

# 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 telephone our Inclusion Manager/SENDCO, Ms Gilmartin, if you require any more information.*



Contact Details	
<b>Headteacher</b>	Mrs Lorraine Bamforth BA(Hons) QTS
<b>Telephone – School Office</b>	01422 823362
<b>Address</b>	Halifax Rd, Ripponden, Sowerby Bridge, HX6 4AH
<b>Email – School Office</b>	office@ripponden.calderdale.sch.uk
<b>Age Range</b>	Primary (4-11)
<b>Funding</b>	Local Authority
<b>Inclusion Manager/SENDCO</b>	Ms Melanie Gilmartin BA (Hons) QTS NASENCO 
<b>Email - SENCo</b>	Please email via the school email address office@ripponden.calderdale.sch.uk
<b>Inclusion Governor</b>	Mrs Elisabeth Allison

## 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.

*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 Ms Gilmartin 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 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.

## 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:

- 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 'Learning and Development' plan.
- 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.

There is always someone there to help me.



I feel more confident to have a go by myself now.

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 run a Social Use of Language Programme (SULP) delivered by trained staff.
- We have introduced the EYFS language intervention – NELI.
- 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. This year, SALT will provide specialist training to staff which will meet the needs of our children with speech and language needs.
- 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 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.

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 are thrilled to have 2 Learning Mentors to support our children with any emotional needs.

	<ul style="list-style-type: none"> <li>• We also have an on-site CAMHS trainee who supports children and their families with mental health needs.</li> <li>• 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.</li> <li>• We have access to a program of therapeutic stories to support individual children.</li> <li>• Our Restorative Behaviour Management System supports children to take responsibility for their behaviour and understand the impact of their actions on others.</li> <li>• Our children work with their teachers to agree classroom rules which are then displayed in classrooms.</li> <li>• We have a zero tolerance of bullying and this is dealt with in accordance with our behaviour policy.</li> </ul>
<p>How do we help a child with behavioural difficulties?</p>	<ul style="list-style-type: none"> <li>• We have detailed and supportive behaviour plans written in partnership with child, parent/carer/teacher/SENDSCO.</li> <li>• We have staff trained to run specific behaviour support interventions in place throughout school – KIDSKILLS (as recommended by Educational Psychology Service) and Behaviour Support groups following Cath Hunter principles.</li> <li>• We have staff trained in supporting mental health who deliver support group, 'Penny For Them' and other in house mental health support groups.</li> <li>• We have outside support from the mental health nurse service to support children who have been assessed with particular behavioural difficulties.</li> <li>• Regular training and support from the Specialist Cluster Service in terms of managing difficult behaviours, both from an individual and a class based approach.</li> <li>• Our range of extra-curricular activities are designed to boost self- confidence and self- esteem.</li> <li>• We have a comprehensive system for logging and monitoring behavioural incidents (CPOMS).</li> <li>• We have embedded principals of Restorative Justice to deal with minor conflicts.</li> <li>• All our staff adhere to our positive behaviour policy (see website).</li> <li>• 2 members of senior staff as well as the SENDSCO are trained in Team Teach – a de-escalation and positive handling framework.</li> </ul>
<p>How do we help a child who needs support with literacy?</p>	<ul style="list-style-type: none"> <li>• We have a targeted programme from Little Wandle, for phonics intervention, delivered by experienced staff.</li> <li>• Dyslexia screening is carried out in school and support packages put in place (reading overlays, additional time for writing, handwriting support, working memory games etc.).</li> <li>• Dyslexic friendly teaching strategies and classroom environments throughout school.</li> <li>• Partnership with Rotary Club who provide several adults on a weekly basis to provide 1:1 reading support.</li> <li>• Pre-teaching language/concepts and use of Blank's levels of Questioning.</li> </ul>
<p>How do we help a child who needs support with numeracy?</p>	<ul style="list-style-type: none"> <li>• We teach Maths using the 'White Rose Mastery' principals – enabling pupils to understand the concepts through concrete apparatus before moving to pictorial representations, formal methods and problem solving. During the lessons we monitor, mark and assess and when children have not grasped the concept, same day interventions are carried out during assembly time.</li> <li>• Early years and key stage 1 – small group reinforcement as required</li> </ul>
<p>How do we support a child who has medical needs?</p>	<ul style="list-style-type: none"> <li>• Medical Care Plans are compiled by the SENDSCO 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.</li> <li>• Medicines kept securely but are accessible in school.</li> <li>• Staff trained to administer relevant medication (e.g. epi-pen).</li> <li>• All staff have basic paediatric first aid training. Named first aiders in school.</li> <li>• Early Years staff have full paediatric training.</li> <li>• Medicine administered to a pupil is signed by a witnessing member of staff.</li> </ul>

<p>How do we help a child who has English as an Additional Language (EAL)?</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• We also use IT to help translate power points and instructions, such as Google Translate.</li> </ul>
<p>How do we support a child with complex and multiple needs?</p>	<ul style="list-style-type: none"> <li>• Demonstrate commitment to working in partnership with other agencies.</li> <li>• Risk assessments carried out by local specialist provision.</li> <li>• We have a supportive, experienced team of staff.</li> </ul>
<p>How will we meet a child's personal care needs?</p>	<ul style="list-style-type: none"> <li>• Intimate and Personal care Policy is in place and adhered to by all staff.</li> <li>• 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.</li> </ul>
<p>How will we include children in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> <li>• We have risk assessments to identify where additional support staff may be required or if there are any additional measures to consider.</li> <li>• The residential centres that we use comply with our school Inclusion Policy.</li> <li>• We work closely with parents/carers to ensure children with additional needs experience extra-curricular activities.</li> <li>• Pupils with additional needs are asked to complete a questionnaire that identifies how many attend extra-curricular activities. We then adapt our out of school clubs to cater for the needs and interests of our children.</li> <li>• Children are targeted to attend specific out of school clubs we feel would be of benefit to them. Provision for extra-curricular activities has been reinstated and trips are in the planning stages for this academic year.</li> </ul>
<p>How do we prepare and support a child/young person for transition?</p>	<ul style="list-style-type: none"> <li>• Our Early Years Team visit all pre-school settings prior to the children starting school.</li> <li>• 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).</li> <li>• We initiated a 'play and stay' session before school starts, to allow the children to visit the setting with their parents.</li> <li>• We foster relationships with all settings and have a commitment to information sharing.</li> <li>• For our pupils moving to secondary school we may compile a 'one page plan' to share with their new school.</li> <li>• 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.</li> </ul>
<p>How will we develop social skills throughout the school day, especially break times?</p>	<ul style="list-style-type: none"> <li>• Sports Leaders from Key Stage 2 support the social development of the younger children, through traditional and new playground games.</li> <li>• Our midday supervisors have annual 'play leading' training.</li> <li>• 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).</li> <li>• Children who have complex needs have 1:1 support throughout playtimes.</li> <li>• We are delighted to have 'buddy benches' in our playground! They are designed to eliminate loneliness from our playground.</li> </ul>
<p>How do we allocate resources?</p>	<ul style="list-style-type: none"> <li>• We have experienced teaching assistants that are timetabled to work on Individual Learning and Development plans.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>Provision is in place to ensure that each child's needs are met. This provision is reviewed half termly.</li> <li>Teaching assistants are timetabled to maximise learning opportunities in the classrooms on a daily basis.</li> </ul>
How do we ensure all staff are well trained?	<ul style="list-style-type: none"> <li>Staff complete an annual questionnaire that identifies training needs. This information is then used to plan the appropriate CPD (both external and internal).</li> <li>We have a supportive and knowledgeable Inclusion Manager who provides on-going advice to teachers and support staff.</li> <li>Our Inclusion Manager attends termly cluster network meetings and cascades relevant information/training to staff team.</li> <li>Well trained staff who have a breadth of experience in delivering a wide range of interventions (both social and academic).</li> <li>Our Inclusion Manager has received the NASENCO qualification in June 2022 which is the accreditation for Special Educational Needs (Masters' level) committed to improving outcomes for children with additional needs.</li> </ul>
How do we raise awareness of special educational needs for parents and the wider community?	<ul style="list-style-type: none"> <li>We hold monthly SEND coffee mornings to support the parents and carers of children on the SEND register.</li> <li>We welcome work experience students who have additional learning needs (Calderdale college and local secondary school).</li> <li>We promote inclusion through our curriculum/class assemblies – covering issues such as Downs Syndrome, living with a disability, celebrating wheel chair racing, celebrating success of Paralympics, living with a hearing or visual impairment, overcoming barriers etc.</li> <li>We have an open door policy to discuss any issues that arise.</li> </ul>
Which specialist services do we access beyond the school?	<p>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:</p> <ul style="list-style-type: none"> <li>Specialist Inclusion Service, including ASD and Visual/Hearing Impairment Team.</li> <li>Speech and Language Therapy</li> <li>Occupational Therapy</li> <li>Physiotherapy</li> <li>CAMHS/Open Minds</li> <li>Educational Welfare Officer (EWO)</li> <li>Circle Psychology</li> <li>Early Intervention team</li> <li>School Nursing Service</li> <li>First Response/Social Services</li> </ul> <p>We also work closely within our local cluster of schools to ensure consistency and best practice.</p>
How do we evaluate and review the support provided?	<p>The Inclusion Manager and the Inclusion Governor report annually to the governing body. The report includes</p> <ul style="list-style-type: none"> <li>Detailed progress analysis of SEND pupils and comparing their progress with non-SEND pupils.</li> <li>Recommendations to improve provision if necessary.</li> </ul>
How do we deal with complaints regarding our provision for children and young people with SEND?	<ul style="list-style-type: none"> <li>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)</li> <li>We have a complaints policy which is available on the website.</li> </ul>
Contact details of support services	<p>Please contact SENDIASS: <a href="http://www.calderdalesendiass.org.uk/">http://www.calderdalesendiass.org.uk/</a> 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.</p>

for parents of pupils with SEND

**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](http://www.calderdale.gov.uk/localoffer)

### What our parents have to say:

We are very proud of our daughter. She has made very good progress.

Thank you for all the support – both with his academic progress and his additional needs.



Thank you to everyone who has contributed to my son's learning – another positive and enjoyable year at Ripponden!

The Learning Mentor sessions have been invaluable. I hope they continue next year.

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](http://www.calderdale.gov.uk/localoffer)