The following details Dean Field Community Primary School's Individual Local Offer (SEN Information Report as required in Schedule 1 of Regulation 51) and should be read in conjunction with the Core Offer found set out in Calderdale's Local Offer https://calderdalelocaloffer.org.uk/ which details further provision available in the Local Authority.

School Name	Dean Field Community Primary School
Headteacher	Mrs Fiona Pether
Special Educational Needs & Disabilities Co-ordinator (SENDCo)	Miss Emma Clay
SEN Governor	Lucy Bailey
School Address	Cousin Lane, Ovenden, HX2 8DQ
Email (admin)	admin@deanfieldschool.co.uk
Email (SENCo)	eclay@deanfieldschool.co.uk
Telephone – School office	01422 258258
Age range	3-11
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?	Please click on the link to see our SEND policy 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. • School rated as 'Strong Standard' for Inclusion by OFSTED in July 2026 • 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, but often more than one TA. • 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. • Dingley's Promise Training held by all EYFS staff. • Autism Accreditation Award achieved June 2025 • Resident artist, musician, dance specialist and poet who work with all year groups throughout the year • Individualised targets for all SEND children. • 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 during afternoons • 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. • Individualised behaviour trackers and reasonable adjustments for SEND. • 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.
How do we involve parents, children and young people?	Please click on the link to see our Parental Involvement Policy, which includes how we work in close cooperation with families, and in regular consultation between the home and the school to enhance learning experiences for all pupils. • Year 6 SATs Meetings. • Coffee Mornings/SEND parent sessions and drop ins. • Parent's Evenings. • Parent Week with various opportunities to come into school for various workshops. • Stay and read sessions. • Sporting events. • Gold Book Assembly. • Seesaw. • Junior Wardens Programme for Year 6. • Grandparent's Days. • Weekly Newsletter for parents. • Half termly SEND 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. • Working with other schools within the Family of Learning Trust • All about me sheets – completed by children prior to their IEP reviews and EHCP annual reviews.
How do we help a child with **physical needs**?	• Fully compliant with the Disability Discrimination Act • Disabled toilets and changing area • Access to a variety of pens and other writing apparatus like sloping boards, and a range of computing equipment • Variable height of tables and chairs available • Fully accessible ramp into school building • 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 • PEEPS (Personal Emergency Evacuation Plan) for children that need them.
How do we help a child with **speech and language needs**?	• 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 every Wednesday for half a day, to work with children that we have referred as part of a North Halifax Cluster Schools initiative. • Widgit symbols consistently around school
How do we help a child with **sensory impairment**?	• Sensory circuits • Wobble cushions and fidget equipment • Slopping boards • Ear defenders • Use of visual timetables in all classrooms • Chew aids • Sensory environment checklists • One member of staff that knows sign language
How do we help a child who has **social and emotional difficulties**?	• 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 • Attendance Officer • Breakfast Club

	• ASD aware and use appropriate strategies to support children with ASD's learning • 'Social Stories' trained staff • Access to specialist support for children with ASD and their families • Zones of Regulation used throughout school Please click on the link to see our Anti-Bullying Policy, which includes how we support listening to the views of children and young people with SEND and measures to prevent bullying.
How do we help a child who has **behavioural difficulties**?	• As above in social, emotional and mental health, as well as; • Behaviour policy using positive reinforced strategies. • Individual Behaviour Plans where needed. Please click on the link to see our Positive Behaviour Policy, which includes how we promote positive attitudes, reward positive behaviour and create a climate in which all feel secure and everyone is aware of their obligations regarding acceptable behaviour.
How do we help a child who needs support with **English**?	**Reading** • Read Write Inc – all staff trained. • Accelerated Reader used across school for assessment in reading and interventions. • Teaching Assistants to deliver individualised programmes for children with IEPs. • Use of Nessy Read and Spell intervention. • Reading Plus from year 4 upwards. **Writing** • Use of 'Letter Village' scheme for handwriting. • Use of Widgit symbols where appropriate in the classroom and in work. • Recording work via Seesaw, or typing on laptops/iPads. • Use of Spelling Shed. • Removal of writing barrier where it is not the sole focus of the lesson.
How do we help a child who needs support with **maths**?	• Staff experienced in the use of 'Numicon' scheme. • Use of 'White Rose' maths. • Use of 'Times Tables Rock Stars' and 'Numbots'. • Use of 'Number Stacks' intervention programme. • Teaching Assistants to deliver individualised programmes for children with IEPs.
How do we support a child who has **medical needs**?	• Individualised medical needs plans created by an experienced staff member including the input from the school nursing team, parents and first aid staff. • Team of first aiders. • Team of staff who have had manual handling training. Please click on the link to see our Intimate Care Policy

How do we support a child with **complex and multiple needs**?	We have current regular contact with the following services who give us support and advice: • Portage workers • Early Years Support Team • Local Authority SEND Team Also see the section below
Which **specialist services** do we access beyond the school?	We have current regular contact with the following services who give us support and advice: • Specialist Inclusion Service, including ASD and Hearing Impairment Team • Early Years Support Team • Educational Psychologists • Speech and Language Therapy • Occupational Therapy • Physiotherapy • ASD Service • Early Years Support Team • CAMHS • EWO • Behaviour and Attendance Service • School Nursing Team • Young Carers • Unique Ways We are also part of the North Halifax Cluster where expertise is shared between schools.
How will we include children in **activities outside the classroom**?	• 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.
How do we prepare and support a child **for joining school and transferring to secondary school?**	• 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.

How will we meet a child's **personal care needs?**	• 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 when necessary and following strict procedures. • Staff will only call parents in an absolute emergency.
How will we develop **social skills** throughout the school day, especially break times?	• Playtimes / lunchtimes seen as an important part of the day and included in 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. • Various playtime and lunch time social play clubs, targeted.
How do we allocate **resources?**	• One to one support can be given by either one or a number of Support Assistants over the day as specified in a child's EHC Plan • Our school employs a Teaching Assistant for each class – time is allocated on a daily basis for individual/small group work on IEP targets • Pastoral support assistant is deployed through the school • All children regularly reviewed (at least once a term) and provision is matched to needs
How do we ensure all **staff are well trained?**	• 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. • Commitment to maintain levels of training if members of staff leave • Induction programme for new members of staff • Access to National College
How do we **raise awareness** of special educational needs for parents and the wider community?	• Achievements of children with SEND will be celebrated in newsletters and other public documents. • Awareness raised through assemblies if appropriate e.g. type 1 diabetes awareness, ASD awareness etc. • Half termly SEND newsletters • Website specific section
Contact details of support services for parents of pupils with SEND	**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: wwwcalderdalesendiassorguk **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: wwwuniquewaysorguk

	Family Voice Calderdale – A parent carer forum is a group of parents and carers of children & young people with special educational needs and/or disabilities (SEND). Their aim is to ensure the services in their area meet the needs of disabled children and families. We also belong to the National Network of Parent Carer Forums (NNPCF) and they have provided a really good 'Mythbuster' page all about Parent Carer Forums, available here: https://nnpcf.org.uk/blog/about/mythbuster/ Contact 01422 343090, or email family.voice@uniqueways.org.uk. **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 SEN, 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.
Arrangements for handling complaints from parents of children with SEND about the provision made at Dean Field School.	**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 complaints policy.**

Below is a link to Calderdale's Local Offer where further information can be found:
https://calderdalelocaloffer.org.uk/

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 September 2026