

Tuel Lane Infant School  
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## **Policy for Special Educational Needs and Disability (SEND) and School Offer 2021-22**

Review Date Spring Term 2022

This policy aims to:

- Outline the basic entitlement of all our pupils.
- Explain how we identify children with SEND at Tuel Lane Infant School.
- Clarify the entitlement of pupils at School Support, outline the graduated approach we take and the pathway we may follow.
- Detail the entitlement of pupils with EHC (Educational Health Care) Plans.

Please see **Appendix 3** for our **SEND Information Report**.

Tuel Lane supports the view of both Calderdale Council and the Government that the distribution of resources to support children and young people with special educational needs or other additional educational needs should be based upon the following key principles. In particular they should:

- Support inclusion within mainstream settings wherever possible;
- Enable needs to be met as early as possible and usually without the need for an EHC plan;
- Support raising standards and achievement particularly in reading, writing and maths and other key skills including communication and the development of independence;
- Safeguard the rights and entitlements of children with the most exceptional SEND, including those with EHC plans;
- Ensure that appropriate provision is available; and match the allocation of resources with the responsibility for ensuring outcomes in terms of pupil progress, attainment and well-being.

### **The Use of Resources**

All schools receive an annual statement setting out the funding which has been delegated to them to meet the needs of pupils with SEND as part of the funding formula. This is called the Notional SEND Budget.

Schools are required to publish information on how resources are allocated to and amongst pupils with SEND. All schools have a duty to identify the needs of pupils with SEND and to provide adequate support to meet these needs. Our School Offer explains how we have used funding to ensure staff are well trained and resources are appropriately procured and allocated.

Our funding, along with funding from the main school budget and Pupil Premium, supports our provision which includes:

- A trained and qualified Special Educational Needs Coordinator (SENCO);
- Classrooms and teaching spaces that can be adapted to different groupings as part of appropriate differentiation;
- A range of resources to support pupil learning;
- Time to implement appropriate systems for the preparation and monitoring of Individual Learning and Development Plans (ILDPs) and for the annual review of EHCPs.
- Publication of information for parents including the School Offer detailing what the school can offer children with special educational needs.

### **Our definition of Special Educational Needs and Disability**

Children have **special educational needs** if they have a **learning difficulty** which calls for special educational provision to be made for them.

Children have a **learning difficulty** if they:

- ✓ Have a significantly greater difficulty in learning than the majority of children of the same age; or
- ✓ Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the LA.

They may have difficulties in one or several the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical

### **Fundamental Principles**

A child with SEND should have their needs met in school.

The special educational needs of a child will normally be met in mainstream schools or settings.

Parents have a vital role to play in supporting their child's education and their views should be sought at every opportunity.

The views of the child should be sought and taken into account wherever possible and appropriate.

Children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and National Curriculum 2014.

**The triggers for intervention may be when the class teacher or SENCO has concerns underpinned by evidence about a child who despite good teaching:**

- Makes little or no progress even when specific or differentiated teaching approaches are used.
- Shows signs of difficulty in developing key literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems and continues to make little progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

**At Tuel Lane, all our children benefit from:**

#### **Resources**

- A carefully planned and delegated budget which reflects the needs of all pupils.
- Effectively deployed human and physical resources.
- Regular monitoring and review which allows for reflection and anticipates change/need.

#### **Curriculum**

- A broad and balanced curriculum which reflects diversity and needs.
- Appropriate and effective differentiation.
- Effective learning opportunities which challenge and support.
- Flexibility in provision.
- Access to a range of interventions.

#### **Learning Environment**

- A safe, supportive and challenging environment.
- Access to a range of resources/equipment.
- Small group/individual support.

#### **Teaching**

- High expectations for all pupils.
- Understood and accommodated learning styles to suit every learner.
- Multi-sensory methods and strategies.
- Reasonable adjustments to overcome barriers to learning.

#### **Monitoring, Evaluation and Accountability**

- A School Improvement Plan designed to produce outcomes for all.
- Assessment and tracking systems which monitor and evaluate progress, both pastoral and academic.
- School policies which are regularly reviewed and are designed to have maximum impact on provision.

- School systems which show a clear understanding and allocation of key roles and responsibilities.
- A SENCO who has adequate time and facilities to carry out duties effectively.
- An informed and pro-active Governing Body.
- Continuing Professional Development (CPD) which addresses the needs of the school.
- Staff who are involved in developing their practice/provision for pupils with SEND.
- Provision maps which detail intervention required and monitor impact.

### **Pupil Engagement - as appropriate in an Infant School**

- Pupils are supported to talk about their needs choices and aspirations.
- Pupils have a choice in the way they communicate and make a contribution.
- Pupils are involved in reviewing their own progress and planning the next steps.

### **Parent/Carer involvement**

- There are opportunities for regular consultation and feedback.
- An open door policy where all parents/carers can come into their child's classroom every morning and talk to their teacher – prior to and after Covid-19 restrictions.
- Progress is explained and where pupils fail to make expected progress parents/carers are informed and informed of any planned intervention.
- Parents/carers are consulted in decisions made about their child.

### **HOWEVER:**

**If a child is not progressing, they will receive additional support in school. At this point parents/carers will be informed and permission will be sought to add the child to the SEND register.**

When a class teacher and/or SENCO identifies a child with SEND the class teacher should provide interventions that are **additional to and different from** those provided as part of the school's usual differentiated curriculum offer and strategies.

In **addition** to the basic entitlement, **pupils on the SEND register** are also entitled to:

#### **Resources**

- Transparent deployment of SEND resources to target pupil need and assure progress.
- Access to a range of learning materials/specialist equipment.
- Appropriately trained staff to introduce more effective strategies.

#### **Curriculum**

- Reasonable adjustments designed to overcome barriers to learning.
- Differentiated learning materials.
- An ILDP with targets in areas of difficulty which support progress and can be monitored and measured.
- Further access to a range of interventions designed to address needs.

#### **Learning Environment**

- Specific and targeted provision.
- Working walls and supportive resources to support children's learning and encourage independence.

## **Teaching**

- Designed opportunities to regularly work towards targets on IEP.
- Planning which reflects an awareness of pupils' specific needs.

## **Monitoring, Evaluation and Accountability**

- Accurate and up to date records which demonstrate provision and progress.
- Further assessment if necessary.
- Contact with outside agencies if necessary.
- A range of assessment used to inform provision.
- Use of different assessment tools which break down learning into smaller steps.
- Appropriate measures of progress used regardless of their year group (e.g. Pivats or P-Scales/Development Matters/Derbyshire Tracker)
- Termly targets and daily/weekly annotations for all SEND children.

## **Pupil Engagement - as appropriate in an Infant School**

- Pupils are supported to talk about their needs choices and aspirations.
- Pupils have a choice in the way they communicate and make a contribution.
- Pupils contribute to ILDPs and are involved in monitoring their own progress.
- Pupils have regular meetings with the SENCO to discuss their learning and progress and thoughts about school.

## **Parent/Carer involvement**

- Parent/carers consent is obtained to add their child to the SEND register and to refer to outside agencies if necessary.
- Parent/carers view is sought regarding their child's learning need(s).
- Parent/carers is informed of targets set by the teacher and is involved in reviewing progress in partnership with the school.
- Parents/carers are signposted to the schools' SEND policy.
- Parents/carers are provided with information about the Parent Partnership Service.

## **Seeking external support**

If there is still no significant progress, a decision may be taken by the school, in consultation with the parents/carers, to request help from **external services**. In **addition** to previous entitlements, at this stage a pupil is entitled to:

## **Resources**

- Transparent deployment of SEND resources to target pupil need and assure progress.
- Outside specialist involvement in identifying specific barriers to learning.
- Outside specialist advice on effective provision designed to prevent the development of more significant needs.
- Outside specialist recommendations on learning and behaviour management strategies.
- Further specialist assessments that inform planning and the measurement of a pupil's progress.
- Specialist resources, eg: multisensory toys.

## **Curriculum**

- An ILDP that implements, monitors and evaluates the targets & strategies advised by the outside agencies.
- New or specialist strategies or materials.
- Further intervention designed to address specific needs.

- Concise pupil records.
- A range of different teaching approaches and appropriate equipment and teaching materials, including ICT.

#### **Learning Environment**

- Improved management or alternative arrangements based on outside agency advice.
- ILDP strategies to be implemented within the classroom setting, as far as possible.

#### **Teaching**

- Planning indicates opportunities for additional adult support to implement interventions.
- Advice from external agencies is taken account of by all staff working with the child.

#### **Monitoring, Evaluation and Accountability**

- Clear systems to co-ordinate the range of advice received.
- Systems for sharing relevant information with all key staff.
- Clear referral criteria which is understood by all members of staff.
- Regular review of progress reported to all concerned in a format which is understood by all.

#### **Pupil Engagement - as appropriate in an Infant School**

- Pupils are involved in discussions with outside agencies where appropriate.

#### **Parent/Carer involvement**

- Parent/carer permission is obtained prior to outside agency involvement.
- Parent/carer understands the nature of external involvement and information from external sources is shared with parents.

**If a child, after much intervention from school and from external support agencies, is unable to make progress then an application for an EHC Plan may be made.**

(Refer to SEND Code of Practice July 2014 for full procedures)

In **addition** to previous entitlements, a pupil with an **EHC Plan** is **entitled** to:

#### **Resources**

- Funding delegated to the school.
- Funding used to meet the needs of the child as outlined in the EHC Plan.
- Access to facilities and equipment as outlined in the EHC Plan.
- Appropriate staffing arrangements which are required to meet the child's needs as outlined in the EHC Plan.

#### **Curriculum**

- A carefully designed ILDP which reflects the strategies and targets identified in the EHC Plan.
- Appropriate modifications are made to the application of the curriculum.
- Details of appropriate exclusions from the application of the National Curriculum/Development Matters must be specified as should the provision which is proposed to substitute for any exclusions in order to maintain a broad and balanced curriculum.

### **Teaching**

- Access to flexible teaching arrangements.
- Access to teaching and support staff who are informed as to the nature of the child's need.

### **Learning environment**

- Opportunities to work alongside peers wherever possible.
- Supportive environment which allows for participation and the development of independence skills.
- Inclusion in their main class and classroom wherever possible.

### **Monitoring, Evaluation and Accountability**

- Child's EHC plan is stored securely to ensure confidentiality.
- Reviews take place annually and all guidelines for running the review are adhered to.
- Reporting arrangements around the EHC Plan via the annual review are in line with LA recommendations.
- Staff, pupils (age appropriate), parents/carers and outside agencies are involved in monitoring and evaluating progress made towards targets.
- Interim reviews are called when schools/settings/parents or LA feel this is necessary.
- Effective and additional transition planning is made when the child is moving between Key Stages in their school life.

### **Pupil engagement**

- Pupils are supported to talk about their needs choices and aspirations (age appropriate).

### **Parent/Carer involvement**

- Parents/carers are fully informed and understand the purpose of the EHC Plan.
- Parents/carers are involved in reviewing the EHC Plan.
- Support which enables the participation of parents/carers in the review is available if necessary.

### **Key people:**

Judy Shaw, Co-Headteacher

Lorraine Booth, Co-Headteacher

Richmal Hanson, SENCo

Catherine Holmes, SEND Support Assistant

Simone Bennett, Chair of Governors

SEND issues are discussed at C&PS meetings and reported to the Full Governing Body.

Any parents wishing to make a complaint about the provision for SEND at Tuel Lane should contact the Headteacher, Judy Shaw and Lorraine Booth

[head@tuelane.calderdale.sch.uk](mailto:head@tuelane.calderdale.sch.uk)

01422 831221

## Appendix 1: Role of the SENCO

Identify

Help

Monitor

Report

This role includes:

- Ensuring the school's SEND policy and school offer are reviewed annually and available on the school website.
- Ensuring the policy is known, understood and followed by school staff.
- Using information gathered from parents, teachers and teaching assistants and data analysis to identify children with SEND.
- Making sure that the SEND register is maintained and information about children with SEND is collected, recorded and updated regularly. Ensuring information is stored confidentially and in line with GDPR.
- Ensuring termly ILDPs are in place and the intent, implementation and impact are clear.
- Ensuring termly targets for all SEND children are shared with parents and annotated and reviewed regularly throughout the term.
- Monitoring the progress of children with SEND alongside the leadership team.
- Communicating with the parents of children with SEND alongside teaching staff.
- Leading referrals and communication with outside agencies and supporting professionals.
- Attending CPD and networks to ensure our work is up-to-date and disseminating by leading in-school CPD.
- Ensuring the Annual SEND Report is shared with Governors and available on the school website.
- Liaising with the SEND Governor regularly on SEND in school.



## **Appendix 2**

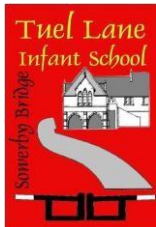
ILDPs should contain the following information.

Formats may differ slightly as these are working documents.

- Difficulty/area of learning
- Target - what do we want the child to be able to do, say or demonstrate?
- Action – what strategies, resources, staff will help the child to achieve this target?
- Progress – regular comments from staff about the child’s progress towards this target.

### Appendix 3: The School Offer and SEND Information Report

We have tried to answer all the questions parents have asked us about the provision we have for children with Special Educational Needs or Disability (SEND). We hope this is clear and easy to understand. If you have any questions, please contact school.



#### Meeting the needs of children with Special Educational Needs and Disability.

Co-Headteachers	Judy Shaw and Lorraine Booth
SENCo	Richmal Hanson
Contact details: Address	Clay Street, Sowerby Bridge, West Yorkshir, HX6 2ND
Email (Head)	<a href="mailto:head@tuelane.calderdale.sch.uk">head@tuelane.calderdale.sch.uk</a>
Email (SENCo)	<a href="mailto:r.carr@tuelane.calderdale.sch.uk">r.carr@tuelane.calderdale.sch.uk</a>
Email (Admin)	<a href="mailto:admin@tuelane.calderdale.sch.uk">admin@tuelane.calderdale.sch.uk</a>
Telephone	01422 831221
Age range	3-7
Funding	Community Primary
How do we make sure all children reach their potential?	<ul style="list-style-type: none"> <li>• Access to a broad, balanced curriculum which is well differentiated and takes into account the different learning styles and interest of our children.</li> <li>• A wide variety of high quality enrichment activities which extend the curriculum and provide memorable experiences for all pupils.</li> <li>• Good pupil:adult ratios – well staffed classrooms with at least one teacher and one support assistant per class. Additional support staff deployed to classes according to the needs of the children.</li> <li>• A dedicated team of well-trained support and welfare staff.</li> <li>• High quality teaching and learning which is well monitored by experienced leaders.</li> <li>• Consistently good teaching throughout school.</li> <li>• Clear success criteria in planning and a targeted, individual approach through marking and feedback.</li> <li>• Rigorous pupil tracking system which ensures all children are monitored closely.</li> </ul>

	<ul style="list-style-type: none"> <li>• Professional conversations about every child in school take place each term which insures any difficulties are identified early and suitable provision is put into place.</li> <li>• A qualified SENCo who has time to carry out her duties.</li> <li>• Regular consultations with parents: 3 parent’s evenings per year (these are currently via telephone or zoom due to Covid-19 restrictions), termly information sheets, termly reviews for all children on the SEND register, additional termly meetings with parents/carers of SEND children to discuss targets and progress, comprehensive annual reviews of EHCPs.</li> <li>• Long established, acknowledged and celebrated ethos of inclusion.</li> </ul>
<p>How do we evaluate the effectiveness of the provision made for children with SEND?</p>	<ul style="list-style-type: none"> <li>• Termly data analysis to check progress of children with SEND.</li> <li>• Termly monitoring of interventions.</li> <li>• Regular learning walks to assess teaching and learning and the deployment of TAs in and out class with SEND children.</li> <li>• Regular book scrutinies to monitor differentiated work and marking and feedback for SEND children.</li> </ul>
<p>How do we help a child with physical needs?</p>	<ul style="list-style-type: none"> <li>• Trained staff, fine motor control development programmes and specialised resources.</li> <li>• Gross motor development programmes (Motor Skills United) and liaison with Occupational Therapists and Physiotherapists.</li> <li>• Flexible furniture, specialised resources, eg: wobble seats, sloped writing boards, pencil grips.</li> </ul>
<p>How do we help a child with Speech and Language needs?</p>	<ul style="list-style-type: none"> <li>• Trained teaching and support staff.</li> <li>• Early identification and swift referrals to Speech and Language Therapists (SALT).</li> <li>• Good liaisons with SALT.</li> <li>• Delivery of programmes devised by speech and language therapists including SULP (Social Use of Language), Black Sheep Narrative, Social Circles and Talking Partners.</li> <li>• High quality teaching of phonics with an emphasis on clear articulation.</li> <li>• Excellent adult role models, using and extending language during both work and play.</li> <li>• Increased visual aids/modelling, visual timetables, structured school and class routines.</li> <li>• Nuffield Early Language Intervention (NELI) Programme is currently being carried out with groups of Reception children using catch up funding provided by the government following the first lockdown due to Covid-19..</li> </ul>
<p>How do we help a child with sensory impairment?</p>	<ul style="list-style-type: none"> <li>• Use of visual timetables in all classrooms.</li> <li>• Access to training and specialist staff for advice.</li> <li>• Coloured films for writing, clear fonts and colours for visual materials, modified worksheets</li> </ul>

<p>How do we help a child who has social and emotional difficulties? (including behaviour)</p>	<ul style="list-style-type: none"> <li>• Creation of safe places within school.</li> <li>• Consistent behaviour and anti-bullying policies.</li> <li>• Carefully devised behaviour plans.</li> <li>• Clear reward systems.</li> <li>• Coram Life Education PSHE curriculum/scheme of work.</li> <li>• A good relationship with the Education Psychologists and Behaviour Support Team.</li> <li>• Autism Spectrum Disorder (ASD) aware; we use appropriate strategies to support children with ASD in their learning and social development.</li> <li>• Access to specialist support for children with ASD and their families.</li> <li>• Therapeutic Stories and Social Circles delivered by trained staff.</li> <li>• Teaching assistant training in talking to children about emotions and how to interact appropriately with peers and to prevent bullying.</li> <li>• Whole class discussions around how to interact positively with peers (helping hands, kind words) to prevent bullying.</li> </ul>
<p>How do we help a child who needs support with reading and writing?</p>	<ul style="list-style-type: none"> <li>• We have a wide range of high quality reading books appealing to ability, interests and learning styles.</li> <li>• Staff are highly trained in the teaching of all aspects of literacy.</li> <li>• Phonics is taught well and differentiated to ensure each child receives the teaching they need.</li> <li>• Streamed phonics groups – prior to and after Covid-19 restrictions.</li> <li>• Parent information evenings are held regularly to offer support for learning at home (these are currently via telephone or zoom due to Covid-19 restrictions).</li> <li>• Parents who lack confidence in literacy are supported through Family learning events throughout the year - prior to and after Covid-19 restrictions. This academic year, each year group has sent out online presentations containing information on how we teach reading and writing in school and how parents/carers can support children at home.</li> <li>• Intervention programs such as Better Reading are used effectively.</li> <li>• Extra 1:1 reading sessions multiple times a week. (This is currently being carried out using catch up funding provided by the government following the first lockdown due to Covid-19.)</li> <li>• A complete scheme (Penpals) for development of handwriting is used consistently through school.</li> <li>• Many activities support the development of fine and gross motor control e.g. Busy Fingers.</li> <li>• There is awareness, support and alternative resources for the needs of left-handed learners.</li> </ul>
<p>How do we help a child who needs support with maths?</p>	<ul style="list-style-type: none"> <li>• Additional support and intervention - key concepts consolidation.</li> <li>• Staff experienced in the use of 'Numicon' scheme which is embedded in classrooms.</li> <li>• Max's Marvellous Maths intervention.</li> <li>• Staff are highly trained in the teaching of all aspects of numeracy.</li> <li>• Parent information evenings are held regularly to offer support for learning at home - prior to and after Covid-19 restrictions. This academic year, each year group has</li> </ul>

	<p>sent out online presentations containing information on how we teach maths in school and how parents/carers can support children at home.</p>
<p>How do we support a child who has medical needs?</p>	<ul style="list-style-type: none"> <li>• We maintain a detailed medical register of which a copy is kept in classes.</li> <li>• Individual care plans created by an experienced staff member with input from the school nursing team, parents and specialist staff.</li> <li>• A large team of first aiders and staff trained in the use of asthma medication and epipens.</li> <li>• Liaison with medical professionals, CPD for staff, all reasonable adjustments made wherever and whenever possible</li> </ul>
<p>How do we support a child who has English as an Additional Language (EAL)?</p>	<ul style="list-style-type: none"> <li>• Induction programme when children arrive at school.</li> <li>• Staff experienced in the use of 'Black Sheep Narrative' scheme.</li> <li>• Close links with Trinity Academy at Sowerby Bridge. They offer student mentors and translators on request.</li> <li>• Use some of their home language in class, eg: saying good morning.</li> </ul>
<p>How do we support a child with complex and multiple needs?</p>	<ul style="list-style-type: none"> <li>• Close liaison with local primary and special schools and schools with different resources in provision.</li> <li>• Experienced staff: children with complex needs have passed successfully through school.</li> <li>• Swift referrals to and good relationships with outside agencies. Staff then follow targets and strategies suggested by the other professionals.</li> </ul>
<p>Which specialist services do we access beyond the school?</p>	<ul style="list-style-type: none"> <li>• We have regular contact with the following services who give us support and advice:</li> <li>• Specialist Inclusion Service, including ASD and Hearing Impairment Team.</li> <li>• Early Intervention Panel</li> <li>• Educational Psychologists</li> <li>• Speech and Language Therapy</li> <li>• Occupational Therapy and Physiotherapy</li> <li>• ASD Service</li> <li>• Behaviour Support Professional</li> <li>• CAMHS</li> <li>• EWO</li> <li>• Therapeutic services: Noah's Ark, Counselling in Bereavement</li> <li>• School Nursing Team/ Health Visitors</li> <li>• Pre-school which feeds into Nursery (Hopscotch)</li> <li>• We are also part of the Sowerby Bridge Partnership of Schools where expertise is shared.</li> </ul>
<p>How will we include SEND children in activities outside the classroom?</p>	<ul style="list-style-type: none"> <li>• A risk assessment is always carried out by a trained member of staff.</li> <li>• Specific staff members are deployed to support children with SEND during outdoor learning or educational visits.</li> <li>• Parents and carers are consulted prior to trips for advice and guidance and involved in planning. They may accompany their child on the trip if they wish to.</li> </ul>

	<ul style="list-style-type: none"> <li>• Give children suitable warning about the trip so they know what to expect. Talk to them about what will happen.</li> </ul>
How do we prepare and support children at point of transition-joining or leaving our school?	<ul style="list-style-type: none"> <li>• Close relationships with local pre-school settings and the Junior School.</li> <li>• Ready Steady Nursery for children starting nursery.</li> <li>• Outreach work by school staff.</li> <li>• Visits to previous nurseries and/or other settings to visit the children before they join us in Reception.</li> <li>• Transition meetings with staff from nurseries and/or other settings the term before children start Reception.</li> <li>• Parental workshops, visits and information sessions prior to joining school.</li> <li>• Home visits on request.</li> <li>• Strong transition plans between Tuel Lane and Christ Church Junior School.</li> <li>• Personalised transition plans for SEND children.</li> </ul> <p>Please note: this year most of the above has to be carried out virtually, either via zoom or telephone calls, due to Covid-19 restrictions.</p>
How will we meet a child's personal care needs?	<ul style="list-style-type: none"> <li>• Intimate and personal care policy in place.</li> <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.</li> <li>• Full consultation with parents.</li> </ul>
How will we develop social skills throughout the school day, especially break times?	<ul style="list-style-type: none"> <li>• Good teaching of PSED, trained staff, use of Coram Life Education scheme of work.</li> <li>• Playtimes/lunchtimes seen as an important part of the day and included in time for 1:1 support for children if appropriate.</li> <li>• Organised activities at break times.</li> <li>• Sports coach employed by school to organise activities and train staff.</li> <li>• Midday supervisors trained in developing children's social skills.</li> </ul>
How do we allocate resources?	<ul style="list-style-type: none"> <li>• One to one support given as specified in a child's EHC plan.</li> <li>• Our school employs a teaching assistant for each class - time is allocated on a daily basis for individual/small group work on ILDP targets.</li> <li>• All children regularly reviewed (minimum once per term) and provision is matched to needs.</li> <li>• Additional staff deployed to deliver interventions.</li> </ul>
How do we ensure all staff are well trained?	<ul style="list-style-type: none"> <li>• Well planned programme of CPD training session for all teaching staff, accessing both external agencies and in- school support.</li> <li>• Induction for new staff.</li> </ul>
How do we raise awareness of special educational needs for	<ul style="list-style-type: none"> <li>• Achievements are celebrated in assemblies – these are currently via zoom and parents are unable to attend due to Covid-19 restrictions. Parents are informed and certificates are sent home.</li> </ul>

<p>parents and the wider community?</p>	<ul style="list-style-type: none"> <li>• Parents and governors are informed through consultation evenings and regular meetings which are well attended (these are currently via telephone or zoom due to Covid-19 restrictions).</li> <li>• We offer work experience placements to SEND students from Ryburn High School in our supportive setting.</li> <li>• Headteacher reports to Governors and SENCo meets Governors to give an annual report.</li> </ul>
<p>How do we consult children with SEND and involve them in their education?</p>	<ul style="list-style-type: none"> <li>• Termly meetings between the SENCo and all SEND children to discuss their learning.</li> <li>• Children's views asked for their One Page Plan.</li> <li>• Regular discussions with class teachers.</li> </ul>

*Our school offer was originally written by Judy Shaw, one of the Co-Headteachers, in consultation with Tuel Lane Infant School staff and the Curriculum and Pupil Support Committee of the Governing Body. It has been updated in the Autumn Term 2020 by Richmal Hanson, the SENCO. This policy is reviewed annually by the Governing Body; next review date is Autumn Term 2021. If you have any queries or complaints regarding our policy or provision for Special Educational Needs and Disability please contact Judy Shaw or Lorraine Booth, the Co-Headteachers.*

01422 831221

[head@tuellane.calderdale.sch.uk](mailto:head@tuellane.calderdale.sch.uk)

For Calderdale's Local Offer please visit <https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer/send>