



Old Earth School

Local Offer 2021 - 22



School name	Old Earth School
Headteacher	Mr Daniel Burns
SENDCo	Mrs Ruth Freeman
Associate SENDCo	Mrs Christie Thaxter
Governor with responsibility for SEN	Mrs Amanda Aspin
Contact details: address	Lower Edge Road Elland West Yorkshire HX5 9PL
Email (admin will pass on to SENDCo)	admin@oldearth.calderdale.sch.uk
Email (Child and Family Support Worker)	welfare@oldearth.calderdale.sch.uk
Telephone (admin)	01422 375316
Age range	Little Earth: 2 - 3 Old Earth: 3 – 11
Funding	Academy

We hope to answer all the questions parents need to know about SEND provision. You can also see our SEND Information Report on the school website. 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 do we make sure all children reach their potential?

We are committed to narrowing the attainment gap between SEND and non-SEND students. This may include after school interventions, short-term intervention learning, or other learning interventions developed on an individual needs basis.

- 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 in each class.
- We know that early intervention is vital and we use additional materials/interventions so that children can make progress at their own rate. Interventions may be tailored for an individual child or small group. We also use, Letters & Sounds, See and Learn, Let's Talk, Social Circles, Precision Teaching, Black Sheep Narrative, Rapid Phonics and Numicon which are published Interventions.
- Individual targets are set for all children in reading, writing and numeracy.
- There is a rigorous pupil progress tracking system in place which ensures all children are monitored termly. Interventions are put in place when appropriate to help children in areas they are struggling in.
- RAAPs system in place to identify specific children for intervention – monitored alongside Deputy Head teacher each term.
- We use Derbyshire Tracker to assess progress in smaller steps and at a slower pace for Early Years children.
- We check how well a child understands and makes progress in each lesson through on-going assessments and evaluations.
- We evaluate the progress made at the end of each block of intervention and decide upon the next steps needed.
- Dedicated SENDCo time of 1 day per week.
- A governor with responsibility for SEND
- Detailed programme of reviews with parents and professionals: 3 parents' consultation evenings a year; termly reviews for all children on the SEND register and comprehensive Annual Reviews of EHC Plans. Parents' views are very important to us.
- Children's views are very important: we have an active school council, active pupil voice and pupil interviews, SEND reviews allow children to take part in the target setting process and comment on their progress.
- Each class develops their own in class behaviour system for managing behaviour in the classroom. Children have more responsibility for their choices and learning following the STARS and Empowering Learning strategies.
- Fully trained support staff and MDS ensure smooth running of playtimes and lunch times.
- Long established, acknowledged and celebrated ethos of inclusion and equality.
- Before and after school clubs available via Little Earth, Middle Earth and Big Earth. There is also a school holiday club.

<p>How do we identify Special Educational learning needs?</p>	<ul style="list-style-type: none"> • When children have identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEN will be in our school setting and how we can manage it. • If you tell us you think your child has a SEND we will discuss this with you and look into it. We will share what we discover with you and agree with you what we will do next and what you can do to help your child. • If our staff think that your child has a SEN this may be because they are not making the same progress as other children; for example they may not be able to follow instructions or answer questions, we will observe them, assess their understanding of what we are doing in school and use tests to find out what is causing the difficulty. Should we require further help we will contact the specialists who will be able to offer expert advice.
<p>How do we involve children and their parents/carers in decision making?</p>	<ul style="list-style-type: none"> • We are a child and family centred school, so you will be involved in all decision making about your child's support. • When we assess SEND we discuss it with you to determine whether your child's understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way to make progress. • We write and review Individual Learning and Development Plans (ILDPs) termly with children and parents\carers for children who are "Additional SEN Support." Parents are asked to sign off the plans and write a comment at the review meeting. • For children with a medical condition, parents are encouraged to be part of the process of writing their child's Health Care Plan which is then signed by any adult who will be working with that child.
<p>How do we help a child with physical needs?</p>	<ul style="list-style-type: none"> • School is fully compliant with the Disability Discrimination Act • Lift to both floors. • Disabled toilet with specialist adaptations to facilitate independent toileting. • Changing table with hoist • Showering facilities. • Some doors are electronically opening to enable independent movement around the building for wheelchair users. • Every class has access to equipment which helps writing: a variety of different coloured pens, slope boards, pencil grips and a range of ICT equipment and software. • Designated support staff trained in Jumping Joeys and Jumping Kangas – Movement Groups or individual tarfets set by OT or Physios • Use of differentiated sports equipment in PE – eg specialist balls • Some staff trained in Team Teach. • Large classrooms which allow for ease of movement for children in wheelchairs. • Children with physical needs given the opportunity to go swimming in arrangement with Calderdale. • A Health Care Plan is written for all pupils with mobility or other medical needs • Liaise closely with outside agencies who help us support children with physical needs • Appropriate training provided for staff as required by children's specific needs • Risk Assessments carried out for disabled children via Highbury Special School • Close links to Highbury Special School • Participation in Disability Sports activities which are run by Calderdale Council.
	<ul style="list-style-type: none"> • Delivery of programmes devised by speech and language therapists • Close liaison with speech and language therapists

<p>How do we help a child with speech and language needs?</p>	<ul style="list-style-type: none"> • We refer pupils to Speech and Language Therapy when needed and accompany parents to the assessment and groups. As a result we can continue the programme in school when the child is discharged. • Some Support Staff trained in leading Social Circles and Let's Talk groups. • Training has included Speech Sounds – Early Years, Speech Sounds – KS1 and KS2, SALT Screening, SALT in the Classroom, Language Steps, Stammering, Developing Early Language Skills, Signs and Symbols- Language Skills, Opportunities for Communication. • Social Communication groups are run in school where needed. • Speech and language support is embedded in school life. All teachers promote excellent speaking and listening skills - STARS • Appropriate training provided for staff as required by children's specific needs.
<p>How do we help a child with sensory impairment?</p>	<ul style="list-style-type: none"> • Liaise closely with outside agencies who help us support children with sensory impairments • Appropriate training provided for staff as required by children's specific needs • Strong links to Highbury School
<p>How do we help a child who has social and emotional difficulties?</p>	<ul style="list-style-type: none"> • Strong links with Open Minds and Noah's Ark. • Staff are ASD aware and use appropriate trained strategies to support children • Access to specialist support for children with ASD and their families. • We have well established Circle Time groups and a strong PSHE Curriculum. • Appropriate training provided for staff as required by children's specific needs • Training by ASD team to help individual children with the awareness of their own Autism and for transition support from Y6 to secondary school.
<p>How do we help a child with behavioural difficulties?</p>	<ul style="list-style-type: none"> • A clear well planned and structured Behaviour Policy. The Behaviour policy clearly states to children and parents when parents will be contacted and the steps that the children go through. • We believe in a 'praise culture' rewarding children for what they can do • Huge variety of after school clubs to engage and enthuse children in school life. • Appropriate training provided for staff as required by children's specific needs. • Some staff trained in Team Teach.
<p>How do we help a child who needs support with English?</p>	<ul style="list-style-type: none"> • Children who are showing slow progress are given the opportunity to have small group or 1:1 intense tutoring. • Support groups for catch up phonics • Intervention delivered to a high standard • All members of staff trained in delivering Precision Teaching and Pre teaching. • Dyslexia aware staff throughout school who use Dyslexia friendly teaching strategies. • Appropriate training provided for staff as required by children's specific needs. • Support to help your child with reading available via the website. • Daily reading to an adult when appropriate. • Access to Purple Mash and Education City to develop literacy skills at home and school.
<p>How do we help a child who needs support with Maths?</p>	<ul style="list-style-type: none"> • Personalised numeracy interventions derived and delivered by highly competent members of staff. • Well resourced • Appropriate training provided for staff as required by children's specific needs • Maths group setting within school • Small group work • Staff trained in Big Maths • Maths homework helper available via the website.

	<ul style="list-style-type: none"> • Access to Purple Mash and Education City to develop Maths skills at home and school.
How do we support a child who has medical needs ?	<ul style="list-style-type: none"> • Individualised Health Care Plans in place written by parents and staff. All staff involved with each child read the plans and sign to show they understand the needs of the children they work with. • All staff are trained paediatric first aiders • School Nurse delivers training on epi pens when required. • Medical bed/hoist system in the disabled toilet room. • A lift to enable access to all areas of the school. • Curriculum differentiated to enable pupils with medical needs to have access to activities • Appropriate training provided for staff as required by children's specific needs.
How do we help a child who has English as an Additional Language (EAL) ?	<ul style="list-style-type: none"> • Bi-lingual staff – access to a member of staff who can speak Punjabi/Urdu • Support for children to learn English vocabulary
How do we support a child with complex and multiple needs ?	<ul style="list-style-type: none"> • Close liaison with local primary special schools. • Close liaison with outside agencies • Risk assessments carried out by Highbury Special School. • Staff have experience of teaching children with complex needs. • We welcome nurses provided through the health service who support disabled children in the classroom. • Children with complex needs have the opportunity to take part in every event in school. • All teaching staff trained in techniques to aid children with Downs Syndrome. • Appropriate training provided for staff as required by children's specific 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 – hearing and visual impairments • Educational Psychologist • Speech and Language Therapy • Occupational Therapy • Physiotherapy • ASD service • Open Minds • EWO • School nursing service - LOCALA • Noah's Ark Counselling Service • Early Years Support Service • Virtual schools • One Adoption • Bradford Downs Syndrome Support Service • We are also part of the Elland SEND 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 SEND in out-of-school activities but not necessarily after school clubs. • Extra staff deployed for trips to meet the stringent requirements of our risk assessments. • 3 minibuses to transport children with disabled access ramps. • Parents/carers consulted prior to trips for advice and guidance.

	<ul style="list-style-type: none"> • Educational visits are checked to ensure all pupils can access the trip and reasonable adjustments made if required. • Full risk assessments prior to any school trip. • Risk assessments for residential visits are passed by Calderdale Health and Safety 6 weeks prior to the visit. Residential visits take place in each year group of the juniors. (Year 3 - 1 night, Year 4 and 5 - 2 nights, Year 6 - 3 nights)
How do we prepare and support a child for joining school and transferring to secondary school?	<ul style="list-style-type: none"> • Visits to pre-school placements and home visits by Nursery staff • Staggered intake into Nursery and Reception. • Play date for children entering Reception who have not been to school nursery. • Transition plans – extended visits to secondary school with primary school staff, including independent travel training • Close liaison with all other settings involved in transition – good exchange of information. • Opportunities for children to access the Independent Travel Training. • Opportunities for children with ASD to work with ASD team for an individual transition programme
How will we meet a child's personal care needs?	<ul style="list-style-type: none"> • All staff comply with Health Care Plans. • Large disabled toilet, with a shower, ensures space and sensitivity for some aspects of personal care. • Staff trained in Manual Handling if required. • 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 do we promote children's well being?	<ul style="list-style-type: none"> • Our pastoral support worker is Mrs Jane Holden who works with our vulnerable children on a 1:1 basis to support their general well-being. She can access outside agencies to support the family as a whole. Mrs Holden also deals with attendance. • The children elect Class Councillors each year and they are the children's voice in school meetings. • The school Welfare Committee meet once a term to discuss current thinking and school issues and look to develop the school in line with current developments. • The school uses the CPOMS system to log safeguarding and welfare issues. • Clear recording procedures are in place for accidents/ behaviour issues which are shared with parents. • All staff are trained in First Aid, Child Protection and Safeguarding. We have a Medications Policy – you can ask for a copy at the school office. Some children have Health Care Plans and parents are encouraged to be part of writing these plans. • PSHE lessons support children with their wellbeing. • Circle time and opportunities to talk are part of our weekly timetables. • Playtimes/ lunchtimes seen as an important part of the day and included in time for 1:1 support for children with statements if appropriate. • Childline posters around school. • In ICT children are taught the importance of E safety. • A green internet safety button can be hit on the school website to alert staff members that a child requires support to deal with an issue troubling them.
How do we allocate resources?	<ul style="list-style-type: none"> • One to one support given as specified in a child's EHC Plan. • Specific learning resources are available in school such as Numicon, theraputty, coloured filters and sloping boards.

	<ul style="list-style-type: none"> • Our school employs a support assistant for each class – used for focused group work, work on ILDP targets, 1:1 reading or as the class teacher deems valuable in meeting the specific needs of children in the classroom. • We recognise that all children have different needs, therefore TSAs are used to deliver small group interventions with a wide variety of children. • Each year group has a full time TSA designed to benefit the children in that year group. • Our Pastoral Support worker available for children with social and emotional needs. • All children regularly reviewed (at least once a term) and provision is then tailored to match their needs.
How do we ensure all staff are well trained?	<ul style="list-style-type: none"> • Budgetary commitment to staff training • Training sessions for all staff on SEND issues. • Team Teach, First Aid, Child Protection and Safeguarding CPD meet the statutory requirements. • Personalised Performance Management objectives for all staff • Meetings keep all staff and governors up to date on SEND issues. • SEND report at each Standards and Curriculum meeting of Governors. • Commitment to maintain levels of training if staff leave. • CPD where necessary, 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"> • We participate in competitions which celebrate successes of children with SEND. • Achievements of children with SEND are celebrated in newsletters and other public documents. • We have an open door policy for all parents. If you have any concerns about your child please make an appointment to see the class teacher. • Parents invited to termly meetings to discuss their child’s progress. • School commitment to support children’s charities. • We encourage parents and members of the community to be involved in many aspects of school life such as listening to children read, being a member of the PTFA or being a member of the Parent’s Forum. • Staff involvement in charitable events for children with SEND.

Mrs Ruth Freeman is our Special Needs Co-ordinator. Mrs Freeman will follow up your concerns and make sure your views are taken into account. She will also liaise with school staff and outside agencies. Please call 01422 375316 or contact via admin@oldearth.calderdale.sch.uk and your concern will be passed on.

Mrs Jane Holden is our Family/ Child Support Worker. Mrs Holden will follow up your concerns and liaise with school staff and outside agencies. Please call 01422 375316 or contact via welfare@oldearth.calderdale.sch.uk

Calderdale’s Local Offer is available via the council’s web site.

There are a number of parent support groups, please do not hesitate to come into school to be given details of these. SENDIAS provides independent, individual information and advice for parents of children with special educational needs/ disabilities. You can contact SENDIAS on 01422 399500. You can contact the Specialist Inclusion Service on 01422 394114.

