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Triangle C of E Primary School**SEND School Information Report**

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The following details our Individual Local Offer (SEND Information Report as required in Schedule 1 of Regulation 51). This document is an overview of special educational needs and disabilities provision and resources at Triangle C of E Primary School. It should be read in conjunction with our school's policies and Calderdale's Local Offer (please see website links at the bottom of this page) which details the provision available within Calderdale.

The report includes frequently asked questions that parents/carers may ask about provision for children and young people who have special educational needs. We are passionate about ensuring that all of our pupils reach their potential. We hope that this document can provide you with the information that you need regarding the provision and resources in place for pupils with additional needs here. However, because our support is tailored to individuals, this offer continues to evolve to meet the needs of our pupils and their families.

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 below to contact school, we will be more than happy to assist.

The following details our core offer:

School name	Triangle C of E Primary School
Age range	4-11
Funding	Community Primary – Notional Funding
Headteacher	Mr Gavin Davies
Inclusion Manager	Miss Gemma Steele
SEND Governor	Rev. Jeanette Roberts
Contact details address	Triangle C of E Primary School Butterworth Lane, Triangle, Halifax, HX6 3 NJ
Telephone number	01422 831558
Email (admin)	admin@triangle.calderdale.sch.uk
Email (Inclusion Manager)	senco@triangle.calderdale.sch.uk
Date of Issue: 18.09.23	Review Date: 19.09.24 (or when new updates arise)

Polices for Identification and Assessment of Pupils with SEN

We comply with legislations and have school policies that support our commitment to inclusion. These are but are not limited to:

- SEN and Disability Act (2010)
- Equality Act 2010: advice for schools DfE (2013)
- Special Educational Needs and Disability Code of Practice (2014)
- The Children and Family Act (2014)
- The Special Educational Needs and Disability Regulations (2014)
- Supporting Pupils at School with Medical Conditions (April 2014)
- Keeping Children Safe in Education Act (2021)
- Accessibility Plan
- Triangle C of E Primary SEN Information Report
- Calderdale's Local Offer
- The Teacher Standards
- Behaviour Policy
- Equality policy
- Administering of Medicines Policy
- Safeguarding policy

Our SEND Information Report in written in conjunction with Calderdale's Local Offer.

A copy of this can be found at:

<https://www.calderdale.gov.uk/v2/parents/education-and-learning/local-offer/send>

All statutory policies can be found on our school website or you can request a paper copy from the school office.

MISSION STATEMENT

‘Stand firm in the faith; be courageous, be strong. Do everything in love.’

Guiding Principle

“You are the light of the world...let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.”

Matthew 5:14-16

Intent

At Triangle we are committed to Inclusion; the pupils are at the heart of everything that we do. Every individual should have their needs met within a safe, accessible and caring environment.

We believe that the journey through school life should be enjoyable, memorable and valuable. We strive to provide a broad and balanced curriculum for all that is inclusive and engaging so that regardless of need individuals thrive and achieve their potential. The curriculum is inspiring, creative and progressive; a rich blend that provides the children within our care with a good knowledge and understanding base, as well as a strong skill set.

Our core values of friendship, trust, courage, forgiveness and compassion form the heart of our provision. We are proud of our inclusive and nurturing approach. We celebrate strengths and the things that make us unique, whilst identifying and targeting areas to improve. When additional needs are identified we have a clear pathway for individuals to refer to. For those whom require additional targeted provision then they will be added to our SEND register and an individual learning and development plan (ILDLP) of assess, plan, do and review cycle(s) will be implemented. Every teacher is a teacher of special educational needs. Therefore we endeavour, as individuals and as a team, to meet the needs of each person through reasonable adjustments and targeted approaches. All of which is done in collaboration with pupils, parents, staff and where appropriate external services.

Positive learning behaviours are encouraged and promoted to enable pupils to get the best out of each and every day. We promote high expectations and aspirations from all individuals. Everyone is encouraged to contribute positively - to our school, the local community and beyond. We believe that this combination enables pupils to succeed now, in the next phase of their learning and for future success. Our goal is for individuals to be all-rounded, life-long learners.


Aims

- To comply with Special Educational Needs and Disability legislation and adhere to the Local Authority's local offer.
- To ensure that children with SEND are identified, assessed and their needs are met through the curriculum, additional provision and resources in order for them to thrive and strive for their potential. We aim to promote early identification and intervention for SEND to ensure that progress and opportunities are maximized.
- To make reasonable adjustments and provide appropriate resources, provision and/or support to enable all of our pupils to access the curriculum and participate fully in all aspects of school life, including but not limited to trips, workshops and clubs. We ensure equality of opportunities for all.
- To raise the aspirations and expectations of all individuals to achieve their potential in terms of their personal, educational, emotional and social development, to be independent and successful.
- To work in partnership with pupils and parents/carers to ensure that their ideas and views are an integral part of SEN decision making processes. Ensuring that parents/carers have a clear understanding of how the school supports pupils with SEN and their own involvement in this.

Key Questions

Below are frequently asked questions that parents/carers may ask about provision for children and young people who have special educational needs and/or disability. If you prefer to speak to our staff and/or Inclusion Manager about any queries, concerns or questions you may have, please contact us using the information on the front page.

<p>How do we make sure that all children reach their potential?</p>	<p>Here at Triangle C of E Primary School we have a dedicated team of staff that plan, deliver and assess a broad, engaging and balanced curriculum. We are committed to narrowing the gap, where there is one, between SEND and non-SEND pupils. We ensure that all pupils make in order to strive for their potential. Should a pupil be excelling in an area then this is promoted also.</p> <p style="text-align: center;">Quality First Teaching</p> <p>We have a highly committed, caring, experienced and enthusiastic staff who are dedicated to our children's learning, development and well-being. Lessons are of a high standard and inclusive practice underpins our classroom ethos. All pupils have access to a broad, balanced curriculum which is scaffolded according to pupil need and takes account of different learning styles and the children's interest. The curriculum is planned in line with the National Curriculum and we endeavour to inspire and motivate our pupils. We offer a wide range of extra-curricular opportunities.</p> <p style="text-align: center;">Interventions</p> <p>Where a pupil's needs cannot be full met through quality first teaching then additional intervention, support and/or resources will be provided. We identify barriers to learning and consider ways in which these can be overcome. Intervention timetables and provision maps are formulated. Where possible we timetable provision to be run at appropriate times throughout the school day. Timings and length of sessions are considered to ensure that. Staff are asked to rotate sessions where possible so that children are not missing the same sessions over the term of the programme. Where possible additional provision is delivered within or near to their classroom.</p> <p>Children with additional needs will have an individual learning and development plan (ILDP). These include personal targets and provision.</p> <p style="text-align: center;">Additional ways in which we ensure pupil thrive and achieve their potential are:</p> <ul style="list-style-type: none">• Our Key-Workers contributes significantly to our curriculum and pastoral offer, working with pupils and families based on identified need, completes referrals and assessments.• A governor with responsibility for Inclusion who visits school at least termly and challenges decision making.• Our Inclusion Manager is part of the Senior Leadership Team and has half a day per week of dedicated special educational needs time. This is used to monitor progress and attainment, support pupils, parents and staff, lead training, ensure we comply with local and national expectations and lead on training.• Rigorous tracking system in place to monitor progress, this allows us to easily identify pupils progress and attainment.• We have made the decision to continue to use P Levels to assess progress in smaller steps throughout this academic year, with the view of investigating other options available. Our Foundation Stage incorporate the use of the Derbyshire Tracker where required.• We know that early intervention is vital and we observe, assess, discuss and tailor provision based on need. Interventions may be tailored to a pupil or groups individual needs.• Effective liaison methods with a range of external agencies that provide support and advice to staff and families, observe children in the school setting and signpost other support services and programmes.• Detailed programmes of reviews with parents/carers and professionals including termly progress meetings for children on the SEN register and comprehensive Annual Reviews of Education Health Care Plans.• The voices of our pupils are extremely important and informative. We have an active school council and engage pupils in questionnaires. Our SEND reviews allow pupils to take part in the target setting and review process and pupil comments are a key part of the system.• Staff updates and in-service training on changes in SEN and the management of SEN within school.• Long established, acknowledged and celebrated ethos of inclusion and equality.• Long established, acknowledged and celebrated behaviour policy and traffic light system, with each class modifying this to suit their environment.• Participation in awareness days.
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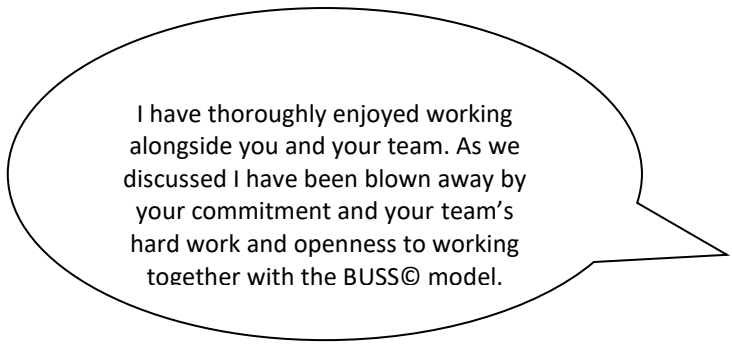
<p>What do we do if we believe that children have additional educational needs?</p>	<p>If we feel that your child has a SEND then we will follow the school procedure, this is:</p> <ol style="list-style-type: none"> 1. Discuss with parents/carers. 2. Complete a 'Next Steps' form – this includes information on attendance, progress and attainment, provision and resourcing already put into place. 3. The Inclusion Manager (IM) will observe the child (with external services should the need arise) and provide advice, recommendation and contribute to the discussion of next step. 4. Class teacher and parents, with the IM if appropriate, hold a meeting to decide on whether to add to the SEN register or monitor. 5. If action is to monitor, class teacher monitors for specified length of time and feeds back to parents and the IM. If action is to add to the 'Additional SEND Register', complete paperwork, inform the office and create an individual and Learning Development Plan. All paper documents will then be held in a blue file which moves through school with the pupil. Any digital information will be held on secure sites and/or servers. 6. SMART targets will be based on outcomes. Identify and deliver resources, strategies and provision to promote progress and attainment. 7. Record outcomes of provision on school document that includes the voice of the child and parent(s). <p>Individual and Learning Development Plans will be reviewed termly – end of phases 1, 3 and 5 (prior to each half-term). If the concern is addressed the child can be taken off of the SEND register and monitored. If concerns remain, review next steps and set SMART targets.</p> <p>If you believe that your child has a SEND please come into school and discuss it with the Class Teacher and Inclusion Manager. We can then complete observations and evidence analysis and share this information with you. As a team we can then move forward, agreeing on next steps both in and out of school and, if possible, signpost services that may be of use to you.</p> <p>If children are new to the school and already have an identified SEND then we will request information from the previous school and speak with the pupil and parents to identify how we can best meet theirs and their family's needs. Following this we will put provision in place and then we will monitor and review using the school cycle.</p>
<p>What areas of SEND do we cover?</p>	<p>We support pupils in all of the four broad areas of SEND. These are:</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health Difficulties • Sensory and/or Physical Difficulties <p>We recognise that some children may have needs in one or more of these areas and support them through quality first teaching, additional provision and resourcing, as well as utilising support from external services.</p>
<p>How are pupils safeguarded?</p>	<p>We have a senior designated safeguarding officer – Mr Davies, our Headteacher And three assistant designated safeguarding officers – Mr Allen, our Deputy Head, Miss Steele, our Inclusion Manager and Mrs Forrester.</p> <p>Staff receive regular training and updates.</p> <p>All staff and regular visitors in school have read, understood and follow the Keeping Children Safe in Education documents.</p> <p>Staff have received and know how to action peer –on-peer abuse</p> <p>We use CPOMS to record incidents, concerns and/or disclosures. All staff verbally inform the DSL or ADSL also.</p> <p>Contact the MAST team Calderdale with any concerns, act upon advice.</p>
<p>How do the pupils have their say?</p>	<p>We have a commitment to listening to our children, acting upon their views and promoting opportunities for this in all aspects of their school life. We do this by:</p> <ul style="list-style-type: none"> • Having an active and informed school council • Children complete an 'All About Me' page which is regularly reviewed throughout the year. • Pupils contribute, in an age and developmentally appropriate way, to their ILDP reviews. • Pupil surveys. Here are some of the responses when they were asked about the strengths of the school. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: 20%;"> <p>Helping anyone when they need it, lovely teachers, lots of clubs too</p> </div> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: 40%; text-align: center;"> <p>Helping children who need extra stuff in school and making children happy to come to school with fun lessons.</p> </div> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: 20%;"> <p>Trying to help children and if they struggle to do something they find an alternative.</p> </div> </div> <div style="text-align: center; margin-top: 10px;">  </div>

<p>How are parents able to contribute?</p>	<p>We promote pupil and parent involvement throughout our school. This is done in a variety of ways:</p> <ul style="list-style-type: none"> • Termly ILDP review meetings • Parent voice questionnaires • Termly Inclusion parent forums <p>Below are some of the responses from our 2021-2022 parent/carer survey.</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: 45%; margin: 5px;"> <p>The school provides a warm and caring environment which is conducive to my daughter's learning.</p> </div> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: 45%; margin: 5px;"> <p>They have pushed to get all the support/funding that they feel ___ needs. They recognised that the managed move may be difficult for ___ and really took the time to get to know him, gain his trust and make him feel welcomed at the school.</p> </div> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: 45%; margin: 5px;"> <p>School always steps up to a challenge and never gives up on a child even if there are educational difficulties such as my child's dyslexia</p> </div> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: 45%; margin: 5px;"> <p>Caring, being passionate, being mindful of individual needs, dealing with whatever is thrown at them.</p> </div> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: 45%; margin: 5px;"> <p>The effort, care and transparency.</p> </div> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: 45%; margin: 5px;"> <p>The ability to tailor activities/education to special requirements</p> </div> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: 45%; margin: 5px;"> <p>It has changed his life and improved his mental health.</p> </div> </div>
<p>How do we help a child with physical needs?</p>	<p>Pupils with physical needs are not automatically added to the SEND register. A child has SEND if he or she has significantly more difficulty learning than others of the same age, or a disability that makes it hard to benefit from the facilities generally available in local schools and childcare settings. We endeavour to meet the needs of all and have and continue to make reasonable adjustments to facilitate access and inclusion.</p> <ul style="list-style-type: none"> • New build 2009 – fully compliant with the Disability Discrimination Act • Large classrooms to facilitate independent movement for individuals in wheelchairs and standing frames. • Lift access to second floor of classroom space • Disabled toilet with specialist adaptations to facilitate independent toileting where possible • Shower facility • School bank of equipment including sloping boards, pencil grips and a range of ICT equipment • Access to NHS resource bank e.g. banana boards, height adjustable tables and chairs. • Putty for daily muscle building and strengthening of the hands if required. • Access to Physiotherapists and Occupational Therapists for advice, guidance and direction regarding exercise and activities. • Use of differentiated sports equipment, including specialist balls and balance boards. • Staff who are confident and competent in delivering set physiotherapy programmes. • A Health Care Plan can be created for pupils with mobility and/or other medical needs with parents. We will invite any external service to attend that is or could contribute to the plan. • We liaise closely with outside agencies who help us to support children with physical needs. • Appropriate training is provided for staff as required by pupil's specific needs. • Individualised Fire Evacuation Plans if required. • An Evac Chair is situated on the second floor. • Risk assessments are carried out via external specialists.
<p>How do we help a child with speech and language needs?</p>	<ul style="list-style-type: none"> • We have an in-house private speech and language therapist that comes into school on a fortnightly basis. She advises, assesses, and supports interventions and additional resourcing. • Staff have been on numerous speech and language training sessions, which in turn has enabled our pupils' access to speech and language identification tools. • Key staff experienced in the use of materials recommended by the speech and language service. • Regular communication with NHS speech and language therapists. • We refer pupils to Speech and Language Therapy when needed and have a Key-Worker who can, if desired, accompany the pupil and parents to assessment and groups. As a result we can then continue

	<p>the programme in school.</p> <ul style="list-style-type: none"> • Delivery of programmes devised by Speech and Language Therapists. • Access to Speech and Language Therapists for advice, guidance and assessments. Following a referral, children have attended workshops and in school. • Speech and language is embedded into school life. All staff promote excellent speaking and listening skills. • Appropriate training is provided for staff as required or requested.
How do we help a child with sensory impairments?	<ul style="list-style-type: none"> • Carpeted throughout (except the hall space) • Specialist rooms for focused work • Sensory circuits • Movement/sensory breaks • Safe/quiet areas in classrooms with sensory equipment • Wobble cushions • Fidgets/putty? • Flexibility to uniform?? • Sensory audits for classrooms • Quiet spaces at break times • Completed Disability Audit • Clear signage • Liaise closely with outside agencies • Appropriate training is provided for staff as required and/or requested. • We receive advice, support and resources from the Specialist Inclusion Team and ASC Team at Calderdale.
How do we help a child who needs support with literacy?	<ul style="list-style-type: none"> • Quality First Teaching ensures that pupils have access to engaging sessions that are based on the National Curriculum. • Pre-teaching of language • Staff use coherent tracking to identify pupil strengths and areas to improve. • For pupils with an additional need in this area then targets are set termly based on their specific need. • For those who are showing slow signs of progress then they are given opportunities for small group or 1:1 intense tutoring. • Access to a bank of guided reading and independent reading texts. In addition, we have reluctant reader texts that can be incorporated into curriculum topics as well as shared reading. • Dyslexic aware staff and Dyslexic-friendly classroom equipment: alphabet arcs, foam letters, etc. • Phonics Tracking System • Practise writing equipment: glitter boards, sand trays, foam trays, pencil grips, etc. • Appropriate training provided for staff as required by children's specific needs. • Small group and guided work during lesson time. • Staff are trained in the use of specific interventions, including but not limited to ELS, On Track and Precision Teaching. • Assistive technology- touch typing, iPad recording/dictation, etc.
How do we help a child who needs support with mathematics?	<ul style="list-style-type: none"> • Quality First Teaching ensures that pupils have access to engaging sessions that are based on the National Curriculum. • We teach math using the 'White Rose Maths' programme principles. This has a focus on enabling pupils to understand the concepts through the use of concrete apparatus before moving to pictorial representations, formal methods and problem solving. • There is a big focus on verbal feedback and same day corrections. • Staff use coherent tracking to identify pupil strengths and areas to improve. • For pupils with an additional need in this area then targets are set termly based on their specific need. • A range of interventions are available to develop/consolidate/reinforce key skills, including Number Stacks. • Access to Third Space Learning modules should this be beneficial for the pupil. • Resources – Classes have their own mathematics materials. We also have a well-resourced cupboard in the group and nurture room as well as a whole school maths cupboard. Therefore pupils have access to a variety of specialist mathematics resources and equipment. • Appropriate training provided for staff as required by children's specific needs. • Small group and guided work during lesson time. • Staff are trained in the use of specific interventions, including but not limited to number Stacks and Precision Teaching.
How do we help a child with social and emotional difficulties?	<ul style="list-style-type: none"> • Access to understanding and proactive class teachers and support assistants • Access to a well-trained, qualified, experienced and understanding Key Workers. • Policies in place to prevent bullying and peer-on-peer abuse. Zero tolerance approach. • Access to targeted resources. • An embedded and progressive PSHRE curriculum. • Access to external counselling services, e.g. Noah's Ark

	<ul style="list-style-type: none"> • Teaching staff have has Autistic Spectrum Condition training from Calderdale’s ASC team and use strategies to support pupils. • Access to specialist support for children with ASC and their families. • We have Circle Time and periodic Nurture/Rainbows groups tailored to individual and/or group need when required • A range of roles and responsibilities within school to celebrate strengths in individuals and create a focus. • Appropriate training is provided for staff as required by children’s specific needs.
<p>How do we help a child with behavioural difficulties?</p>	<p>Behaviour is not classified as a Special Educational Need however we recognise that behaviour can have an impact on pupil’s own learning as well as their peers. We also appreciate that behaviour, both positive and negative, is a way of communication. It also links in to social and emotional needs and therefore we consider this important in our day-to-day practice</p> <ul style="list-style-type: none"> • Long established behaviour ethos, system and policy. • We identify need and implement risk assessments and behaviour support plans to support pupils and staff when the need arises. These are monitored and reviewed regularly. • Established school rules, presented in a child-friendly format. These are reinforced verbally regularly. • We believe in a ‘praise culture’ rewarding children for what they have done. • Class Contracts • The freedom for classes to develop their own behaviour system(s) in addition to school ones. • Access to targeted resources. • Variety of in-school and after-school clubs to promote self-control, focus and self-esteem. These include: From Wolves to Butterflies (anger programme), Nurture Group and Relax Kids. • Access to external services. Where possible we work with the specialists to create programmes and resources to support children. • We have links with the Pupil Referral Unit (PRU) who, on request, provide our staff with advice, guidance and suggestions. • Some of our school staff have been trained in ‘Team teach’. This equips them with the information to recognise triggers and escalations, where possible address these, deal with crisis when they do occur to minimise impact and risk and then follow up the situation. • We record significant behaviour incidents on CPOMS (an online secure system), this enables us to identify, if there is any, patterns and triggers of behaviour. Our skilled staff can then reduce or remove barriers to support pupils’ daily life. • Variety of after school clubs and sports links to engage and enthuse pupils.
<p>How do we develop social skills?</p>	<p>Incorporating the above strategies, provision and resources listed, we also have the following:</p> <ul style="list-style-type: none"> • Play Leaders – A group of pupils who have volunteered to attend special training at Ryburn Secondary School. They lead active sessions, games and provide social situations in which communication and interaction are encouraged. • Play provision – We purchased a set of playground equipment that the pupils can use at break times. These promote social interaction as well as building upon fine and gross motor skills. • School running track – Purchased through School Sport Funding. We also use this space as an opportunity to talk with pupils whilst walking or jogging, as well as a space to ‘cool off’. • The School Council have recently been involved in redesigning markings for our school playground with a focus on games and interactions. • Lego therapy • Social stories • Games clubs
<p>How do we support a child who has medical needs?</p>	<ul style="list-style-type: none"> • Designated Medical Needs Lead (Miss Steele) who co-ordinates training and provision in this area. • When required Individualised medical/health care plans are created. These meetings will include the child, parents and school staff. External services and/or the school nurse may also attend. • All staff in school are made aware of medical conditions and the necessary actions that will occur should an incident arise. • Photographs and key notes of pupils with serious medical needs are kept in the medical needs room, this ensures that staff are familiar with the pupils needs and necessary actions. • All staff receive an Inclusion Register termly (these are updated as children are added/removed and recirculated). This informs them of need. This information can also be found in the back of registers. • Medical policy • Most staff are paediatric first-aiders • Specialist training on allergies, epi-pens and asthma (key need in our school). • Should your child need access to specified medicine during the school day, please see the administrators for the appropriate form. We are unable to administer any medicine unless the appropriate forms are completed. Please do not put medicine in your child’s bag, this must be delivered by an adult to the office. • Access to medical room, which includes: bed, fridge, medical equipment and the medical file. • A lift to access the second floor of the main school. An Evac Chair is available should the lift be unusable. • The curriculum is, when required, differentiated to enable pupils with medical needs access to activities.

<p>How do we meet a child's personal care needs?</p>	<ul style="list-style-type: none"> • Intimate and Personal Care Policy • We encourage our children to be responsible for their own personal care and staff intervene only if necessary and adhering to the requirements set out in the policy. • Work directly with our local special needs school to create risk assessments where required. 		
<p>How do we help a child who has English as an Additional Language (EAL)?</p>	<p>At Triangle C of E Primary School we recognise that a pupil who has English as an additional need does not necessarily have a special educational need. However as with all pupils' progress and attainment is monitored to ensure that any additional need, should there be one, is identified.</p> <ul style="list-style-type: none"> • We celebrate language and culture. These may be in the form of class or whole school activities, workshops or special days. • We have a welcoming environment in which language and culture is embraced. • International Links – We have links with a school in Sri Lanka, as well as a number of schools in Europe. • Time allowances. • Appropriate training provided for staff as required by children's specific needs. 		
<p>How do we support a child with complex and multiple needs?</p>	<ul style="list-style-type: none"> • Close network with local primary schools and local primary specials schools. • Close liaison with outside agencies. • Risk assessments conducted by specialist services. • Advice, training and support provided by our link local primary school • We welcome nurses, physiotherapists, occupational therapist, etc. into school to advise on need and equipment. • We work with Calderdale and companies to, where needed, modify the school building and areas to best meet the current and future needs of pupils on role and those due in the following academic year. • Children with complex needs have the opportunity to take part in every event at school. • Appropriate training provided for staff as required by children's specific needs. 		
<p>How do we include children in activities outside the classroom including clubs and school trips?</p>	<ul style="list-style-type: none"> • An Educational Visit Co-ordinator who leads on training and completion of Evolve (our online platform for educational visits) • Risk Assessments for the whole class and individual children. • Extra staff deployed for trips to meet the requirements of our risk assessments. • Parents/Carers consulted prior to trips for advice and guidance • Staff liaise with venue and external providers about our pupil needs • All of our pupils are welcome to participate in all of our extra-curricular activities. Please see the staff in the school office for the current timetable. • Our on-site extended school provide is the 'Three Corners' team. Their contact number is 01422 835 658, and the website address is: https://www.3cornerstriangle.com/ 		
<p>What specialist services do we access beyond school?</p>	<p>We work with many different agencies, teams and professions who give us support and advice, these include but are not limited to:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> Adoption and Fostering Services BUSS © Children's Social Care Early Help team Education Psychologists Family Support General Practitioners (GPs) Hospital Surgeons/Consultants Local linked schools (Inclusion Managers and Co-ordinators cluster) Multi-Agency Screening Team Occupational Therapy Physiotherapy Rainbows SGO Team Specialist Inclusion teams Virtual Schools </td> <td style="vertical-align: top;"> Autistic Spectrum Condition (ASC) Service Calderdale Youth Offending Team Early years Support Service Education Welfare Family Intervention Team Health and Safety Team (Calderdale) Medical Needs Team Noah's Ark Counselling Service Open Minds (CAMHS) Police School Nursing Team Special Educational Needs Team Speech and Language Therapy Domestic Violence team </td> </tr> </table> <p>This is what some of the services have to say about working with our school:</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: 30%; text-align: center;"> <p>Thanks for everything that you are doing 😊 I wish I had more little ones with you! (Social Care)</p> </div> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: 30%; text-align: center;"> <p>I have always felt that - is loved and cared for by Triangle because of who she is and that the school meet her needs by doing all they can, rather than forcing her to fit into criteria that sets her up to fail. (Virtual Schools)</p> </div> </div>	Adoption and Fostering Services BUSS © Children's Social Care Early Help team Education Psychologists Family Support General Practitioners (GPs) Hospital Surgeons/Consultants Local linked schools (Inclusion Managers and Co-ordinators cluster) Multi-Agency Screening Team Occupational Therapy Physiotherapy Rainbows SGO Team Specialist Inclusion teams Virtual Schools	Autistic Spectrum Condition (ASC) Service Calderdale Youth Offending Team Early years Support Service Education Welfare Family Intervention Team Health and Safety Team (Calderdale) Medical Needs Team Noah's Ark Counselling Service Open Minds (CAMHS) Police School Nursing Team Special Educational Needs Team Speech and Language Therapy Domestic Violence team
Adoption and Fostering Services BUSS © Children's Social Care Early Help team Education Psychologists Family Support General Practitioners (GPs) Hospital Surgeons/Consultants Local linked schools (Inclusion Managers and Co-ordinators cluster) Multi-Agency Screening Team Occupational Therapy Physiotherapy Rainbows SGO Team Specialist Inclusion teams Virtual Schools	Autistic Spectrum Condition (ASC) Service Calderdale Youth Offending Team Early years Support Service Education Welfare Family Intervention Team Health and Safety Team (Calderdale) Medical Needs Team Noah's Ark Counselling Service Open Minds (CAMHS) Police School Nursing Team Special Educational Needs Team Speech and Language Therapy Domestic Violence team		



How will my child be prepared for transitions into school, onto secondary school and for adult life?

Special consideration is given to the needs of children with SEND with regards to transition. We recognise that some children will need additional visits, time, opportunities to meet school staff, etc.

- For children coming in to Triangle C of E Primary School then visits to pre-school placements and some home-visits will be carried out by the Reception Class Teacher and/or the Learning Support.
- Transition plans are completed by parents, staff from the original setting and Triangle staff.
- Transition dates are set and followed. Activities are planned in based on child's needs.
- If your child has been identified as benefitting from additional provision then the class teacher will have the initial conversations with the child and parents. The Inclusion Manager is responsible for formulating a transition plan and liaising with the Inclusion Manager at the secondary school. Visits will be arranged and staff will be made available to accompany them.
- Pupils' voice is listened to and, where possible, acted upon in terms of wants and needs for the transition period and settling in time.
- We hold parent information evenings.
- Independent travel training is completed with all vulnerable and SEND pupils in Year 6 whose parents consent.
- Close liaison with all settings is maintained for as long as it is needed, with a good exchange of information and written and verbal communication.
- We work closely with Rainbows to provide specialist support around transition and anxiety for pupils with needs in this area. Sessions are run on a class, group and/or one-to-one basis.
- We uphold our core values. These are embedded into life at Triangle and prepare pupils for life outside of school.
- We promote independence, team work and resilience through units of work, PHSRE, class visits, residentials and activity programmes.
- Pupils hold charity fundraisers and participate in the PTFA events. This promotes opportunities for planning, developing, running and evaluating events as well as incorporating responsibility for money.
- We regularly discuss life aspirations and possible job opportunities, particularly through PHRS links.

What training have staff had regarding SEND?

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues. School staff also attend training run by outside agencies. Some of these are directed courses which have been chosen specific to the needs of the class and/or individuals and some are course/training that staff have requested. As you can see from the list below our staff have a wealth of knowledge, understanding and experience.

Our Inclusion Manager is a qualified and experienced teacher with QTS and MA in Special Educational Needs and Disabilities. She has also completed the national award for SENCOs, receiving merit award. She is a member of the Senior Leadership Team as well as a class teacher.

One of our Key Workers is an experienced Learning Support Assistant, with additional pastoral experience, currently in the process of qualifying in social care.

Other areas of training have included but are not limited to:

- | | |
|--|--|
| Autistic Spectrum Condition | Anaphylactic shock and Management of Medicines |
| Attachment Needs | Building relationships and Communication |
| Building resilience and Self-Esteem | Termly Calderdale SENCO Network |
| Children and Families in the community | Number Fun |
| Number Stacks | Dyslexia |
| Early Help | Holding Difficult Conversations |
| Implementing SEN Codes of Practice | Legalities of SEND |
| Low Mood and Depression in the Young | ELS Phonics |
| Paediatric First Aid | Planning, delivering and assessing guidance |
| Precision Teaching | Self-harm |
| Sometimes I struggle With Words | Specialist Teacher Training |
| Speech and Language Needs in school settings | Supporting Parents Through Change |
| Team Teach | The Impact of Covid |
| The Voice of the Child | Understanding Autism |
| William Henry Smith Behavioural surgeries and support staff inductions | |

<p>How do we allocate resources?</p>	<p>Resources are allocated according to pupil need. Class teachers identify strengths as well as gaps in knowledge and understanding. They are responsible for planning, delivering and reviewing special educational needs for pupils within their care. During these reviews staff request additional provision and resources through the Inclusion Manager. They also have access to the additional services listed above as well as an in school Key Worker. The Inclusion Manager oversees the budget with the Headteacher having ultimate responsibility.</p> <p>The Headteacher and School Business Manager have responsibility for the Notional SEN budget, with input and recommendations from the Inclusion Manager.</p>
<p>Who else can I contact for support services for parents of pupils with SEND?</p>	<p>SENDIASS</p> <p>The Special Educational Needs and Disabilities Information, Advice and Support Service provides legally based, impartial, confidential and accessible information, advice, and support for parents of young children with Special Educational Needs or Disabilities about education, health and social care.</p> <p>Contact details: 01422 266141 https://www.calderdalesendiass.org.uk/ https://www.facebook.com/sendiasscalderdale</p> <p>Unique Ways</p> <p>Unique ways are a parent –carer led organisation supporting disabled children and their families. Their goal is to make sure that the voices of parent carers and their families are heard.</p> <p>Unique Ways also 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. Their services are not restricted to whether a child has a diagnosis or not, and instead work with anyone who feels they need other help.</p> <p>Independent support is currently offered by Unique Ways. They 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.</p> <p>Contact details: 01422 343090 https://www.uniqueways.org.uk/</p> <p>Information, Advice and Support Helpline The Governments new Information, Advice and Support Helpline is provided by Contact.</p> <p>Contact details: https://councilfordisabledchildren.org.uk/information-advice-and-support-programme/about-us</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>
<p>How do we raise awareness of SEND?</p>	<p>We promote inclusion through our curriculum and assemblies.</p> <p>We welcome students, volunteers and staff who have additional learning needs.</p> <p>We hold increase the awareness days.</p> <p>We have an open door policy to discuss any issues that arise.</p>

We listen to and act upon feedback from parents and carers.

Should you have a complaint regarding our provision for children and young people with SEND then please contact the Inclusion Manager, Miss Gemma Steele in the first instance. This can be done verbally or in a written format. She will listen about concerns regarding SEND provision and will provide school solutions. Should you feel that your complaint has not been appropriately managed then the next stage would be to contact the Headteacher, Mr Gavin Davies. Details of these contacts can be found at the top of this document. Subsequently, should you still feel that you wish to contact the school governing body then please do so through the Headteacher.

We also like to receive positive feedback also. Should you have any comments regarding the SEND provision and resourcing in school we would love to hear them. Again please contact Miss Gemma Steele, the Inclusion Manager, in the first instance.

Glossary of Terms

CPOMS – Child Protection and Safeguarding Online Monitoring System
 ILDP – Individual Learning and Development Plan
 IM – Inclusion Manager
 INSET – In-service Training
 LSA – Learning Support Assistant
 PHRSE – Personal, Health, Religious, Social Education
 SMART – Specific, measurable, agreed upon, realistic and time based.