



The following details our SEN core offer at

Warley Road Primary Academy

2021-2022



We believe when children feel good about themselves they can reach their highest level of personal success. We nurture our pupils' self-esteem and provide pupils with the best educational provision to enable them to reach their potential.

Here is how we do it!

School	Warley Road Primary Academy
Headteacher	Mrs L Heathcote
Age range	2-11
Funding	Impact Multi Academy Trust

<p>How do we make sure all children reach their potential?</p>	<ul style="list-style-type: none"> • Warley Road puts the children's interests at the heart of every decision. We recognise the positives and potential in every child. • All pupils have access to a broad and balanced curriculum; which is differentiated and considers a wide range of learning styles as well as children's interests. • All pupils are able to access appropriate provision for their needs. • Teaching is good and outstanding at Warley Road Primary Academy. • Rigorous pupil tracking systems are in place to ensure the early identification of difficulties. • Our inclusive practice means that all children are set achievable but ambitious educational targets. • Where pupils have difficulties, additional support is quickly provided to enable pupils to make good progress. • Associate staff and specialist support is targeted to support children with specific needs. • We provide opportunities outside of the curriculum such as sport and art sessions. • All children take part in i-Challenge activities throughout school and are provided with experiences and opportunities in addition to the national curriculum.
<p>Warley Road welcomes all children.</p>	<ul style="list-style-type: none"> • The school is inclusive and embraces racial, religious and cultural diversity. • We celebrate the bilingual skills existing in our school community. • We welcome all children regardless of disabilities or special educational needs. • Warley Road School has a strict zero tolerance policy for bullying.
<p>How does Warley Road School work in partnership with parents and young people?</p>	<ul style="list-style-type: none"> • Parent and child opinions are important to us. • Parent and child views are an integral part of SEN reviews. • Children can discuss their strengths and successes as well as their areas for development and aspirations • Daily communication can take place with parents via student planners, a text message system and conversations after school. • We have three parents' evenings each academic year and interim meetings to help children who are not making expected progress. • Parents are empowered through regular parental information sessions to support and enable parents to work with children at home. • Parents are supported to access support services in the community, including those detailed in Calderdale's Local Offer. • Additional meetings are held with parents of children with special educational needs to discuss the best ways of helping pupils. • Warley Road has a dedicated Inclusion Team to support the needs of children and their families. • Children regularly use self-assessment to assess their own progress
<p>Some children have particular special educational needs or disabilities. This is how we help all pupils achieve the best that they can.</p>	
<p>How do we identify and assess children with SEN?</p>	<ul style="list-style-type: none"> • The Inclusion team work closely with all staff members and the senior leadership team to track academic progress and assess accord to the school's assessment system. • Children working two years outside of year group are assessed against a set criterion to determine any possible SEN needs. • All children making lower than expected progress are assessed for any needs that may require additional support.

	<ul style="list-style-type: none"> • The school has access to an Educational Psychologist to assess individual children's needs if needed • Referrals are made to outside agencies and advice is taken on children's needs from professionals • Parental concerns are considered, and parents are supported to help their children. • B-Squared is used for some SEN children to identify small steps of progress. • Boxall profiles are used to identify and assess SEMH needs. • Regular progress and review meetings are held to update parents about the progress of their child.
<p>How do we help a child with communication and interaction needs?</p>	<ul style="list-style-type: none"> • At Warley Road Primary Academy we work closely with Speech and Language Therapists to enable us to implement individualised programmes. • Experienced members of associate staff deliver a wide variety of intervention programmes. • A language rich curriculum is developed throughout school which priorities effective conversational skills and develops vocabulary. • In Reception class we use quality interactions and intervention to assess and support children who are identified as having difficulties with speech and communication.
<p>How do we help a child with sensory impairment?</p>	<ul style="list-style-type: none"> • Warley Road Primary Academy successfully teaches pupils with different sensory needs. • We work closely with the Hearing Support Service and the Visually Impaired Team in order to develop the school environment to make it safe and accessible for pupils with sensory impairment. • Teaching is multi-sensory. • Teachers ensure that their classroom environment and teaching is fully inclusive, following the advice of the external support services. • Classrooms are carpeted to reduce background noise. • A BSL trained member of staff is employed by the school.
<p>How do we help a child who has social and emotional difficulties?</p>	<ul style="list-style-type: none"> • As a school, we have a great deal of successful experience in working with pupils with social and emotional difficulties. • Warley Road Primary Academy operates a successful anti-bullying policy. • Staff use the 'Boxhall Profile' to help pinpoint areas of need and set effective targets. • Interventions regularly used include 'Positive People', 'Spirals' and 'friendship circles'. • Non-teaching staff are trained to encourage all pupils to participate in team/group activities at playtimes and lunchtimes. • Warley Road Primary Academy works closely with educational psychologists and CAMHS to help pupils and their families work through their difficulties. • Specialist support services work closely with the school to help children with ASD reach their potential. • A positive behaviour policy is implemented throughout school. • Personalised support programmes are implemented as needed. • Close working relationships have been established with external agencies e.g. family support workers and social services. • Transitions are carefully planned so that vulnerable pupils can be confident when starting new classes or new schools. • Midday supervisors are trained to encourage and implement games to encourage social interaction and skills. • Classrooms are adapted to include a 'quiet zone' if required. • Children are taught the skills to allow them to be tolerant and accepting citizens of the world to prevent discrimination taking place • Children are taught about bullying and why it is unacceptable and how to deal with issues linked to bullying. • Children are taught about different kinds of bullying, including cyber bullying. • Children can access a school worry box, and have had class and individual worry boxes, where necessary, and concerns are then addressed individually
<p>How do we help a child who needs support with English?</p>	<ul style="list-style-type: none"> • Individualised targets are in place for each child based on attainment. • Additional reading opportunities are given to readers who run the risk of falling behind. • Staff are dyslexia aware and incorporate appropriate methods and inclusive strategies in their teaching. • Small intervention groups are put in place for phonics, reading, spelling and handwriting. Successful interventions have included 'Get Writing' in KS1 and 'Rapid Readers' in KS2, and 'Toe by Toe' • Parental 'training' sessions are regularly offered to enable parents to help their child succeed in reading and phonics. • Staff have been trained to use Project X Reading intervention

<p>How do we help a child who needs support with maths?</p>	<ul style="list-style-type: none"> • Individualised targets are in place for each child based on attainment. • 'Numicon' is used to support the development of early number concepts. • Targeted small intervention groups are used to develop skills and confidence in KS2. • The school focuses on the development of basic mathematical and mental maths skills by encouraging the use of practical resources. The school encourages pupils to learn their times tables as soon as possible. Staff then help pupils develop their reasoning and problem-solving skills. • The uses of concrete, pictorial and abstract concepts are used throughout the school.
<p>How do we support a child who has physical needs?</p>	<ul style="list-style-type: none"> • Warley Road is committed to developing healthy children. • There is a variety of inclusive extra-curricular sports activities. Many pupils with SEN benefit from participating in these activities. • All children learn to swim in Warley Road School's modern swimming pool. Lessons are adapted to enable all pupils to be able to take part. Additional support is implemented where necessary to ensure pupils safety and confidence in the water. • The school works closely with physiotherapists, occupational therapists, visually and hearing impaired services to ensure that the environment is appropriate for pupils with various physical needs. • While the school does have many stairs, we are able to accommodate children with these needs as the school has two lifts to facilitate easy access to the classrooms on different floors. • Staff who work with pupils with physical difficulties are trained in moving and handling procedures. • Physiotherapists and occupational therapists work closely with staff, and they regularly advise and train staff to run individualised exercise programs. • The Alternative Communications Service works with the school to advise appropriate ICT interventions to enable pupils with physical difficulties to access the curriculum independently. • A variety of resources are readily available in school to assist pupils e.g. adapted scissors, writing slopes, pencil grips. • Individual evacuation plans, and moving and handling plans are in place, where needed, to ensure pupils' safety at all times. • Changing facilities and a disabled toilet are available.
<p>How do we support a child who has medical needs?</p>	<ul style="list-style-type: none"> • All pupils take part in all activities, including extra-curricular activities and visits. Support is put in place to ensure that this can happen safely. Individual needs are addressed in thorough risk assessments. • Support for medical needs is always available. • The school has staff trained in first aid and paediatric first aid. • Staff are experienced in working discretely with many different medical needs, including diabetes and epilepsy. • Care plans are in place and available to relevant staff to ensure that the medical needs of pupils are always treated appropriately. • The Medical Needs Register is maintained and updated regularly. • Staff are trained by medical experts when needs are identified. • The School works closely with the School Nursing team, Health Visitors, Consultants, Dieticians, and other medical specialists to meet the individual needs of the children. Staff are trained, where necessary, to ensure that the child's needs are safely met. • Individual special dietary needs are catered for. • The Medical Needs Team works closely with School to address the needs of those pupils whose medical conditions mean that they cannot regularly access school based education.
<p>How do we support a child with complex and multiple needs?</p>	<ul style="list-style-type: none"> • All pupils are supported in an individualised way. This is especially the case with pupils with complex and multiple needs. • The views of the child and family are central to the School's approach to meeting any child's 'needs. This is especially the case with children with complex needs. • We liaise regularly and closely with parents and all the agencies involved. • We work with local special schools. • Specific training is provided for specific needs. • Reasonable adaptations are made to the provision to make it as safe and as suitable as possible following the specialist advice of the agencies involved.
<p>How do we allocate resources?</p>	<ul style="list-style-type: none"> • The Inclusion Team work with the headteacher and other members of the Senior Leadership Team to allocate staff and resources appropriately for the needs of pupils. • The SEN budget is managed carefully to ensure that children with Educational Health Care Plans have their specific needs met, as identified within the plan. • Individual or specialised equipment is purchased on an individual needs basis.

	<ul style="list-style-type: none"> • Staff are trained to understand the needs of the pupils they are working with and are trained to deliver appropriate interventions.
How do we include children in activities outside of the classroom?	<ul style="list-style-type: none"> • Various after school clubs are available to all children. Additional support has been provided on these occasions to ensure that pupils are able to participate safely. • Extra staff are deployed for trips to meet stringent requirements of our risk assessment, which contain individualised considerations for pupils with SEND. • Residential trips, including nights away, are available to all children. • Parents and carers are consulted prior to trips for advice and guidance. • When there are class swimming sessions, they are available for all. The swimming teacher is trained in individual needs where necessary, and works with external specialist services to ensure that the environment is safe for particular needs. • Smaller groups, individualised sessions or additional support have been put in place to support pupils. • Professionals advice taken to prepare staff and children for activities outside the classroom. • Breakfast Club is accessible to all pupils.
How do we prepare and support a child/young person for transition?	<ul style="list-style-type: none"> • Relevant transition forms are completed and sent to the relevant secondary schools. • Transition meetings are held with new schools and with the parents of vulnerable children. • Additional individualised transition arrangements for vulnerable and SEND children are put in place, if necessary. • External agencies that are involved in providing for the child's needs work closely with us to prepare them for secondary transition. • Appropriate transition programs might include the use of photographs to introduce new aspects of the provision, additional visits, learning new skills needed ahead of the changes. • Consideration of views of the parents and child are central to ensuring successful transitions.
How do we ensure all staff are well trained?	<ul style="list-style-type: none"> • We use training days and staff meeting time to train relevant staff and ensure all staff are up to date with policy and procedure in relation to SEN. • We work with external agencies to secure relevant and specific training for staff when necessary. • Where needs are identified, staff access appropriate training, eg. Moving and Handling courses.
How do we evaluate and review the support provided?	<ul style="list-style-type: none"> • We use the graduated approach- Assess, Plan, Do, Review -when planning for SEN provision • The SEN register is updated on a termly basis following data meetings and discussions with class teachers and parents. • Parents are informed when their child is added to or removed from the SEN register. • Annual reviews are arranged by the SENCO to include parent, child, schools and professional views on a child's progress. • Referrals are made to relevant external agencies when further strategies or additional advice is required to ensure the child's needs are appropriately addressed. • The Inclusion Team and SLT work together to ensure resources are available when necessary. • The Inclusion Team monitor SEN provision through learning walks, pupil interviews, work scrutiny and parental feedback.
How do we deal with complaints regarding our provision for children and young people with SEN?	<p>Parents are able to discuss and share any concerns through:</p> <ul style="list-style-type: none"> • Direct meetings with relevant staff – as a school we welcome the opportunity to resolve any potential concerns parents or carers may have. • Contacting and meeting with one of our SEN governors Craig Dixon or Bronwen Pendleton • Completing the parent views section of the EHCP review • The school website provides contact information to parents.
How can parents contact Calderdale for further support and advice regarding SEN?	<ul style="list-style-type: none"> • For full details of the entire community support provided for parents please follow the link to Calderdale's Local Offer: www.calderdale.gov.uk/localoffer • The SENDIAS 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: 01422 266141 • Unique Ways – Offers support and the opportunity to meet other parents with a disabled child.. Many families find it helpful to meet or chat with other families who are in a similar situation to them. Contact 01422 343090

	<ul style="list-style-type: none"> Independent Support – both the above organisations have also been commissioned by the Department of Education to deliver Independent Support in Calderdale. These will provide advice and support for parents of children with SEN, and young people with SEN, through the statutory assessment and Education, Health and Care Plan (EHCP) processes.
SENCO	Laura Hutton
Contact details: address	Warley Road Primary Academy Halifax HX1 3TG
Email	WRA-Office@warleyroad.co.uk (FAO SENCO)
Telephone (admin)	(01422) 353724
SEN Governors	Craig Dixon and Bronwen Pendleton (Please contact the school office for further information)

Our friendly, skilled and experienced staff will be happy to answer any further questions you might have about how we could meet the needs of your child.