

# ST ANDREW'S CHURCH OF ENGLAND (VA) INFANT SCHOOL

In Partnership with St. Martin's Church, Diocese of Leeds and Calderdale Council

Executive Headteacher – Mrs Catherine Palmer

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Lightcliffe Road

Brighouse

West Yorkshire

HD6 2HH



## St Andrew's CE (VA) Infant School Local Offer 2025

School	<b>St Andrew's CE (VA) Infant School</b> Lightcliffe Road, Brighouse. HD6 2HH.	Telephone number	01484 714964	Age range	4 - 7
Executive Headteacher	Catherine Palmer	Email admin	<a href="mailto:admin@st-andrews-inf.calderdale.sch.uk">admin@st-andrews-inf.calderdale.sch.uk</a>		
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Governor with responsibility for SEND		Liz Lawley			
Funding	Calderdale Council - Voluntary Aided				

**We've tried to answer all the questions parents have asked us about the provision we have for children with Special Educational Needs. We hope this is clear and easy for you to understand. If you would prefer to talk to one of our friendly, skilled and experienced staff, please telephone the school and we'd be really happy to talk to you.**

How do we make sure <b>all</b> children reach their potential?	<ul style="list-style-type: none"> <li>• Access to a broad, balanced curriculum and adaptive teaching, which takes account of different learning styles, children's barriers to learning and children's interests</li> <li>• Quality of teaching and learning well monitored by highly experienced leaders. Quality of Education deemed to be 'good' by OFSTED June 2023 .</li> <li>• Individualised targets for all children.</li> <li>• Rigorous pupil tracking system which ensures all children are monitored. Professional dialogue about every child in school every term ensures any difficulties are identified early and suitable provision put in place.</li> <li>• Detailed programme of reviews with parents and professionals: x3 Pupil Progress consultation evenings a year and a report feedback meeting; termly reviews for all children on the SEND register and comprehensive annual reviews. Parents' views are very important to us.</li> <li>• Children's views are very important: invited to consultation evenings, SEND reviews, help to formulate one page plans, active school council and annual questionnaire</li> <li>• Currently, a team of HLTAs, Cover Supervisors, Teaching Assistants and Special Educational Needs Teaching Assistants to meet children's' individual needs.</li> <li>• Carefully devised behaviour policy created by the children in school.</li> <li>• Long established, acknowledged and celebrated ethos of inclusion and equality.</li> <li>• SEND HLTA working with the SENDCo.</li> </ul>
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How do we help a child with <b>physical needs</b> ?	<ul style="list-style-type: none"> <li>• Disabled toilet and wall grips around school (stairs, toilets).</li> <li>• Two ramp access points into school.</li> <li>• Every class has access to equipment which helps support writing: a variety of pencil grips; a variety of pencils and other writing apparatus and a range of ICT equipment.</li> <li>• Sloped writing boards.</li> <li>• Teaching Assistant trained in Motor Movement (gross and fine motor movement exercises delivering individualised programmes).</li> <li>• Use of differentiated sports equipment in PE – e.g. specialist balls</li> <li>• A Teaching Assistant trained in moving and handling. Working closely with outside agencies e.g.</li> </ul>
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	occupational Therapy.
How do we help a child with <b>speech &amp; language needs</b> ?	<ul style="list-style-type: none"> <li>• 'SULP' (Social Use of Language) trained Teaching Assistants.</li> <li>• Delivery of programmes devised by speech and language therapists.</li> <li>• Staff experienced in the use of 'Black Sheep Narrative'.</li> <li>• Referrals to Speech and Language Therapy.</li> <li>• LINGO intervention specialist working fortnightly in school</li> <li>• Chatterbox intervention programme</li> </ul>
How do we help a child with <b>sensory impairment</b> ?	<ul style="list-style-type: none"> <li>• Carpeted classrooms</li> <li>• Whole staff trained in deaf awareness.</li> <li>• Close liaison with audiology and cochlear implant service, Teacher of the Deaf and other agencies.</li> <li>• Suitably adapted working spaces/environments for children with sensory needs.</li> </ul>
How do we help a child who has <b>social and emotional difficulties</b> ?	<ul style="list-style-type: none"> <li>• Access to specialist counselling – e.g. Noah's Ark</li> <li>• SEAL Groups</li> <li>• Breakfast club</li> <li>• ASD aware and use appropriate strategies to support children with ASD's learning</li> <li>• 'Social Stories' trained staff</li> <li>• Access to specialist support for children with ASD and their families</li> <li>• Learning mentor in school.</li> <li>• Use of Zones of Regulation Training for staff and strategies for pupils.</li> <li>• Use of the My Happy Minds programme</li> </ul>
How do we help a child with <b>behavioural difficulties</b> ?	<ul style="list-style-type: none"> <li>• Teaching Assistants to deliver individualised programmes for children with PPPs.</li> <li>• Support offered from Family Support.</li> <li>• Behaviour policy using positive reinforced strategies.</li> <li>• Learning mentor to work with children.</li> </ul>
How do we help a child who needs support with <b>literacy</b> ?	<ul style="list-style-type: none"> <li>• Teaching Assistants to deliver individualised programmes for children with PPPs.</li> <li>• Extensive programme of 1:1 reading.</li> <li>• Weekly guided reading in Key Stage 1.</li> <li>• Graded phonics groups weekly throughout EYFS and Key Stage 1.</li> <li>• 'Rapid Phonics' groups – small intervention groups for catch up phonics.</li> <li>• Staff experienced in the use of 'Penpals' handwriting scheme.</li> </ul>
How do we help a child who needs support with <b>numeracy</b> ?	<ul style="list-style-type: none"> <li>• Teaching Assistants to deliver individualised programmes for children with PPPs.</li> <li>• Practical resources available</li> <li>• Staff trained in using Numicon.</li> <li>• HLTA trained in '1<sup>st</sup> Class at Number'</li> <li>• Daily Lego targets for children to practice basic number skills.</li> </ul>
How do we support a child who has <b>medical needs</b> ?	<ul style="list-style-type: none"> <li>• A relevant and updated Administering Medicines in School Policy.</li> <li>• Individualised medical needs plans created by a team around the child including the school nurse, parents and first aiders in school where required.</li> <li>• Trained First Aiders at Work and Paediatric trained First Aiders.</li> <li>• Staff trained in administering epipens.</li> <li>• Staff trained in diabetic care</li> </ul>
How do we help a child who has <b>English as an Additional Language (EAL)</b> ?	<ul style="list-style-type: none"> <li>• <b>Staff will adapt teaching to respond to the strengths and needs of all pupils.</b></li> <li>• Provide a language rich environment.</li> <li>• Provide access to ICT to aid understanding (bilingual dictionaries, video clips, programmes).</li> </ul>

	<ul style="list-style-type: none"> <li>• Actively encourage comprehensible output.</li> <li>• Develop learner independence.</li> <li>• Modelling of language.</li> </ul>	
How do we support a child with <b>complex and multiple needs</b> ?	<ul style="list-style-type: none"> <li>• Close liaison with local special schools, including split placements/inclusion visits.</li> <li>• Risk assessments conducted by local special primary school.</li> <li>• Experienced staff.</li> </ul>	
Which <b>specialist services</b> do we access beyond the school?	<ul style="list-style-type: none"> <li>• Specialist Inclusion Service</li> <li>• Educational Psychologists</li> <li>• Speech and Language Therapy</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> </ul>	<ul style="list-style-type: none"> <li>• Noah's Ark</li> <li>• ASD service</li> <li>• CAMHS</li> <li>• Education Welfare Officer</li> <li>• Behaviour and attendance service</li> <li>• School nursing service</li> </ul>
<i>We are also part of the East Calderdale Learning Cluster where expertise is shared between schools and Highbury Special School.</i>		
How will we include children in <b>activities outside the classroom</b> including school trips?	<ul style="list-style-type: none"> <li>• Teaching Assistants are deployed to support children with SEND in out-of-school clubs.</li> <li>• Extra staff deployed for trips and visits to meet the stringent requirements of our risk assessments.</li> <li>• Parents/carers consulted prior to trips for advice and guidance.</li> </ul>	
How do we prepare and support a child for <b>joining school and transferring to junior school</b> ?	<ul style="list-style-type: none"> <li>• Nursery visits by our Reception staff and SENDCo.</li> <li>• Visits to pre-school placements by SENDCo when required.</li> <li>• Allocation of a SENTA as soon as possible and introduction before child starts school.</li> <li>• Extended visits to the Reception Class planned in summer term before the child starts.</li> <li>• Transition plans – extended visits to St Andrew's Junior School with school staff.</li> <li>• Close liaison with all other settings involved in transition – good exchange of information.</li> <li>• Joint SENDCo with the junior school.</li> </ul>	
How will we meet a child's <b>personal care needs</b> ?	<ul style="list-style-type: none"> <li>• Intimate Care Policy in place which is adhered to by all staff.</li> <li>• All staff sign and adhere to a 'Code of Conduct'.</li> <li>• A disabled toilet and changing bed, ensures space and sensitivity for some aspects of personal care.</li> <li>• 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.</li> <li>• Staff will only call parents in an absolute emergency.</li> </ul>	
How will we develop <b>social skills</b> throughout the school day, especially break times?	<ul style="list-style-type: none"> <li>• Playtimes/ lunchtimes seen as an important part of the day and included in time for 1:1 support for children with EHCP hours if appropriate.</li> <li>• Sports coach employed by school to organise activities on lunchtimes each week.</li> <li>• Midday supervisors trained in developing children's social skills.</li> </ul>	
How do we allocate <b>resources</b> ?	<ul style="list-style-type: none"> <li>• One to one support given as specified in a child's EHCP.</li> <li>• Our school employs a Teaching Assistant for each class – time is allocated on a daily basis for individual/ small group work on PPP targets.</li> <li>• RAP groups formed based on tracking data and these indicate timescales and staffing.</li> <li>• All children regularly reviewed (at least once a term) and provision is matched to needs.</li> </ul>	
How do we ensure all <b>staff are well trained</b> ?	<ul style="list-style-type: none"> <li>• Regular training sessions for all staff on SEND issues.</li> <li>• Commitment to maintain levels of training if staff leave.</li> <li>• Well planned programme of CPD, accessing both external agencies and in-school support.</li> </ul>	
How do we <b>raise awareness</b> of Special Educational Needs for parents and the wider community?	<ul style="list-style-type: none"> <li>• Achievements of all children are celebrated in newsletters and Family Worship.</li> <li>• Whole School Acts of Worship include visitors with SEN e.g. Deaf awareness</li> <li>• Staff and children use basic signing in some songs.</li> </ul>	



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Thank you for taking the time to find out about our local offer at St Andrew's CE Infant School – please do not hesitate to contact us for any further details.

Visit Calderdale's local offer <https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities>



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