield Street site.</li> <li>• Multiple trained support staff in PEG and Button feeding.</li> </ul>

	<ul style="list-style-type: none"> <li>• Multiple trained support staff in administering medication via PEG or button.</li> </ul>
How do we help a child who has <b>English as an Additional Language (EAL)</b> ?	<ul style="list-style-type: none"> <li>• Senior teacher with responsibility for children with EAL</li> <li>• Induction programme when children arrive at school</li> <li>• Bi-lingual staff – members of staff who can speak Punjabi/Urdu</li> <li>• Support assistant who works on 1:1 programmes.</li> <li>• Experienced in the use of translation ICT software and apps.</li> <li>• Website with the function to change language to the individuals home language.</li> </ul>
How do we support a child with <b>complex and multiple needs</b> ?	<ul style="list-style-type: none"> <li>• Close liaison with local primary special schools.</li> <li>• Risk assessments conducted by local special primary school</li> <li>• Staff experienced (several children been through school with complex needs)</li> <li>• Close liaison with hearing and visual impairment services.</li> <li>• Equipment needed to support the children sourced as needed.</li> </ul>
Which <b>specialist services</b> 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"> <li>• Specialist Inclusion Service, including ASD, HI and VI team.</li> <li>• Educational Psychologists</li> <li>• Speech and Language Therapy</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• Noah’s Ark</li> <li>• ASD service</li> <li>• CAMHS</li> <li>• EWO</li> <li>• Children’s Physiotherapy</li> <li>• Children’s Occupational Therapy</li> <li>• School nursing support services</li> <li>• We are also part of the North Halifax Cluster where expertise is shared between schools.</li> </ul>
How will we include children in <b>activities outside the classroom</b> including school trips?	<ul style="list-style-type: none"> <li>• Support assistants are deployed to support children with SEND in out-of-school clubs.</li> <li>• Extra staff deployed for trips to meet the stringent requirements of our risk assessments.</li> <li>• Own adapted minibus which can accommodate a wheelchair.</li> <li>• Parents/carers consulted prior to trips for advice and guidance.</li> <li>• Adapted elements of all trips if needed to ensure all children can take part.</li> <li>• Extra support staff employed to ensure that all pupils can attend after school clubs.</li> </ul>
How do we prepare and support a child <b>for joining school and transferring to secondary school</b> ?	<ul style="list-style-type: none"> <li>• Home visits by Reception staff</li> <li>• Visits to pre-school placements by SENCO and other school staff where needed.</li> <li>• Allocation of a support assistant as soon as possible and introduction before child starts school.</li> <li>• Close liaison with EYST portage to ensure a smooth transition to Reception.</li> <li>• SENDCOs attend final IDLP meetings at Nursery settings.</li> <li>• Extended transition visits to Reception Class planned in summer term before starts.</li> <li>• Transition plans – extended visits to secondary school with primary school staff.</li> <li>• Close liaison with all other settings involved in transition – good exchange of information.</li> <li>• Members of staff trained to deliver a personalised independent travel training programme to support children’s progression to secondary school.</li> </ul>
How will we meet a child’s <b>personal care needs</b> ?	<ul style="list-style-type: none"> <li>• Intimate and Personal Care Policy in place which is adhered to by all staff.</li> <li>• All staff sign and adhere to a ‘Code of Conduct’.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Intimate care plans are written with parents.</li> </ul>
How will we develop <b>social skills</b> throughout the school day, especially break times?	<ul style="list-style-type: none"> <li>• Playtimes/ lunchtimes seen as an important part of the day and included in time for 1:1 support for statemented children if appropriate.</li> <li>• All lunch staff trained in organising and delivering games.</li> <li>• Sports coach employed by school to organise activities at break times.</li> <li>• Midday supervisors trained in developing children's social skills.</li> <li>• Play leaders (Year 3) lead activities at break times for children in KS1.</li> </ul>
How do we allocate <b>resources</b> ?	<ul style="list-style-type: none"> <li>• One to one support given as specified in a child's EHCP of SEN</li> <li>• Support assistants for children with more complex SEND support needs - time with these assistants deployed on a needs basis.</li> <li>• Our school employs a support assistant for each class – time is allocated on a daily basis for individual/ small group work on IEP targets.</li> <li>• All children regularly reviewed (at least once a term) and provision is matched to needs.</li> </ul>
How do we ensure all <b>staff are well trained</b> ?	<ul style="list-style-type: none"> <li>• Regular (usually monthly) training sessions for all support staff on SEN issues.</li> <li>• Whole school training part of School Improvement Plan (eg 2013 -2014 Dyslexia Friendly School training)</li> <li>• Commitment to maintain levels of training if staff leave.</li> <li>• Well planned programme of CPD, accessing both external agencies and in-school support.</li> <li>• Staff regularly trained in pump feeding and medication administration.</li> <li>• Staff questionnaires sent to all support staff asking about training needs.</li> </ul>
How do we <b>raise awareness</b> of special educational needs for parents and the wider community?	<ul style="list-style-type: none"> <li>• We participate in competitions which celebrate successes of children with special educational needs e.g. The Percival Whitley award.</li> <li>• Achievements of children with SEN are celebrated in newsletters and other public documents.</li> <li>• We hold drop-in sessions for parents of children with SEN.</li> </ul>
How do we <b>evaluate and review</b> the support we provide?	<ul style="list-style-type: none"> <li>• Termly review meetings for individual children with parents/carers, class teachers and other involved specialists looking at the impact of provision for children.</li> <li>• Termly review of each child's attainment and the impact of their provision.</li> <li>• Parent/carer questionnaires.</li> <li>• A thorough cycle of reviews for the Governing Body.</li> <li>• Termly review of progress of the pupils on the SEND register. Report written to governors.</li> </ul>
How do we deal with <b>complaints</b> regarding our provision for children and young people with SEN?	<ul style="list-style-type: none"> <li>• 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.</li> <li>• A complaints policy is in place for complaints that cannot be resolved at this level.</li> </ul>

Ta informacja jest dostępna w języku polskim w szkole

Tyto informace jsou dostupné v češtině ve škole

یہ معلومات اسکول میں اردو میں دستیاب ہے

**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.**