

The following details our local offer for SEN at



Bowling Green Primary School

The following details Bowling Green School's Individual Local Offer (SEN Information Report as required in Schedule 1 of Regulation 51) and should be read in conjunction with the Core Offer found set out in Calderdale's Local Offer www.calderdale.gov.uk/localoffer which details the provision available in all Calderdale schools and academies.

School name	Bowling Green Primary School
Headteacher	Mrs Allison Deighton (Deputy)
SENCo	Mrs Samantha Whitwam
Governor with responsibility for SEN	Mr Paul Miller
Contact details: address	Stainland Road Stainland Halifax HX4 9HU
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Telephone (SENCo)	As above
Age range	4 - 11
Funding	Community Primary
	<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 experienced staff, please just phone school and we'd be really happy to talk to you.</p>
How do we make sure all children reach their potential?	<ul style="list-style-type: none"> • 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 per class • Quality of teaching and learning well monitored by highly experienced leaders • Teaching deemed to be 'good' by OFSTED April 2012 • Rigorous pupil tracking system which ensures all children are monitored • Professional dialogue about every child in school ensures any difficulties are identified early and suitable provision put in place • Dedicated SENCo release time of one afternoon per • Detailed programme of reviews with parents and professionals: 2 parents' consultation evenings a year; termly reviews for all children on the SEN register and comprehensive annual reviews. Parents' views are very important to us. • Children's views are very important: invited to contribute to SEN reviews • Currently, a team of 7 support assistants to meet individual needs. • Carefully devised behaviour policy in consultation with the children in school. This includes a strict zero tolerance policy for bullying • Long established, acknowledged and celebrated ethos of inclusion and equality.
How do we help a child with physical needs ?	<ul style="list-style-type: none"> • New build 2004 – fully compliant with the Disability Discrimination Act • Wheelchair access to all areas of the school • 2 Disabled toilets at opposite ends of the school. • 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. • Use of differentiated sports equipment in PE – eg specialist balls • Variable height tables and chairs available.

	<ul style="list-style-type: none"> • Staff members trained in moving and handling. • Support assistants are able to deliver Fine and Gross Motor skills programmes
How do we help a child with speech and language needs ?	<ul style="list-style-type: none"> • 'SULP' (Social Use of Language) trained support assistants. • Delivery of programmes devised by speech and language therapists • Socially speaking groups formed to support individuals and groups. • Staff experienced in the use of 'Black Sheep
How do we help a child with sensory impairment ?	<ul style="list-style-type: none"> • Close liaison with audiology and cochlear implant service
How do we help a child who has social and emotional difficulties ?	<ul style="list-style-type: none"> • Staff ASD aware and use appropriate strategies to support children with ASD's learning. • Access to specialist support for children with ASD and their families. • Staff members have completed ASD awareness specialist courses.
How do we help a child with behavioural difficulties ?	<ul style="list-style-type: none"> • After school clubs to promote self-esteem • Liaison with Behaviour and Attendance Service to create individual behaviour plans if needed. • Behaviour policy in place.
How do we help a child who needs support with literacy ?	<ul style="list-style-type: none"> • Support assistants to deliver individualised programmes for children with IEPs • Children use coloured overlays if needed. • Access to high interest, low level reading books for children who may struggle with reading. • Dyslexia aware staff throughout school who use Dyslexia friendly teaching strategies.
How do we help a child who needs support with numeracy ?	<ul style="list-style-type: none"> • Support assistants to deliver individual programmes for children with • Access to practical resources such as Numicon.
How do we support a child who has medical needs ?	<ul style="list-style-type: none"> • Individualised care plans created in close liaison with parents, school and school nurse. Outside agencies involved are also asked to contribute. • Team of 6 trained first aiders. • Close liaison with any outside medical agency concerned with the child.
How do we support a child	<ul style="list-style-type: none"> • An Eisa may be used to assess the needs of the child. • Advice sought from support agencies.

with complex and multiple 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, including ASD and HI team • Educational Psychologists • Speech and Language Therapy • Occupational Therapy • Physiotherapy • ASD service • CAMHS • EWO • Behaviour and attendance service • School nursing service • We are also part of the Elland 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 SEN. • Activities outside the classroom offered to all children although some target specific year groups. • Extra staff deployed for trips to meet the stringent requirements of our risk assessments. • Parents/carers consulted prior to trips for advice and guidance.
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 by SENCO and other school staff • Allocation of a support assistant as soon as possible and introduction before child starts school. • Extended visits to Reception Class planned in summer term before starts. • Transition plans – extended visits to secondary school with primary school staff. • Close liaison with all other settings involved in transition – good exchange of information.
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, ensures space and sensitivity for some aspects of personal care. • 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 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 statemented children if appropriate. • Midday supervisors develop children's social skills. • Play leaders from upper KS2 lead activities at break times / lunchtimes. • We have a 'family' whole school ethos and openly encourage our older children to interact with and care for the younger children.

How do we allocate resources ?	<ul style="list-style-type: none"> • One to one support given as specified in a child's statement of SEN • 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 (at least once a term) and provision is matched to needs.
How do we ensure all staff are well trained ?	<ul style="list-style-type: none"> • Regular (usually weekly) meeting for all support staff which includes SEN issues. • Whole school training as required – ie epi-pen use, toileting wheelchair users. • Commitment to maintain levels of training if staff leave. • Well planned programme of CPD, 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"> • Achievements of children with SEN are celebrated in newsletters and other public documents. • Children regularly share their achievements with their own class, other classes and teachers and the headteacher. • Children with SEN are fully involved in all community activities such as concerts, sports days and family assemblies. • Parents are invited to attend meetings for termly reviews and annual reviews to discuss their child's progress. • Parents' Evenings. • Reports to Governors. • SENCO attends local authority SENCO meetings.

Thank you for taking the time to find out about our local offer at Bowling Green – please do not hesitate to contact us for any further details.

November 2019