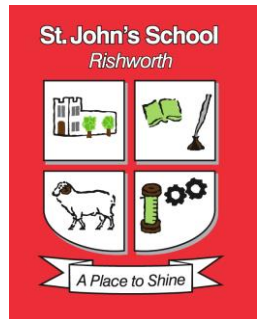


The following details our local offer at:

St. John's C.E. Primary School, Rishworth

The following details St. John's C.E. Primary School's Individual Local Offer (SEN Information Report as required in Schedule 1 of Regulation 51). This should be read in conjunction with the Core Offer set out in Calderdale Local Offer www.calderdale.gov.uk which details the provision available to all Calderdale schools and academies.

Below are frequently asked questions that parents/carers may ask about provision for children and young people who have special educational needs. We hope these are clear and easy for you to understand. If you would prefer to talk to a member of staff, please just phone school and we'll be happy to answer any further questions.



School name:	St. John's CE Primary School.
Headteacher:	Mrs. Joanna Wasyliw.
SENCo.	Mrs. Diane Haigh.
SEN Governor	Mrs. Pat Bassano.
Address:	Godly Lane, Rishworth, SOWERBY BRIDGE, HX6 4QR
Telephone:	01422 822596
Email:	admin@stjohnsrishworth.org.uk
Age range:	4 - 11
Funding:	Academy working with the Diocese of Leeds.
How will St. John's School support every child to reach their potential ?	<ul style="list-style-type: none"> • A broad, balanced curriculum, well differentiated, taking account of different learning styles and interests. • Wide variety of high quality enrichment activities, extending the curriculum and providing memorable experiences for all pupils. • Well-staffed classrooms, with excellent adult/child ratio • Quality of teaching and learning monitored by highly experienced leaders. • Pupil tracking system ensuring all children are monitored and continual professional dialogue ensuring difficulties are identified early and intervention procedures put in place. • Dedicated SENCo time • Our SENCo is on the Senior Leadership Team. • Detailed programme of reviews with parents and professionals: three parents' consultations per year, comprehensive termly reviews for children on the Special Educational Needs Register. • Active pupil voice through pupil reviews, school council and annual questionnaires. • Rewards for positive behaviour. • Strict zero tolerance policy for bullying. • Long established, acknowledged and celebrated ethos of inclusion and equality. • A governor who is responsible for SEN.
How do we involve parents, children and young people ?	<ul style="list-style-type: none"> • Parents are involved in regular meetings to discuss their child's development and needs. • All information is shared between parents and school to provide the best provision for each child. • Views of parents and children are gathered regularly through questionnaires and discussions. • Wherever possible the child will be involved in expressing their views, interests and aspirations.
How do we help a	<ul style="list-style-type: none"> • Accessibility toilet.

child with physical needs ?	<ul style="list-style-type: none"> • Access to a variety of equipment to aid writing/recording: sloping boards, variety of pencil grips and pencils, range of IT equipment. • Use of differentiated sports equipment for PE. • Targeted Occupational Therapy sessions • Touch typing programmes
How do we help a child with speech and language needs ?	<ul style="list-style-type: none"> • Social Use of Language (SULP) • Visual timetables. • Delivery of programmes devised by Speech and Language Therapists eg. 'Black Sheep Narrative' and 'Word Wizard' materials used
How do we help a child with sensory impairment ?	<ul style="list-style-type: none"> • Visual timetables. • Support strategies for individual children
How do we help a child who has social and emotional difficulties ?	<ul style="list-style-type: none"> • 'Circle of friends' small group approaches • 'Social Stories' to aid understanding of situations • Access to specialist support for children with Autistic Spectrum Disorder and their families.
How do we help a child with behavioural difficulties ?	<ul style="list-style-type: none"> • Behaviour policy using positive reinforced strategies. • Variety of activities to promote self-esteem. • Structured school and classroom routines, including visual timetables • Behaviour for Learning in YR.
How do we help a child who needs support with literacy ?	<ul style="list-style-type: none"> • Dyslexia friendly teaching strategies throughout school. • Read Write Inc – all KS1 and YR staffed trained. • Small intervention groups for catch up phonics. • Programme of 1:1 reading, throughout school. • Targeted ICT programme 'Nessy Spelling and Reading' • Precision teaching for individualised learning • Multi-sensory learning strategies
How do we help a child who needs support with numeracy ?	<ul style="list-style-type: none"> • Same day interventions for misconceptions • A range of games and modelling resources to promote key skills and learning • Precision teaching of number facts
How do we support a child who has medical needs ?	<ul style="list-style-type: none"> • Individualised medical needs plans with input from the School Nursing Team, parents and medical professionals. • Six trained first aiders. • Two mental health first aiders • Asthma and epi-pen awareness training by all staff • Diabetes type 1 training for key staff • Salbutamol inhalers kept in school for emergency use
How do we support a child with complex and multiple needs ?	<ul style="list-style-type: none"> • Liaison with local primary special school for split placement/inclusion visits. • Risk assessments carried out by local primary special school.
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. • Educational Psychologists. • Speech and Language Therapists. • Occupational Therapy. • Autistic Spectrum Disorder Service. • CAMHS. • Educational Welfare Officer. • School Nursing Team. • Virtual Schools. • Portage and Early Years Support Team. <p>We are also part of the Sowerby Bridge Cluster and Calderdale</p>

	Academy Chain, 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"> • Extra staff deployed for trips and visits outside of school, to meet the stringent requirements of our risk assessments. • Parents and carers are consulted prior to trips and visits, for advice and guidance. • Playground support allocated as necessary
How do we prepare and support a child for joining school and transferring to secondary school ?	<ul style="list-style-type: none"> • Pre School and home visits conducted by YR staff. • Visits to Reception Class in the summer term prior to start. • Transition – extended visits to secondary school with member of primary school staff, as appropriate. • Close liaison and good exchange of information with all settings involved with transition.
How will we meet a child's personal care needs ?	<ul style="list-style-type: none"> • Intimate and Personal Care Policy adhered to by all staff. • Staff Code of Conduct. • Accessibility toilet, giving space and sensitivity for some aspects of personal care. • Children are given as much responsibility as possible, for their own personal care and staff will only intervene 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 breaktimes?	<ul style="list-style-type: none"> • Play Leaders (Y5 and Y6), lead activities during lunchtime. • Activities and equipment available at all playtimes to promote positive play.
How do we allocate resources ?	<ul style="list-style-type: none"> • All children are reviewed at least once per term and provision is matched to individual needs.
How do we ensure all staff are well trained ?	<ul style="list-style-type: none"> • SENCo attends local networks to keep up to date with latest developments locally and nationally. • Well planned programme of Continual Professional Development, for teaching and support staff, both within school and through external agencies. • Commitment to maintain levels of training as staff leave.
How do we raise awareness of special educational needs for parents and the wider community?	<ul style="list-style-type: none"> • Achievements of <u>all</u> children are celebrated. • Our aims and objectives are inclusive of all abilities. • School website includes information on inclusion.
How do we evaluate and review the support provided?	<ul style="list-style-type: none"> • Once a child is set targets they will be reviewed on a rolling programme and targets adjusted or set as necessary. • We will formally review the targets set for each child and the provision provided once a term. • Once the targets are reviewed and the impact measured then new targets will be set.
How do we deal with complaints regarding our provision for young people and children with SEN ?	<ul style="list-style-type: none"> • The first thing to do if you are unhappy with something at school is to speak to your child's class teacher and/or the school SENCO, who is responsible for coordinating SEN provision. • If you are still unhappy, you should talk to the headteacher. • The School's complaints policy available to parents on website.