

SEND Information Report 2026-2027

Our School's Individual Local Offer



At Shelf, our children are all, first and foremost, individual members of our school family. Some children have particular learning requirements that can create barriers to learning. Therefore, special educational provision is required for children which is additional to, or otherwise different from, the educational provision made generally for children of their age in school. At any point in or throughout their school life, a child may have Special Educational Needs. Curriculum planning and assessment for children with special educational needs and disabilities takes account of the type and extent of the difficulty experienced by the child. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively.

The following details Shelf Junior and Infant School's Individual Local Offer (SEND Information Report as required in Schedule 1 of Regulation 51) should be read in conjunction with the Core Offer found set out in Calderdale's Local Offer <https://calderdalelocaloffer.org.uk/> which details the provision available in all Calderdale schools and academies.

Contact Details	
Headteacher	Mrs Jill Elam
Telephone School Office	01274 676782
Address	Shelf Junior and Infant School Shelf Hall Lane Shelf Halifax HX3 7LT
Email School Office	admin@shelf.calderdale.sch.uk
Age Range	4 – 11 years
Funding	Community school (Local Authority)
Special Educational Needs Co-ordinator (SENDCo)	Mr Iain Tolmie (Inclusion Leader/Assistant Headteacher)
SEND Governor	Ms Louise Morby

Polices for Identification and Assessment of Pupils with SEND

Associated Policies

- Equality Policy and Plan
- Self Esteem Policy
- Safeguarding and Child Protection Policy
- Pupil Premium Policy
- Teaching and Learning Policy
- Curriculum Policy
- Anti-bullying Policy
- Health and Safety Policy
- Managing Medicines and Supporting Pupils with Medical Conditions Policy
- Accessibility Plan
- Behaviour and Strengthening Relationships Policy

How school identifies and assesses pupils with Special Educational Needs

Assessment of all pupils in the school is continuous and will clarify teacher concerns regarding possible SEND considerations. Teachers measure a pupil's performance by reference to:

- ongoing observation
- the outcomes of baseline assessment
- progress against National Curriculum expectations
- Age Related Expectations within the National Curriculum Key Stages
- pre-key stage standards
- standardised screening or assessment tools

Pupils making less than expected progress given their age and individual circumstances are considered in the context of potentially having a special educational need or disability. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

However, making slow progress does not necessarily mean a child has special educational needs. The first response to such progress should be high quality teaching targeted at their areas of need. There is clear differentiation between pupils who are underachieving but making progress and SEND pupils who have a learning difficulty which is preventing them from making reasonable progress.

When a class teacher identifies or suspects that a pupil has SEND, they will liaise with the SENDCo, and consider consultation with the parents and possible further assessment of the pupil. If appropriate, the pupil will be placed upon the SEND Register.

There are four broad areas of special educational needs:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health issues
- Sensory and/or physical needs

A detailed assessment of need should ensure that the full range of an individual's needs are identified, not simply the primary need. The support provided to an individual should always be based on a full

understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software. The class teacher should collect precise information about the pupil is and is not able to do including high quality and accurate formative assessment, using effective tools and early assessment materials.

Where it is decided that a child does have SEND, the decision should be recorded in the school records and the child's parents must be formally informed that special educational provision is being made and consulted about provisions made.

How school evaluates the effectiveness of our provision

Each pupil's progress is carefully monitored and reviewed. Parents, carers and children are part of the review process and kept informed at each point. At the start of any intervention strategy, members of staff establish what it is hoped will be achieved – where are we now and what do we want to be different. Parents /carers are invited to review meetings of children's provision, at least termly. If a learner has an EHCP (Education, Health and Care Plan) – previously known as a Statement of Educational Needs, the same termly review conversations take place, but the EHCP will also be formally reviewed annually.

The SENDCo monitors the impact of interventions, collating information from staff and children, to advise which intervention strategies are most effective.

Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors. We also moderate our judgements with other local schools at Cluster moderation meetings so we can ensure that judgements stand up to scrutiny. Our school and cluster data is also monitored by the Local Authority and Ofsted.

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 to arrange a meeting/telephone conversation.

**How will Shelf
Junior and Infant
School support
my child?**

We use a variety of strategies to support pupils, depending on the needs of the individual. Strategies used will be discussed with parents/carers and their views sought as well as those of the child. Listed below are some of the strategies used to support specific needs.

The teacher and the SENDCo should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. These plans will form the basis of their provision. This will be recorded on an Individual Learning Support Plan and/or Pastoral Support Plan and on a Pupil Passport as appropriate. Whilst a Support Plan is not a statutory requirement, school recognises that it is a useful tool for recording plans and for monitoring and reviewing the impact of actions. Provision is reviewed at least termly. Through Support Plans and Pupil Passports, in addition to standard interim and annual reports, school will provide regular reports on the child's progress. Class teachers will meet with the child's parents at least three times a year.

Various strategies are used, some of which are listed below:

- Class provision maps
- Individual support plans
- Differentiated learning activities
- Early Help referrals to external agencies/social care as required
- Co-ordinated planning between class teachers, Teaching Assistants and allocated Special Needs Teaching Assistants for children with Education Health Care Plans
- Referrals for assessment to external agencies as required
- Incorporation into planning of any advice or guidance provided by external professionals supporting individual children
- Underlying ability screening and assessment such as Dyslexia or Dyscalculia screening, undertaken by SENDCo as required

How do we involve parents, carers and children?	Parents, carers and children are involved in the following ways: • Parent consultations twice a year • Annual written report • Meetings with class teacher as required • Termly curriculum letters and class videos • Parent workshops • Meetings with SENDCo and relevant external professionals • Early identification of needs requiring referral to external professionals • Early Help (also known as 'Team Around the Family' or TAF) meetings convened where a child's/family's needs are assessed as significant • Regular communication and information sharing with an extensive range of external agencies • Regular progress meetings with parents/carers • Sharing of professional reports with parents and carers • Implementation by school staff of recommendations made and strategies devised by external professionals to support children and/or their families • SENDCo attends multi-disciplinary assessments as required School recognises that an effective working relationship with parents/carers will have a crucial bearing on a pupil's educational progress and the effectiveness of school-based action. We seek to promote this relationship by: • acknowledging and drawing on parental knowledge and expertise in relation to their child • focussing on the pupil's strengths as well as areas of additional need • ensuring that parents understand procedures and are given user-friendly information and the correct documentation • seeking parental permission before referral to outside agencies • acknowledging parental concern and support, responding to requests for advice and support
How do we support children to develop independent learning strategies?	• Provision of individual/visual timetables and checklists • Provision of timers where appropriate • Pre-teaching of new concepts and vocabulary • Individual success criteria • Implementation of specifically tailored support strategies and programmes, e.g. devised by educational psychologists, occupational therapists or physiotherapists • Whole class strategies to encourage independence

How do we help a child with physical needs?	• Assessment by and intervention from an Occupational Therapist (OT), on referral • Implementation of individual OT/physiotherapy support and intervention programmes by allocated school staff, trained as appropriate, for those children in receipt of these services • Training of individual members of staff by the OT/physiotherapy services in the delivery of individual OT and physiotherapy programmes, e.g. handwriting development • Provision of specific resources, equipment and therapy as required • Provision of support resources, such as writing wedges and pencil grips, where required • Additional ongoing support and equipment to access all the opportunities available to their peers • Designated staff members to support students with mobility needs if required • Effective links with external professionals leading on medical support and interventions • Careful and collaborative consideration for individual Personal Emergency Evacuation Plan's (PEEP) led by experienced staff
How do we help a child with speech and language needs?	• In school assessment of speech, language and communication needs • Further assessment and support provided by LINGO Speech & Language Therapist (external professionals regularly each half term) • Baseline assessment in Reception and WellComm assessment to benchmark children's strengths and areas for development in speech and language • Assessment by and intervention from a speech and language therapist on referral • Additional support and interventions within class • Implementation of Speech and Language programmes by TAs
How do we help a child with sensory impairment?	• Use of visual timetables • Mainly carpeted throughout the school with some vinyl flooring • Quiet spaces for focused work • Close liaison with the local authority Visual and Hearing Impairment Teams that allows for targeted student and teacher support when appropriate. • Adapted curriculum resources and differentiated learning activities depending on need e.g ear defenders, head phones, fidget/focus tools provided • Quiet room for children to eat in at lunchtime if required • Sensory circuits run

How do we help a child who has social and emotional difficulties?	• Our Oasis provision - Targeted pastoral support available to all children, led by a Mental Health Champion trained in Mental Health First Aid • Working closely with Mental Health Support Team (MHST) for consultation on children's mental needs on a case by case basis • Social use of language programmes • Individually structured self-monitoring and self-esteem enhancement programmes • Extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying • Close collaboration with parents to ensure that the most appropriate support is in place. • Links with the local authority Autism Team for specialist support and intervention. • Links with the Educational Psychology Service, Calderdale SEND Team and the Children and Adolescent Mental Health Service (CAMHS). • Coordinated programme of Personal, Social, Health and Community Education (PSHCE) for all children • Regular circle time in classes to share feelings and discuss ways to manage emotions • Worry boxes in classes where children can share concerns as they arise • Variety of extra- curricular clubs to promote self esteem
How do we help a child with behavioural difficulties?	• Individualised programmes and plans of support • Implementation of risk assessments • Members of staff trained in Team Teach • Through previous liaison with Behaviour and Attendance Service (no longer at Calderdale), knowledge to create individual pastoral plans • Clear whole school behaviour policy based on principles of restorative practice is in place to support positive behaviour – all children know and understand the school's rules and values • 3 key rules across school – Ready, Respect, Safe - used by all adults to reinforce expectations • Throughout school, children are supported in feeling safe - both in school and out • Pupils are encouraged to speak to a trusted person if they have any difficulties • Some pupils have a named Key Person to support them
How do we help a child who needs support with literacy?	• Small group reading support in class through guided reading, and individual reading support out of class from volunteers. • Focused support plans to ensure challenge and progress • Additional small group literacy support in class from class teachers and TAs. • Additional individual and small group literacy support • Targeted literacy support strategies • Handwriting development programmes • Precision teaching • Specialist TAs who deliver individualised programmes for pupils with Support Plans • Extensive delivery of reading, writing and spelling programmes e.g., Little Wandle Rapid Catch Up • Daily phonics/spelling, grammar and punctuation organised into small groups according to phase of phonic progress • Daily fluency sessions to target specific needs • Delivery of phonics interventions

How do we help a child who needs support with numeracy?	• Targeted small group support in class • Small groups or individual children receive additional numeracy support during lessons and in assemblies. • Use of support resources including Numicon • Implementation by trained TAs of numeracy intervention e.g., Power of 2, White Rose Maths Tuition • Advancement of more able pupils through provision of opportunities such as additional maths in small group • Precision teaching
How do we support a child who has medical needs?	• When notified that a pupil has a medical condition, any member of staff must directly inform the headteacher. • The headteacher or nominated person will seek advice, usually from the parent/carer and the School Nurse, regarding whether or not an Individual Healthcare Plan will be required • An individual healthcare plan (IHP) for each pupil with a specific medical is completed • Individual healthcare plans help to ensure we effectively support pupils with medical conditions; these provide clarity about what needs to be done, when and by whom. • IHPs are developed with the child's best interests in mind and ensure that school assesses and manages risks to the child's education, health and social well-being and minimises disruption. As far as possible, the child's views should be taken into account.
How do we help a child who has English as an Additional Language (EAL)?	Whilst at the current time, we do not have pupils with English as an additional language needs, the following would be considered as needs arose: • Senior teacher with responsibility for children with EAL • Links with other schools for advice and support when required (No EAL pupils at present) • An Induction programme with children on arrival at school • Use of translation ICT software • Bi-lingual written translation of important school documents (if required)
How do we support a child with complex and multiple needs?	Liaison with local primary special schools, including split placements/inclusion visits (when required) • Risk assessment conducted by local primary special school • Transition programme on entry to the school • Close and regular communication with appropriate external agencies including Early Help and Team Around the Family (TAF) meetings to review provision • Adaptations to the curriculum, where appropriate, in order to support the child • Links with alternative educational settings and the local authority to help secure the most appropriate provision for the student
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 '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 contact parents in an absolute emergency.
How accessible is the school?	• School complies with The Equality Act 2010 • Accessibility plan available on school website

How will we include children in activities outside the classroom including school trips?	• Activities and school trips are available to all • Risk assessments are carried out and procedures are put in place to enable all children to participate • Risk assessments will be carried out to ensure safety of all pupils on school trips • If it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity • Appropriate provision and reasonable adjustments will be made where necessary to ensure all children, including children with special educational needs and/or disabilities, are able to participate fully in school trips and other school events
How do we prepare and support a child/young person for transition?	• Procedures are put in place to cover any transitional arrangements, between classes and between schools • To support pupils who are nervous or worried about transition, we run transition groups to explore the anxieties and prepare children for their next steps • To support pupils with SEND in transferring to secondary school, visits may be arranged to help familiarise pupils with routines, timetables, systems and location; these are in addition to normal transition arrangements • If children with SEND transfer to Shelf Junior and Infant School from other schools or pre-school settings, the SENDCo will liaise with the feeder school in order to address pupils' needs and smooth transition. • Sharing information, in agreement with families, with the school or other setting the child is moving to.
How will we develop social skills throughout the school day, especially break times?	• Midday Supervisors supporting in the lunch hall • Buddy system for children new to the school • Individual lunchtime supervision where specified, e.g. in ECHPs • Targeted support and supervision in the outdoor areas for children with disabilities • Sports coach employed by school to organise activities at lunch times
How do we allocate resources?	• School receives funding for all children including those with Special Educational Needs and Disabilities and these needs are met from this (including equipment) • The Local Authority may contribute more funding if the cost of meeting an individual child's needs exceeds a certain amount • If the assessment of a child's needs identified something that is significantly different to what is usually available, then additional funding may be made available • The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs • The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year • Resources may include using extra staff depending on individual circumstances • One-to-one support offered if specified in a child's EHCP • Our school employs a number of support staff across school – time is allocated on a regular/daily basis for individual/group work on Support Plan targets and intervention programmes • All children's progress is regularly reviewed and provision is matched to needs • Advice from outside agencies implemented

How do we ensure members staff are well trained?	• The SENDCo and other school leaders regularly review and identify training and development needs in the school • Regular in house training is provided for all teaching and support staff in relevant SEND areas • Members of staff receive EpiPen and first aid training; key members of staff have higher level paediatric first aid training • All school staff have up to date child protection training
How do we raise awareness of special educational needs for parents and the wider community?	• Achievement of children with SEND are celebrated in newsletters and other public documents as well as Star of the Week, Attendance rewards and House points • All children participate in assemblies and plays • An Inclusive approach to selecting members of school council and other school responsibilities regardless of educational needs (e.g blind voting systems used to ensure decisions are unbiased)
Which specialist services do we access beyond the school?	School promotes and encourages working partnerships with: • Educational Psychology Team • Child and adolescent mental health services (known as CAMHS) • Health services (often via the school nurse), • Local or national organisations that specialise in a specific syndrome or condition • Occupational Therapy • Play Therapy • Speech and Language Therapy • Social care services • Feeder/feeding schools and other early years settings • The LA and its representatives.
How do we evaluate and review the support provided?	• Regular assessment of progress and achievement against national expectations and individual targets. • Regular pupil progress meetings • Monitoring of individual targets • Teacher and TA observations • Pupil interviews • Analysing data through in school tracking system • Regular meeting with parents/carers to review child's progress • Support Plan reviews at least termly
How do we deal with complaints regarding our provision for children and young people with SEND?	• All complaints in the first instance should be directed to the class teacher and / or the SENDCo and then to the Head. • Further cause for complaint should be directed to the Governing Body. Please see Complaints Policy.

Contact details of
support services
for parents of
pupils with SEND

SENDIASS - 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: 01422 266141

Unique Ways – a parent-carer led organisation supporting disabled children and their families, helping them to lead ordinary lives. Their goal is to make sure that the voices of parent carers and their families are heard. Contact details: 01422 343 090

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 SEND, and young people with SEND, 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.

For full details of the entire support provided for parents please follow the link to Calderdale's Local Offer below.

Please visit Calderdale's Local Offer <https://calderdalelocaloffer.org.uk/> where further information can be found.

Thank you for taking the time to find out about our Local Offer at Shelf J&I School – please do not hesitate to contact us for any further details.