



The following details Dean Field School’s Individual Local Offer (SEND 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. **Updated September 2024.**

School Name	Dean Field Community Primary
Headteacher	Mrs. Fiona Pether
Special Educational Needs Co-ordinator (SENCo)	Miss. Emma Clay SENCo With support from The Family of Learning Trust colleague, Mrs. Samantha Bowling – Deputy Headteacher at Beech Hill for Lower School and Inclusion
SEN Governor	Mr. Doug Clark
School Address	Cousin Lane, Halifax HX2 8DQ
Email (admin)	admin@deanfieldschool.co.uk
Email (SENCo)	eclay@deanfieldschool.co.uk
Telephone – School office	01422 258258
Age Range	Nursery to Year 6 (3 – 11 years)
Funding	Multi Academy Trust

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

How will Dean Field support your child?	<p>Please see our SEND policy which can be found on the school website, which outlines how we identify children and young people with SEND, how we assess their needs, how we review children and young people’s progress towards their outcomes and evaluate the effectiveness of the provision made.</p> <ul style="list-style-type: none"> • Access to a broad, balanced curriculum which is well differentiated and takes into account the different learning styles and interests of our children. • A wide variety of high quality enrichment activities effectively extend the curriculum and provide memorable experiences for all pupils. • Targeted teaching which ensures rigorous target setting. • Well-staffed classrooms – at least one teacher and one support assistant in each class. • Quality teaching and learning, which is well monitored by highly experienced leaders. • Out of hour’s provision with an out of school club from 7.30am until 8.30am each morning; and from 3.00pm until 5.30pm each evening. • Individualised targets for all SEND children.
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	<ul style="list-style-type: none"> • Rigorous pupil tracking system which ensures all children are monitored. • Professional dialogue about every child in school takes place every half term which ensures any difficulties are identified early and suitable provision is put in place. • Dedicated SENCo time every afternoon. • The SENCo is part of the Leadership Team at Dean Field School. • Detailed programme of reviews with parents and professionals: 3 parent's evenings per year, half-termly parent information sheets, termly reviews for all children on the SEND register, comprehensive annual reviews. • All SEND children have an Individual Education plan on Edukey, with individual targets which are reviewed every term. • We have an active student voice – school councillors from each year group, Year 6 prefects, Head Boy and Girl etc. • Carefully devised behaviour steps chart, with weekly, termly and annual rewards for positive behaviour. • Zero tolerance policy for bullying. • An ethos of inclusion and equality – 'Learning without Limits' which all of our staff support. • Specially designed sensory/break out spaces.
<p>How do we involve parents, children and young people?</p>	<ul style="list-style-type: none"> • Year 2 and Year 6 SATs Meetings. • Coffee Mornings. • Parent's Evenings. • Parent Week with various opportunities to come into school for various workshops. • Gold Book Assembly. • Seesaw. • Junior Wardens Programme for Year 6. • Grandparent's Days. • Weekly Newsletter for parents. • Arts Council • Rights Respecting Council • Minimum of 3 IEP review meetings (1 per term, this may be linked to parents' evening meetings, depending upon a child's needs, they may be more frequent) • Annual review meetings for EHCPs.
<p>How do we help a child with physical needs?</p>	<ul style="list-style-type: none"> • Access to a variety of pens and other writing apparatus like writing slops. • Disabled toilet with electronic changing bed. • Ramp access for entrance to school. • 5 members of staff that have completed a full manual handling training course. • Close links with Karen Turnbull (moving and handling staff from local authority) for risk assessment purposes. • Regularly reviewed risk assessments for children with physical needs to ensure their safety. • Theraputty/Dough disco

<p>How do we help a child with speech and language needs?</p>	<ul style="list-style-type: none"> • Use of 'Language for Thinking' programme. • Use of 'Black Sheep' narrative when advised by NHS SALT • Use of 'Chatter Box' programme in EYFS. • Use of 'Language Legends' in KS2. • Use of 'SULP' (Social Use of Language Programme). • Delivery of programmes devised by speech and language therapists where appropriate. • Speech and Language therapist from 'LINGO' who comes into school for a full day fortnightly to work with children that we have referred as part of a North Halifax Cluster Schools initiative.
<p>How do we help a child who has social and emotional difficulties?</p>	<ul style="list-style-type: none"> • Breakfast club. • Use of Social Stories. • Full time Pastoral manager and pastoral support assistant. • Well Being Zone. • Teaching staff trained on the Trauma Informed Approaches. • Zones of Regulation approach. • 'Canada' and 'Great Britain' classrooms which are sensory/break out spaces. • Sensory circuits in the hall daily. <p>Please also see our Behaviour Policy, which includes how we support pupils by listening to the views of children and young people and includes measures to encourage harmony and respect in school.</p>
<p>How do we help a child who has behavioural difficulties?</p>	<ul style="list-style-type: none"> • Full time Pastoral manager • Behaviour policy using positive reinforced strategies. • Individual Behaviour Plans where needed. • Personalised visual timetables. • Use of Strength & Difficulties Questionnaire to monitor and access progress. • Movement breaks and fidgets where appropriate. • An understanding that behaviour is communication and trying to get to the root of a child's difficulties
<p>How do we help a child who needs support with literacy?</p>	<ul style="list-style-type: none"> • Read Write Inc – all staff trained. • Accelerated Reader used across school for assessment in reading and interventions. • Use of 'Letter Join' scheme for handwriting. • Teaching Assistants to deliver individualised programmes for children with IEPs. • Use of Widgit symbols where appropriate in the classroom and in work.
<p>How do we help a child who needs support with numeracy?</p>	<ul style="list-style-type: none"> • Staff training in the use of 'Numicon' scheme. • Use of 'Times Tables Rock Stars'. • Use of 'Numberstacks' intervention. • Teaching Assistants to deliver individualised programmes for children with IEPs. • Ten Town in EYFS. • Mastering Number in EYFS and Key Stage 1.

<p>How do we support a child who has medical needs?</p>	<ul style="list-style-type: none"> • Individualised medical needs plans created by an experienced staff member including the input from the school nursing team, parents and first aid staff. • Personalised training put in place from professionals depending on the medical need. • First aiders in school. • Staff who have had manual handling training.
<p>Which specialist services do we access beyond the school?</p>	<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 Hearing Impairment Team • Educational Psychologists • Speech and Language Therapy • Occupational Therapy • Physiotherapy • ASD Service • CAMHS • EWO • Behaviour and Attendance Service • School Nursing Team <p>We are also part of the North Halifax Cluster where expertise is shared between schools.</p>
<p>How will we include children in activities outside the classroom?</p>	<ul style="list-style-type: none"> • Teaching assistants are deployed to support children, including those with SEND, in our Friday's out-of-school clubs. • Various after school clubs. • Extra staff are deployed for trips to meet stringent requirements of our risk assessment. • Year 2 and Year 6 Residential, including nights away. • Years 5 Swimming sessions. • Parents and carers are consulted prior to trips for advice and guidance where necessary. • Breakfast Club. • Out of Hours Club.
<p>How do we prepare and support a child for joining school and transferring to secondary school?</p>	<ul style="list-style-type: none"> • Home visits by Reception staff. • Visiting pre-school settings by Reception staff. • Home visits by Nursery staff. • 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. • Full time Pastoral manager.
<p>How will we meet a child's personal care needs?</p>	<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'. • Children are given as much responsibility for personal care as is possible with staff interventions only coming into force

	<p>when necessary and following strict procedures. Staff will only call parents in an absolute emergency.</p> <ul style="list-style-type: none"> • Full time Pastoral manager.
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 EHC Plan children if appropriate. • Support staff organise activities at break times. • Support staff outside at break and lunchtime. • EHCP Social Play Facilitator role included in playtime rota.
How do we allocate resources?	<ul style="list-style-type: none"> • One to one support given by a Support Assistant as specified in a child's EHC Plan of SEN. • Our school employs a Teaching 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. • A full time Pastoral manager.
How do we ensure all staff are well trained?	<ul style="list-style-type: none"> • The SENDCo holds the National Award in Special Educational Needs • Weekly, well planned programme of CPD training session for all teaching staff, accessing both external agencies and in-school support. • All Teaching and Support Assistants are completing a 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 SEND will be celebrated in newsletters and other public documents. • We will hold drop-in sessions for parents of children. • Awareness raised through assemblies if appropriate e.g. type 1 diabetes awareness.
Contact details of support services for parents of pupils with SEND.	<p>IAS - The SEND (Special Educational Needs and Disabilities) Information, Advice and Support Service (formerly Parent Partnership Service) provides legally based, 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. Contact details: Contact: 01422 266141. Website: www.calderdalesendiass.org.uk</p> <p>Unique Ways – Supporting families with disabled children – We provide a broad range of services for parent carers, from training courses and Independent Supporters to social events, focus groups and discounts on family days out! We don't restrict our services based on whether your child has a diagnosis or not, and instead work with anyone who feels they need our help. Contact 01422 343090. Website: www.uniqueways.org.uk</p> <p>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 with SEN, and young people with</p>

	<p>SEN, through the statutory assessment and Education, Health and Care Plan (EHCP) processes.</p> <p>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.</p> <p>For full details of the entire support provided for parents please follow the link to Calderdale's Local Offer: www.calderdale.gov.uk/localoffer</p>
Arrangements for handling complaints from parents of children with SEND about the provision made at Dean Field	The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's Parental Involvement policy.
Due to be updated	September 2025

Below is a link to Calderdale's Local Offer where further information can be found:

www.calderdale.gov.uk/localoffer

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

Updated:

July 2022

September 2023

September 2024