Ripponden Junior and Infant School

A message from Mrs Bamforth, our Headteacher:

At Ripponden J and I School we are committed to providing a curriculum that ensures that all our pupils reach their full potential. The 2014 SEND code of Practice puts the pupils and their families at the very centre of the planning process and this reflects our child-centred school ethos.

We are a fully inclusive school and work hard to ensure our provision to meet the needs of our children.

We have compiled our school offer which we hope you find informative and useful. We encourage you to speak directly with our Inclusion Manager, Miss Smith, if you require any more information.

Contact Details	
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Age Range	Primary (4-11)
Funding	Local Authority
Inclusion Manager/SENDCo	Miss Lily Smith
Email - SENDCo	Please email via the below email address: **sendco@ripponden.calderdale.sch.uk**
Inclusion Governor	Mrs Nikola Matthews

A message from Miss Smith, our Inclusion Manager/SENDCo:

At Ripponden J and I School we recognise the importance of early identification in children with additional needs and ensure all our children receive a curriculum that is ambitious, engaging and differentiated, with suitable challenge provided so that our children reach their full potential. Mrs Kenny and I, the Head of Early Years, work together to ensure all children who enter our Early Years are receiving the support they need from their first day at Ripponden. We endeavour to give our children the best possible start in education, so that they can go on to achieve great things in the future.

My favourite quote: 'If a child doesn't learn the way we teach, maybe we should teach the way they learn.' By Ignacio Estrada.

Polices for Identification and Assessment of Pupils with SEND

We are committed to providing an education for all our children and recognise the diverse educational needs of the community we serve. We believe that early identification of additional needs is crucial. Children may have the need for increased support to access learning because:

- they have a significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

In line with the SEND code of practice 2014, **we believe that parents and carers are vital partners in the education of their children,** and we hold regular meetings to discuss progress and celebrate success.

We have many policies that support our commitment to inclusion and work within the recommendations in the SEND Code of Practice 2014.

- Anti-bullying
- SEN, Disability and Discrimination
- Mental Health and Wellbeing
- Personal and Intimate Care
- Positive Behaviour.

What are the different kinds of SEND (Special Education Needs and Disabilities) that are provided/supported at Ripponden J and I School?

Ripponden J and I supports all neurodiverse needs, even those without diagnosis. Where the SENDCo, professionals and the family have assessed the needs of the student and they are requiring a more specialised setting, the team will work with the family and the local authority to support their wishes.

There are four broad areas of need:

1) Communication and Interaction (C&I)
Students who have communication and interaction barriers may find it difficult to:
a. Understand and use non-verbal and verbal communication;
b. Understand social behaviour, which affects their ability to interact with peers and adults;
c. Think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities.
d. struggle with eye contact and body gestures.

Children with specific speech and language needs may have a range of difficulties, some of which may resolve as the student develops. These difficulties could be:
a. Their production of speech: it may be hard to find the right words or to join them together meaningfully in expressive language;
b. Problems in communicating through speech- a student may find it hard to acquire language and express thoughts and ideas and difficulties or delays in understanding or responding to verbal cues from others, or in understanding and using appropriate language for social interaction.
c. Speech sound difficulties.
d. selective mutism- where a child only feels comfortable speaking in a certain setting/around certain people; usually family members.

2) Cognition and Learning (C&L)
A child may struggle with cognition and learning for many different reasons. It would show as children who are significantly below their peers and/or have barriers to learning such as:

a) Attention Deficit Hyperactivity Disorder (ADHD): Attention Deficit Hyperactivity can seriously affect a student's concentration, behaviour and learning. They will often feel easily bored, may be distracted by others, sounds and sights, be impulsive and find it hard to focus in lessons.
b) Moderate Learning Difficulty (MLD) such as processing issues, dyslexia, dyspraxia, dyscalculia and dysgraphia:

Students with MLDs will have attainment significantly below expected levels in most areas of the curriculum despite appropriate differentiation and intervention.

3) Social, Emotional and Mental Health (SEMH)
Emotional difficulties such as anxiety, depression, OCD and eating disorders would come under this bracket. Students with emotional difficulties include those who may be withdrawn or isolated, hyperactive and lack concentration. Emotional difficulties can lead to EBSA (Emotional Based School Attendance) and early intervention is key to getting the right support. At Ripponden, we have a mental health policy that outlines the support we offer for children with Mental Health needs, and the process we follow in support individual children.

4) Sensory and Physical Disability (PD)
Examples of sensory disabilities include struggling with smells, clothing, textures, loud noises and certain environments such as a busy classroom. Physical disabilities include hearing impairments, visual impairments, paralysis in the legs.
There is a wide range of sensory and physical disabilities. Some students are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a SEND. For others, the impact on their education may be severe. This area might include genetic/inherited conditions and conditions such as cerebral palsy. Students with Hearing Impairment (HI) may have mild hearing loss to those who are profoundly deaf. They cover the whole ability range.
A visual impairment (VI) is generally defined as an eyesight problem that cannot be corrected by wearing glasses or contact lenses or by surgery. The terms partially sighted, low vision, legally visually impaired, and totally blind are used in the educational context to describe students with visual impairments. Multi-Sensory Impairment (MSI) Students with MSI have a combination of visual and hearing difficulties. Many also have additional disabilities but their complex needs mean it may be difficult to ascertain their intellectual abilities.

It is important to note that children may have difficulty in more than one key area and we record this as a 'primary' and 'secondary' area of need on our SEN register.

How skilled are our staff at meeting the needs of your child?

Our SENDCo actively engages in a range of opportunities to share best practice and keep abreast of current, local and national initiatives and policy to support pupils with SEN.
Ripponden J and I School also seeks advice and guidance from the Specialist Inclusion Team at Calderdale Council, and some of our specialist colleagues at resourced provisions in our area. The SENDCo aims to attend supervision meetings with other local SENDCO's and specialist provisions to share best practice. To help school staff meet the needs of your child, the SENDCo will review, evaluate and develop the provision for all SEN children.
Where pupils make little or no progress, or where complex needs are creating significant barriers to learning, our SENDCo will make referrals for support from specialist and external agencies.
If pupils and their families need additional specialist support, we can refer to a number of different agencies for specialist advice and expertise.

All staff take part in regular meetings and staff training sessions delivered by the SENDCo and our Specialist Inclusion Team at Calderdale. This year we are focusing on developing our skills through the PINS Project: Partnership of Inclusion for Neurodiversity in Schools. This project is ran by Calderdale and offers a range of training opportunities for the whole school such as EBSA (Emotional Based School Attendance) training and building social relationships. We are also working on how we address MLD in our school by creating more opportunities for support for those children with dyslexia, dyspraxia and dyscalculia. We continue to develop our provision by ensuring good use of our new provision, The Dell, to provide children with a learning environment suitable to meet individual needs. We have recently introduced Widgit, a visual communication tool, and are rolling this out to support all children across all subjects.

How do we work with you, the parents?

At Ripponden J and I School, staff are highly trained in ensuring all children have the correct documents to ensure their needs are recorded and intervention is mapped out accordingly. Each term, we will share these development plans with you, the parents.
If your child has an EHCP, Miss Smith and Mrs Bamforth arrange regular meetings to check-in and feedback on how your child is doing in our school, the provision they are getting and the progress they are making. This is additional to the annual review meetings, which are a compulsory part of the EHCP process. At key transition points, for example, Year 6 to Secondary School, we hold the additional annual reviews to look over funding and plans for high school. We support with extra transition for your child and look at any other support and guidance we can give.
Miss Smith holds coffee mornings every few weeks to check-in with parents and offer a welcoming face and any support necessary. Some of our coffee mornings our themed to provide support, working with external agencies such as Open Minds Calderdale, who come in and deliver sessions.

What our parents have to say:

"The teachers at Ripponden helped my daughter following a family death. The SENDCo, who was her class teacher at the time, and her previous teacher, supported her to articulate her feelings of grief and regain her confidence. The open door policy with coffee mornings and other events allow parents to discuss concerns in a safe environment, and I think this is amazing."

"Both my children have received amazing support at Ripponden school. One child required SEN support and the school worked tirelessly to get an EHCP and did everything they could to support him. I will be forever grateful for this."

"My second child was struggling with an issue which they raised with us and suggested action to prevent this from escalating and impacting her learning and her overall happiness."

"The school really care about the children and want them to be the best versions of themselves."

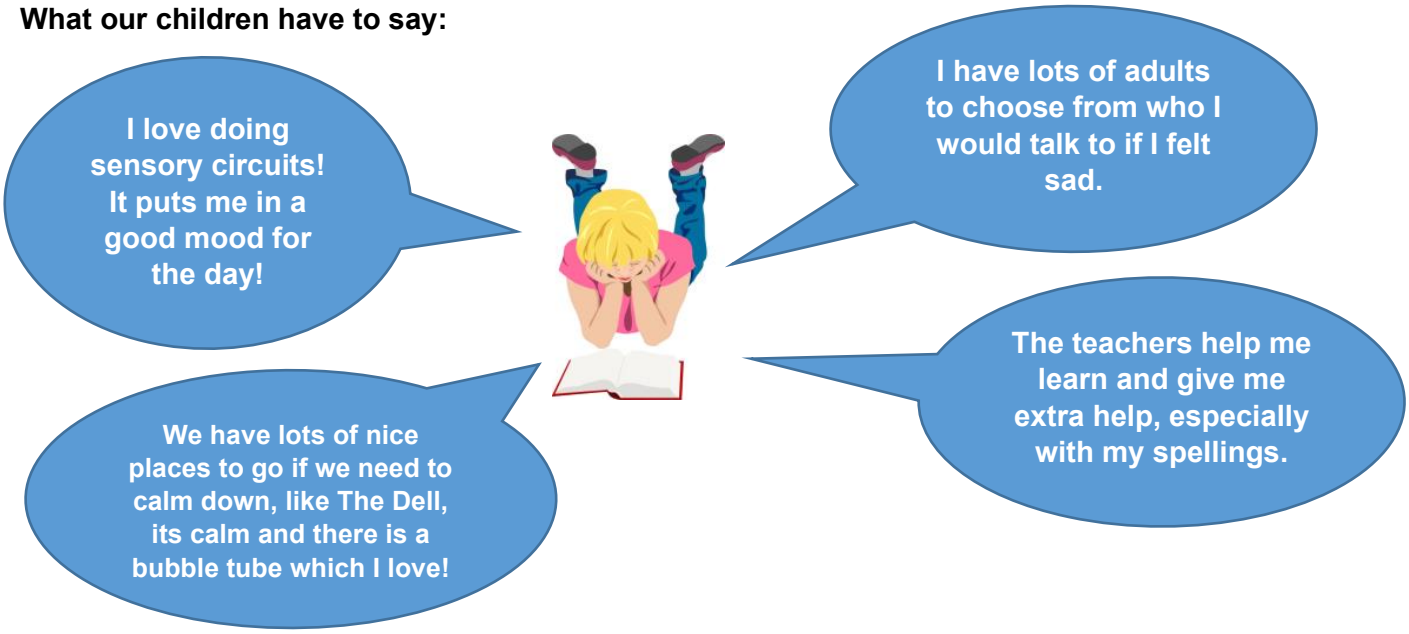
"The new room that has been created by the SENDCo and Inclusion Support Assistant (The Dell) has really helped my child access school. It is such a lovely space and is perfect for my child to learn and feel safe. All of the staff are fantastic."

"I have received support and advice from the SENDCo, who referred my child to the services appropriate for their need. These services have provided my child with 1-1 sessions, group work and creative workshops for anxiety."
"I attended the parent information session on the MHST team and services they provide."

"Myself and my child have really benefitted from the support received from school and my child has loved the 1:1 and group sessions and has got so much out of them."

"My child was suffering from low mood and anxiety. The school were quick to respond to this and make appropriate adjustments at school, as well as referrals to the right places. I felt guided, supported and heard and it made a huge difference to both me and my child. Thank you."

What our children have to say:



Below are frequently asked questions that parents/carers may ask about provision for children and young people who have special educational needs and/or a disability. The information aims to be clear and easy to understand. However, if you prefer to talk to Miss Smith please use the phone number and/or email address to contact school.

How will Ripponden J and I School support my child?	**Quality First Teaching** **We believe that every child has a right to a quality education and therefore we are committed to ensuring that we have the very best classroom practitioners.** We have a highly committed, caring and enthusiastic teaching staff who are dedicated to making learning fun. Lessons are of a very high standard and inclusive practice underpins our classroom ethos. The curriculum is planned in line with the statutory changes from 2014 and we endeavour to inspire and motivate our children with engaging lessons and a wide range of extra-curricular opportunities. Children will be supported by quality first teaching that will take into account their needs. Children with additional needs which are greater than those met from quality first teaching will sometimes take part in groups to support their needs further. **Interventions** When a child's needs cannot be fully met through 'Quality First Teaching' additional intervention will be provided. We look carefully at the barriers to learning for individual children and work hard to provide the appropriate intervention. This may take place outside of the classroom by a well-trained member of support staff. It may be a small group intervention, 1:1 support from a skilled adult, an individualised learning support program and/or working with outside agencies (such as speech and language therapists). When a child has significant needs that require support and/ or is receiving support from outside agencies, your child's teacher will contact you to discuss adding your child to the Special Educational Needs and Disabilities (SEND) register. If a child is to be added to our SEND register, you will be telephoned by the class teacher to arrange a meeting to discuss the key areas of concern and share your views. Your child will be given a 'Learning and Development Plan' that highlights their personal targets, and a copy will be sent home too. Where appropriate, the school will provide additional resources (such as flashcards) so that you can support progress towards these targets at home. Parents/ carers of children who are on the SEND register will be telephoned regularly (at least once per term) to review plans and create new targets. **Assess, Plan, Do, Review**

	At Ripponden J and I, we ensure our learning development plans are specific and measurable for each child, to ensure they are making good progress and working at a target that is a suitable challenge for them. We follow the Assess, Plan, Do, Review process: **Assess** In identifying a child as needing SEND support the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. It should also draw on the views and experience of parents, the pupil's own views and, if relevant advice from external support services. **Plan** Where it is decided to provide a pupil with SEND support, the parents will be formally notified. The teacher should agree in consultation with the parent and the pupil the adjustments, interventions, and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. **Do** The class or subject teacher will remain responsible for working with the child daily. Where the interventions involve group or one-to-one teaching away from the main class teacher, they will still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class teacher on the effective implementation of support where necessary. **Review** The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed regularly. The impact and quality of the support and interventions should be evaluated. New targets and/or support strategies will be set in a meeting with parents. **Referral for an Education, Health, and Care Plan** Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND needs of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. The application for an Education, Health and Care Plans will combine information from a variety of sources. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. The criteria for applying for statutory assessment are set by the Local Authority and not by school. **We Love our children to have their say!** We have a commitment to listening to our children and promoting their voice in all aspects of their school life. We do this by: • Checking in with our children with SEND daily. • Having an active and informed school council including representatives for Reception (Little Acorns) and Year 1 (Saplings). • Helping children to complete an 'All About Me' cover for their individual education plans (IEP's) • Asking children what they think about their school experience. We do this by doing a survey with all our children, with adults to support children in expressing their opinions if necessary. Our SEND governor talks specifically to those children who have some additional support in school to gain a clear picture of how they feel about school and their education. All this information is vital to us and helps us develop our school improvement priorities. • Devising 'One Page Plans' to support children to make a successful transition between classes/key stages/schools. • Using social stories to support children with any challenges that arise at school and give them a voice and a way to overcome a specific barrier to them.
How do we help a child with physical needs?	• We have a designated disabled toilet and changing facility. • We have ramp access to the playground and raised flower beds for easy wheelchair access (in addition to our allotments). • Our staff are trained in moving and handling as appropriate to the needs of our children. • Our staff are trained in Developmental Coordination Disorder (DCD) and we have specific interventions in place which follow the Warwickshire NHS School Skills programme. • We have a commitment to providing the necessary specialist physical equipment for use in PE (balance boards, tactile balls, balloons)

	• Children have access to learning equipment such as sloping writing boards, grip rulers, specialist pencils and pencil grips as required.
How do we help a child with speech and language needs?	• We have an onsite SALT every two weeks from LINGO, who comes in to deliver intervention to our children with speech and language needs. • In Early Years, we ensure our staff are highly trained in the Early years framework, and never miss an opportunity to develop language through play. • We run a Social Use of Language Programme (SULP) delivered by trained staff. • Our staff are experienced in the use of material recommended by the speech and language service (Communication Cookbook, Time to Talk, Lego Therapy, Blanks Levels of Questioning) • We have excellent links with the Speech and Language Therapy service (SALT) who provide advice and guidance for children accessing their service that is implemented in school. • The Sowerby Bridge cluster has commissioned a review and audit of each school's SALT provision and has provided language intervention training and programmes. For Early Language skills we use Chatterboxes and Sounds Right. For KS2 we have the Language Legends intervention based on receptive and expressive language. • We provide learning environments that are rich in language stimulation and promote high quality interactions and a love of language.
How do we help a child with sensory impairment?	• We have our very own sensory room which is part of 'The Dell' provision, designed for individual needs' and impairments. • We use visual timetables and visual learning cues wherever possible. • We have access to a loop system available as required. • We have a range of sensory stimulation/calming resources as required such as using sensory circuits, power up corners, calming corners. • We use radio aids to help children with hearing impairments access their learning clearly. • We run 'sensory circuits' every morning for our children with sensory needs to meet their needs and support their time in the classroom.
How do we help a child who has social and emotional difficulties?	• We have a commitment to supporting all children in their social and emotional development through our culture of acceptance and nurture. • We have a commitment to supporting children in circle times, 'talk times and well-being sessions. • We use resources from Elsa Support to engage the children in positive wellbeing sessions. • We also have a representative from Open Minds CAMHS who works closely with the SENDCO to support children and their families with mental health needs. • We have staff training plans for supporting children with Autistic Spectrum Disorder this academic year. We have re-established our connection with the ASD Team from Calderdale and are receiving guidance for children who need it. • We use a visual communication tool called Widgit to support with learning and communication skills. • We have access to a program of therapeutic stories to support individual children. • Our Restorative Behaviour Management System supports children to take responsibility for their behaviour and understand the impact of their actions on others. • Our children work with their teachers to agree classroom rules which are then displayed in classrooms. • We have a zero tolerance of bullying, and this is dealt with in accordance with our behaviour policy.
How do we support a pupil who is struggling with EBSA (Emotional Based School Attendance)?	• We will work in collaboration with parents to identify mental health need and underlying causes. • Attendance plan put in place with parent. • The SENDCO or a lead DSL will keep in continuous communication with parent and child. • We will ensure the child has access to sensory breaks if necessary to ease anxiety. • Learning will be adapted (if applicable) to ease anxiety and meet need.
How do we help a child with	• We have detailed and supportive behaviour plans written in partnership with child, parent/carer/teacher/SENDCo.

behavioural difficulties?	• We have staff trained in supporting mental health who deliver in house mental health support groups. • We have outside support from the mental health nurse service to support children who have been assessed with behavioural difficulties. • Regular training and support from the Specialist Cluster Service in terms of managing difficult behaviours, both from an individual and a class-based approach. • Our range of extra-curricular activities are designed to boost self- confidence and self- esteem. • We have a comprehensive system for logging and monitoring behavioural incidents (CPOMS). • We have embedded principals of Restorative Justice to deal with minor conflicts. • All our staff adhere to our positive behaviour policy which is being updated this academic year to ensure it is robust and to-date (see website). • All senior staff and planned further members of staff are trained in Team Teach – a de-escalation and positive handling framework.
How do we support a child who has medical needs?	• Medical Care Plans are compiled by the SENDCo and parent/carer/school nurse (if necessary) to ensure that all information and procedures are in place. Copies of Care Plans are kept in the school office, safeguarding board in staffroom, headteacher's office, kitchen, class file and a copy sent home. • Medicines kept securely but are accessible in school. • Staff trained to administer relevant medication (e.g., epi-pen). • All staff have basic paediatric first aid training. Named first aiders in school. • Early Years staff have full paediatric training. • Medicine administered to a pupil is signed by a witnessing member of staff.
How do we support a child with a diagnosed MLD (dyslexia, dyspraxia, dyscalculia, dysgraphia):	• Individual plans to support pupils. • OT group to support dyspraxia ran by our cover supervisor who specialises in movement and PE. • We use the scheme Ed Shed AI to support dyslexic pupils through spelling games suited to their needs (see dyslexia guidance 25-26) • We have tools such as pencil grips, slope boards and wobble cushions to support in the classroom. • We ensure classrooms are dyslexia friendly. • We use a visual communication tool called Widgit to support with learning and communication skills- this offers dyslexic pupils key vocabulary. • We use pre-teach skills by offering pupils the class text before it is read as a class. • We use iPad to dictate sentences when necessary to support with he writing process. • We allow other aids such as laptops to write with. This is on an individual based need.
How do we help a child who has English as an Additional Language (EAL)?	• Where we have some children in our school with EAL. To support a child with EAL, we use strategies such as pre-teaching, communication groups, home-to-school diaries and visual support (picture and word) in the classroom. • We also use IT to help translate power points and instructions, such as Google Translate. • We use a visual communication tool called Widgit to support with learning and communication skills.
How will we meet a child's personal care needs?	• Intimate and Personal care Policy is in place and adhered to by all staff. • We encourage our children to be responsible for their own personal care and staff intervene only if necessary and always adhering to the Intimate Care Policy.
How will we include children in activities outside the	• We have risk assessments to identify where additional support staff may be required or if there are any additional measures to consider. • The residential centres that we use comply with our school Inclusion Policy. • We work closely with parents/carers to ensure children with additional needs experience extra-curricular activities.

classroom including school trips?	• Pupils with additional needs are asked to complete a questionnaire that identifies how many attends extra-curricular activities. We then adapt our out of school clubs to cater for the needs and interests of our children. • Children are targeted to attend specific out of school clubs we feel would be of benefit to them.
How do we support Children Looked After (CLA) that have SEND?	Arrangements that are in place to support children looked after by the Local Authority (CLA) that have SEND: • We have a special duty to safeguard and promote the education of pupils in looked after care. These pupils face life challenges so deserve sensitive and proactive support to give them equal life chances that every pupil deserves. This includes ensuring they receive the best education, are supported to attend school and achieve; and their physical, social, emotional, and mental health needs are fully met.
How do we prepare and support a child/young person for transition?	• Our Early Years Team visit all pre-school settings prior to the children starting school. • We invite all our new starters to a half day transition session to meet their peers, see their environment and meet the staff team (more visits can be arranged if necessary). • We initiated a 'play and stay' session before school starts, to allow the children to visit the setting with their parents. • We foster relationships with all settings and have a commitment to information sharing. • For our pupils moving to secondary school, we may compile a 'one page plan' to share with their new school. • We work closely with our secondary school to arrange visits for our children in the summer term. In addition, the support teachers from the secondary school will come to us and see the children in their current setting. • For children with SEN or any other vulnerabilities, additional transition activities are negotiated, for the children to feel as prepared as possible for the move to high school.
How will we develop social skills throughout the school day, especially break times?	• Sports Leaders from Key Stage 2 support the social development of the younger children, through traditional and new playground games. • Our midday supervisors have annual 'play leading' training. • We are committed to providing a range of playground equipment (some permanent e.g., the climbing wall, balance benches, rope climbing frame etc. and some are rotated in playground baskets (e.g. balls, skipping ropes, role play, resources for team games). • Children who have complex needs have 1:1 support throughout playtimes. • We are delighted to have 'buddy benches' in our playground! They are designed to eliminate loneliness from our playground.
How do we allocate resources?	• We have experienced teaching assistants that are timetabled to work on Individual Education Plans (IEPs). • Interventions take place during assembly times to minimise disruption to lessons. We now have assemblies from Monday to Thursday to enable interventions to take place. • Provision is in place to ensure that each child's needs are met. This provision is reviewed half termly. • Teaching assistants are timetabled to maximise learning opportunities in the classrooms daily.
How do we raise awareness of special educational needs for parents and the wider community?	• We hold regular SEND coffee mornings to support the parents and carers of children on the SEND register and are looking to broaden this, not just for the parents/carers of SEND children, but to offer a workshop-style information session on different aspects of child development, including ASD, managing sleep, safe use of the internet etc. • We welcome work experience students who have additional learning needs (Calderdale college and local secondary school). • We promote inclusion through our curriculum/class assemblies – covering issues such as Downs Syndrome, living with a disability, celebrating wheelchair racing, celebrating success of Paralympics, living with a hearing or visual impairment, overcoming barriers etc. • We have an open-door policy to discuss any issues that arise.

Which specialist services do we access beyond the school?	We believe that working in partnership with other agencies that can offer specialist guidance and advice ensures the best outcomes for pupils. At Ripponden we have worked hard to establish excellent partnerships with our cluster schools and other agencies: • Specialist Inclusion Service, including ASD and Visual/Hearing Impairment Team. • Speech and Language Therapy • Occupational Therapy • Physiotherapy • CAMHS/Open Minds • Educational Welfare Officer (EWO) • Circle Psychology • Early Intervention team • School Nursing Service • First Response/Social Services • TIMEOUT/Kooth/Barnados neurodiversity support services. We also work closely within our local cluster of schools to ensure consistency and best practice.
How do we evaluate and review the support provided?	The Inclusion Manager and the Inclusion Governor report annually to the governing body. The report includes: • Detailed progress analysis of SEND pupils and comparing their progress with non-SEND pupils. • Recommendations to improve provision if necessary. • Parent surveys are completed annually.
How do we deal with complaints regarding our provision for children and young people with SEND?	• Details of the complaints procedure can be found in Chapter 11 of the Special Educational Needs and Disability code of practice: 0 to 25 years (July 2014) • We have a complaints policy which is available on the website.
Contact details of support services for parents of pupils with SEND	Please contact SENDIASS: http://www.calderdalesendiass.org.uk/ who provide 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. **Calderdale Council** also provide support for parents: https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities/support-parents **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 and young people with SEND, through the statutory assessment and Education, Health and Care Plan (EHCP) processes. Independent Supporters will help to build resilience in families by offering a range of time-limited support such as liaison across different agencies and advice on personal budgets. The level and nature of that support will be tailored to the particular needs of individual families. Support via Independent Supporters will be available until March 2016. For full details of the entire support provided for parents please follow the link to Calderdale's Local Offer: www.calderdale.gov.uk/localoffer

This document details Ripponden School's Individual Offer (SEND Information Report as required in Schedule 1 of Regulation 51) and should be read in conjunction with the Core Offer set out in Calderdale's Local Offer. Further information can be found at: www.calderdale.gov.uk/localoffer