



Welcome to Bolton Brow Academy

The following details are our Local Offer.

It should be read in conjunction with the Core Offer set out in Calderdale's Local Offer which details the provision available in all local schools and academies.

Local Offer

School Name	Bolton Brow
Headteacher	Paul Kelesidis
SENCo	Claire Wardle
SENCo email	clairewardle@boltonbrow.calderdale.sch.uk
Governor with responsibility for SEN	Maria Money
Contact details; address	Bolton Brow Sowerby Bridge Halifax
Email	admin@boltonbrow.calderdale.sch.uk
Telephone	01422 831031
Age range	3 - 11
Funding	Community Primary
Date of report	September 22
To be reviewed	September 23
	We have tried to answer questions about the provision we have for children with SEN. We hope this is clear and easy for you to understand. If you would prefer to talk to one of the school team, please phone school and ask to speak to the SENCO.
How do we make sure all children reach their potential?	<ul style="list-style-type: none"> • Access to a broad and balanced curriculum which is well differentiated and takes account of different learning styles and children's interests. • Well staffed classrooms at least one teacher and one teaching assistant each morning in Key Stage 1 and a full time teaching assistant in the Foundation Stage. Teaching assistants work across Key Stage 2 classes throughout the week. • Quality of teaching and learning well monitored by leaders. • Individualised targets for all children. • Rigorous pupil tracking system which ensures all children are monitored. • Professional dialogue every term ensures any difficulties are identified early and suitable provision put in place. • Our SENCO is on the Senior Leadership Team. • Detailed programme of reviews with parents and professionals, two parents consultation evenings a year; termly reviews for all children on the SEN register <p>Parents' views are very important to us.</p> <ul style="list-style-type: none"> • Currently, a team of 5 support assistants to meet individual needs.



	Long established, acknowledged and celebrated ethos of inclusion and equality.
How do we involve parents, children and young people?	<p>Parent consultation evenings for all children 2 times a year plus an end of year written report.</p> <ul style="list-style-type: none"> • Termly review meetings with parents/carers of children with SEN support needs or EHC plans. • Weekly celebration assemblies. • The children's views are sought termly to inform the review of practice and provision.
How do we help a child with physical needs	<ul style="list-style-type: none"> • Classes have access to equipment which helps writing; sloping boards; a variety of pencil grips, a variety of pens and other writing apparatus and a range of ICT equipment. • Delivery of programmes devised by Occupational therapists.
How do we help a child with speech and language needs?	<p>Delivery of programmes devised by Speech and Language therapists. A range of materials and resources in school recommended by SALT.</p>
How do we help a child with sensory impairment?	<ul style="list-style-type: none"> • Close liaison with the Hearing impairment service. • We would seek advice and support should a child come to our school with a sensory impairment.
How do we help a child with social and emotional difficulties?	<ul style="list-style-type: none"> • Access to specialist support. • Access to specialist support for children with ASD and their families.
How do we help a children with behavioural difficulties	<ul style="list-style-type: none"> • Close liaison with cluster schools and experts in behavior support. - Close working relationships with parents.
How do we help a child who needs support with literacy	<ul style="list-style-type: none"> • Nessy • Phonics and spelling groups - small intervention groups for catch up phonics. • Dyslexia aware staff. • Catch Up groups. • Language intervention groups. • Selection of books specially designed for children with Dyslexia or low reading ages. Lightening Squad interactive programme.
How do we help a child who needs support with numeracy	<ul style="list-style-type: none"> • Support assistants deliver individualised programmes for children with IEPs • Dyscalculia work. • ICT programmes
How do we support a child who has medical needs?	<ul style="list-style-type: none"> • Individualised medical needs plans created. - Close links with LOCALA the School Nursing Team to support the writing of medical needs plans. • First Aid certified staff in each phase of learning.



<p>How do we help a child who has English as an Additional Language</p>	<ul style="list-style-type: none"> • We would seek advice and resources if a child was to attend with EAL.
<p>How do we support a child with complex and multiple needs?</p>	<ul style="list-style-type: none"> • Close liaison with local primary special schools, including inclusion visits. • Risk assessments conducted by local special primary school.
<p>Which specialists services do we access beyond school</p>	<ul style="list-style-type: none"> • We have current contact with the following services who give us support and advice: ASD, Educational Psychologists, SALT, Physiotherapy, Hearing Support service, Visual Impairment Team Open Minds/CAMHS, EWO, Locals - School Nursing and Immunisation team. Educational mental health practitioner $\frac{1}{2}$ day per week. • We are also part of the Sowerby Bridge Cluster where expertise is shared between schools.
<p>How will we include children in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • Children with SEN are always welcome to participate in out of school clubs. • Extra staff deployed for trips to meet the requirements of our risk assessments. • Parents/Carers consulted prior to trips for advice and guidance • Risk Assessments for the whole class and individual children.
<p>How do we prepare and support a child for joining school and transitioning to secondary school.</p>	<ul style="list-style-type: none"> • Visits to pre-school placements by SENCO and other school staff. • Support assistants to work with the child as soon as possible. • Parent/carer of Reception children are invited to an information evening • Meetings with parents and carers. • Children have transition visits in the Summer term • Transition plans - additional visits to Secondary School with primary school staff • Additional visits planned for children who are joining our school. • Close liaison with all other settings involved in transition - good exchange of information.
<p>How will we meet a child's individual care needs?</p>	<ul style="list-style-type: none"> • 2 disabled toilets, two with showering facilities, ensures space and sensitivity for some aspects of personal care. • 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. • Intimate care plans written based on individual needs.



How will we develop social skills throughout the school day, especially break times.	<ul style="list-style-type: none"> • Playtimes/lunchtimes are seen as an important part of the day and included in time for support for statemented children if appropriate. • All children are given the opportunity to take part in playground games and activities.
How do we allocate resources?	<ul style="list-style-type: none"> • Class teams of Teaching Assistants and Support Assistants support children with SEN. • Resources are allocated according to the needs of the children.
Funding	<ul style="list-style-type: none"> • New SEN reforms offer a personal budget to families and young people with a plan, extending choice and control over their support.
How do we ensure all staff are well trained?	<ul style="list-style-type: none"> • Whole school training linked to School Improvement Plan. • 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 all children are celebrated in a Reward Assembly on a Friday and in the fortnightly newsletter.
How do we identify children for SEN support?	<ul style="list-style-type: none"> • The teacher's or other's concerns, underpinned by evidence about a child are targeted particularly in a child's identified area of weakness. • A child who presents persistent emotional or behaviour difficulties. • A child who show signs of difficulty in developing literacy and mathematics skills. • A child who has communication or interaction difficulties. • Parents and class teacher meet to discuss the child's needs. The parent signs an agreement to say that their child can be placed on the SEN register. <p>The child's needs will then be support through a Child Support Plan or an Education, Care and Health Plan.</p>
How do we assess and review progress?	<ul style="list-style-type: none"> • We review progress termly for all children who are on the SEN register.
How do we deal with complaints regarding our provision for children and young people with SEN?	<ul style="list-style-type: none"> • In the first instance you will speak to the school Senco who will listen to concerns about SEN provision and provide in school solutions. • A complaints policy is in place for complaints that cannot be resolved at this level.