

Our Local Offer for Special Educational Needs and/or Disability



Headteacher:

Mr David Adams

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Please click the relevant words on the wheel to be taken to the corresponding section.



Our Local Offer for Special Educational Needs and/or Disability

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How we identify and assess needs

How will you know if my child or young person needs extra help? *(IRR)*

- *How do you identify children or young people with SEND? (IRR)*
- *After identification, what would your setting's first steps be?*
- *Does the setting/school/college have any programmes for early intervention/help?*

Our school follows the graduated response after initial concerns from a teacher or parent. A child may go on to our Monitoring Register, while assessments and short term interventions take place in school. Some of these will provide standardised scores and identify areas of need. These help us to identify whether a child has a specific need and which specific areas need to be targeted. Short-term interventions will then be planned and implemented. If, after short-term interventions, further support is required (interventions have made an impact and pupil would benefit from further support) the pupil will continue to receive support and move to our Special Educational Need Register. If the school requires advice with targets and further specialist assessments, a referral to an external professional can be made with parental consent, e.g. Speech and Language Therapist, Occupational Therapist or a Paediatrician. This will provide the school and parents with recommendations and targets.

What should I do if I think my child or young person needs extra help?

(NB this question may not be relevant to specialist providers and they can leave it out)

- *How will I be able to raise any concerns I may have?*

Initially, contact the class teacher or Special Educational Needs and Disabilities Co-ordinator (Mrs T. Farrington) if you wish to raise any concerns. Tel: 01283 247410 or email t.farrington@shb.jtmat.co.uk

Where can I find the setting/school's SEND policy and other related documents? *(IRR)*

- *Please provide hyperlink(s) to the setting/school/college's SEND policy and other relevant documents e.g. SEND policy, Accessibility plan, Assessment Policy , Admission arrangements, Children with health needs who cannot attend school, SEND policy, Supporting pupils with medical conditions, Behaviour in schools, Schools Exclusion, Health and safety, Equality information and objectives (public sector equality duty) statement for publication, Teaching & Learning Policy and Remote Education Policy (IRR)*

These documents can all be found in the SEND section on **Shobnall Primary & Nursery School's website**.

Teaching, Learning and Support

How will you teach and support my child or young person with SEND? *(IRR)*

- *How will you support children and young people with SEND with or without an EHC plan? (IRR)*
- *How does the setting/school/college plan the support?*
- *How and when will I be involved in planning my child or young person's education? (IRR)*
- *What additional learning support is available? (IRR). Include examples of personalised intervention programmes and any external teaching and learning, eg outreach*
- *How will the setting/school/college modify teaching approaches to meet my child or young person's needs? (IRR)*

Quality First Teaching will ensure that teaching strategies, activities, scaffolding materials and resources are differentiated to match the learning needs of pupils. Adult support can be available to small groups or 1-1 in the lesson. Children can be in mixed ability groups or pairs.

Children identified with SEND will have personalised targets, interventions and resources outlined on an Individual Support Plan (ISP). This will be planned by the class teacher with pupils and parents. It will take account of recommendations and targets from external professionals, where applicable. Each term, a cycle will follow Assess, Plan, Do and Review. The review will involve looking at the progress made and the impact of the interventions, involving the same people, and from this the next targets and interventions can be planned.

Children with more significant needs may be eligible for an Education Health and Care Plan (EHCP). This often secures funding for additional resources, 1-1 and/or small group adult support. Parents/carers contribute their views and must give their consent. An EHCP will outline targets for the end of the key stage and provides recommendations for provision. With an EHCP, a child will still have an ISP to ensure that the Assess, Plan, Do, Review cycle is adhered to on at least a termly basis, and recommendations and targets from external professionals will be followed.

The budget for SEND is allocated and managed by the Head Teacher with information towards the decisions being provided by the SENDCo.

How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

- *What is your approach to differentiation? How is the curriculum and learning environment adapted to meet the individual needs of children with SEND?*

Teaching, Learning and Support

- *What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and/or equipment/facilities)*
- *What additional learning support is available?*
- *Who will oversee and plan the education programme?*
- *What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?*
- *Where can I find information on the courses, qualifications and subjects that are available within the setting or college? (N.B. this question can be left out for settings in which it is not applicable (e.g. in mainstream primary schools))*

At Shobnall Primary & Nursery School, we believe that all children, including those identified as having Special Educational Needs and Disabilities have a common entitlement to a broad and balanced; academic; and social curriculum, which is accessible to them and to be fully included in all aspects of school life. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of Special Educational Needs. Class Teachers will ensure all children with SEND are given an equal opportunity to take part in all learning opportunities offered by the school, through Quality First Teaching, differentiation and by removing barriers to learning. The aim is to provide a broad and balanced curriculum while emphasizing the need to develop English, Maths and a range of skills. SEND pupils have the opportunity to work alongside pupils of all abilities, which provides them with challenge and ensures high expectations. High Quality Teaching is supported by effective, tailored support and interventions where necessary.

Barriers to learning can be very different between individuals. Appropriate recommendations from external professionals will be followed, for example a pupil with dyslexic tendencies will need to be seated in front of the whiteboard. They may benefit from using a coloured reading ruler, using mnemonics and having the background on the interactive whiteboard changed to a pale blue, beige or green. A pupil with a visual impairment may need all reading books and photocopying to be of a specified font size, recommended for them by the Visual Impairment Team. The Autism Outreach Team support ASC pupils’ individual needs through their recommendations which might include the use of headphones, visual timetables, now and next cards and structured writing frames. Pupils with hearing impairments will receive support from the Teacher for the Deaf, who will advise the school on where the pupil should be seated in the classroom and how to remove other barriers to their learning.

How resources are allocated to meet children or young people’s needs?

- *How is your budget for SEND allocated and managed? [Budget figures not required]*
- *How would you secure additional funding for a pupil?*
- *How does your setting further meet need?*

Teaching, Learning and Support

The budget for SEND is allocated and managed by the Head Teacher with information towards the decisions being provided by the SENDCo.

Additional funding for a pupil can be temporary through Additional Educational Needs (AEN) funding or on a longer basis with annual review through an Education Health Care Plan (EHCP).

The school identifies the needs of SEND pupils on ISPs. This identifies support given within school and is reviewed regularly, so that the needs of children are met. Resources required to deliver appropriate support are deployed as effectively as possible. Resources may include, reading overlays, sensory objects and chew buddies. Resources will also be purchased based on recommendations from external professionals, such as the Educational Psychologist or Occupational Therapist.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? (IRR)

- *Describe the decision-making process.*
- *Who else will be involved?*
- *How will I be involved as a parent and carer? (IRR)*

At Graduated Response Level 1, where pupils are on our Monitoring Register, the class teacher and SENDCo decide on short term interventions, to best suit the pupils' needs.

At Graduated Response level 2, where pupils are placed on our SEND Register, the class teacher and SENDCo will use assessment data and observations to decide on the specific interventions, which would cater for the pupil's needs.

At Graduated Response 3, the school will seek further guidance from external professionals and use their advice to set targets.

Standardised scores from in house assessments and reports from external agents determine whether a pupil meets the criteria for an EHCP (Graduated Response 4). Parental agreement is necessary. The SEND Assessment Team decide upon the provision required and the hours of additional support, and this is reviewed annually.

How will equipment and facilities to support children and young people with SEND be secured? (IRR)

- *What resources are available*
- *What is the process to secure these resources*

Teaching, Learning and Support

Recommendations, such as those provided by the Educational Psychologist may already be available at Shobnall, otherwise the SENDCo can request them.

Shobnall Primary & Nursery School is now part of the SEND Hub which also incorporates the District Inclusion Panel, where additional advice and support can be sought. With parental consent, the case of the pupil can be put forward for a meeting where all available support in the area is represented and offers can be made by external providers, such as, Burton Albion Community, The Cornerpost Education Centre or the Locality Co-ordinator, for Staffordshire County Council.

How will you and I know how my child or young person is doing? *(IRR)*

- *How will you assess my child's progress? **(IRR)***
- *How often will my child's progress be reviewed, and how will this be done?*
- *How will I know what progress they should be making?*
- *What opportunities will there be for me to discuss his or her progress with the staff, or to be involved in review processes? **(IRR)***
- *How will you explain to me how learning is planned?*
- *What opportunities will there be for regular contact about things that have happened at the setting, school or college? (e.g. a home/school book)*
- *What measures do you take to assist communication with parents and carers with SEND?*
- *How we work with specialist services to support learning*

Progress for group interventions will be recorded on Provision Mapping and are assessed and reviewed half termly. These will be discussed at Parents Evenings and a decision will be as to whether a pupil should remain on to the Monitoring Register, or moved on the SEND Register. Individual Support Plans (ISP) are assessed at least termly with pupils and parents, who are also involved in setting new targets. Parent views are recorded on the ISP and form part of the formal review process. Expectations for progress are stated on ISPs, which are used to measure impact. ISP targets are graded on an A-D scale, A = achieved, B = achieved but not transferring skills, C = progress made but target should continue, D = target not met. Progress is measured through ongoing assessment as well as termly class assessments.

Pupils with an EHCP will have their targets reviewed at least termly and their EHCP reviewed annually to ensure that it still meets the individual's needs. Parents are invited to attend Annual Review meetings, where they contribute their views on their child's progress.

Additional meetings can be arranged with the class teacher and/or SENDCo at a mutually convenient time at any time during the year.

Teaching, Learning and Support

How will you help me to support their learning? *(IRR)*

- *How I can help support this at home?*
- *Do you offer any parent training?*

The SENDCo and class teachers will always suggest ways in which you can support your child at home relevant to their specific need. This is also outlined on Individual Support Plans. The SENDCo regularly offers information for parents/carers. Information Workshops are also provided by Subject Leaders.

A breadth of information is also available on Shobnall Primary & Nursery School's website.

How do we consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

- *How will my child be kept up-to-date on their progress, and involved in review processes? **(IRR)***

Pupils will receive ongoing feedback in the form of discussion or by their work being marked, during their interventions or in class. Some interventions provide scores, so pupils are able to see their progress.

Children are invited to review their ISP targets and to contribute to their EHCP annual reviews.

How do you assess and evaluate the effectiveness of provision for children and young people with SEND? *(IRR)*

- *How does the setting, school or college measure outcomes and the impact of the support provided to children or young people with SEND?*
- *How will you involve parents and carers in this process?*
- *How will you involve children and young people in this process?*
- *Does the setting, school or college use feedback mechanisms or surveys?*

Formative and summative assessment are used by all teachers to check that progress is being made. Standardised assessments can be repeated annually to ensure progress in reading rate, accuracy and comprehension. The same applies to a PhAB 2 assessment which drills down in to phonological awareness.

ISP targets are graded on an A-D scale, A = achieved, B = achieved but not transferring skills, C = progress made but target should continue, D = target not met.

Pupil progress meetings between the class teacher and a member of the Senior Management Team happen termly for all pupils. The class teacher also meets regularly with the SENDCo to discuss progress and ensure appropriate provision is in place.

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Teaching, Learning and Support

Parents and cares are involved in the process through Parents Evenings, reviewing ISPs and through Annual Review meetings.

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Keeping students safe and supporting their wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

Risk assessments are completed for all activities outside of school. Shobnall also has identified Anti-Bullying Ambassadors. The school's website has policies for behaviour and another for anti-bullying.

What pastoral support is available to support my child or young person's overall social and emotional development and well-being? (IRR)

- *What pastoral arrangements are in place to listen to pupils/students with SEND?*
- *What measures are in place to prevent bullying?*
- *Where can I find details of policies on bullying?*
- *How do you help children and young people to make friends?*
- *Is a mentor or buddy scheme available for my child or young person?*
- *How do you encourage and measure the development of good self-esteem and confidence?*
- *Do you offer sibling support?*
- *Does the school/setting offer a counselling service or a learning mentor?*

Teachers, the SENDCo and parents can request support for any child, who has well-being needs. Three of our LSAs are trained to lead our 'Positive Play' scheme, which offers support to pupils with, for example, behaviour needs; pupils who have suffered a bereavement; pupils with low self-esteem; as well as many other SEMH needs. 'Positive Play' sessions are timetabled on a weekly basis, and impact is measured using the Boxall Profile.

Children's well-being is also supported in the classroom during 'Circle Time', and PSHE lessons. On occasions, teachers, LSAs and parents support pupils with 'Feelings Diaries'.

In addition, we have two members of staff who have completed the training to become Emotional Literacy Support Assistants (ELSA), and are therefore able to offer emotional support to pupils and staff in school. Four members of our school team are also qualified as Mental Health First Aiders, to work with staff members and pupils who display minor mental health concerns.

Keeping students safe and supporting their wellbeing

We also have access to the Mental Health Support Team, where are able to make referrals for pupils with well-being, which may be having an impact on their daily life, interaction with others and learning.

Shobnall also has identified Anti-Bullying Ambassadors. The school's website has procedures and policies for behaviour and another for anti-bullying.

How will you manage my child or young person's medicine or personal care needs?

- *How does the setting / school / college manage the administration of medicines and providing personal care where necessary (e.g. toileting, eating etc.)?*
- *What would the setting/school/college do in the case of a medical emergency?*
- *How does the setting/school/college support young people who have to take time off for medical appointments?*
- *How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?*

Parent's written instructions and consent for the administration of medicines are kept in the school office.

Parent's consent is also required where changing nappies in school is required. A care plan is also created for this.

Care plans are created with information provided by parents/carers for all children with an allergy or medical condition where consideration needs to be given to how the child can be best supported. Care plans are kept in the pupil's individual file and teachers are given a copy of care plans of pupil's in their class.

In a medical emergency an adult will stay with the child whilst another contacts emergency services and then parents/carers. Emergency procedures for individual pupils are detailed in personalised care plans.

What support is there for behaviour, avoiding exclusions and increasing attendance?

- *Include link to Behaviour policy. Support from external agencies?*

Shobnall Primary & Nursery School has a detailed **Behaviour Procedure** and whole school procedures are followed for continuity throughout school. If there is a need, Individual Behaviour Plans can be created between the pupil, teacher and SENDCo and shared with the parent/carer. Sometimes regular timetabled 'Positive Play' support or additional LSA support is provided.

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Keeping students safe and supporting their wellbeing

We try to determine the reasons for the behaviour and work as close as possible with parents. East Staffs Family Support offer support to individual pupils and their families. Other external support can be obtained through the local SEND and Inclusion Hub. This may result in the child working with Burton Albion Community Trust or Cornerpost Education Centre.

How do you support children who are looked after by the local authority and have SEND?

Looked after children who have SEND follow the same Assess, Plan, Do Review processes for Additional Needs. The SENDCo works closely with the Designated Safeguard Lead and Deputy Designated Safeguard Lead in school regarding transition and reviewing progress with parents, and, where necessary, attends CIN/TAF meetings.

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Working Together

Who is involved in my child's education?

- *Who will be working with my child/young person – include contact details (IRR)*
- *What is the role of my child's class teacher/s?*

The Class Teacher is responsible for ensuring access to a broad and balanced curriculum. S/he is encouraged to seek advice from Subject Co-ordinators and the SENDCo. They follow advice from external agents who provide targets and recommendations for EHCPs and ISPs. These are set and reviewed with pupils and parents on a termly basis.

Our whole School Team, including, Class Teachers, LSAs, the Head Teacher, SENDCo, Lunchtime Support Assistants, and possibly external agents with parental consent.

Our School Team can be contacted through the school office on 01283 247410.

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

The SENDCo shares all reports with teachers, with notes for guidance and offers of support. Teachers share the information with LSAs who are always welcome to discuss this further with the SENDCo.

The SENDCo also meets Class Teachers and LSAs regularly to discuss pupils with SEND, and monitors the progress and impact of ISP targets.

What expertise do you have in relation to SEND? (IRR)

- *What type of knowledge do staff members have in relation to SEND (awareness, enhanced or specialist)?*

Working Together

- *Does the setting, school or college have any areas of expertise with specialist staff, and what are their qualifications?*
- *What ongoing support and development is in place for staff with regard to supporting children and young people with SEN?*
- *Does the setting, school or college have any formal accreditations, charter marks or awards?*
- *Does the setting, school or college provide disability awareness training?*

Mrs L. Waldron has the National SENCo Award. The school undergoes regular training provided by external agents and/or the SENDCo, in particular, this follows any training that she has attended. Our LSAs are highly experienced with supporting SEND pupils and regularly develop their skills through professional development opportunities in school and via external training.

Mrs L. Waldron works closely with other SENDCos within the John Taylor Multi Academy Trust. Close links are also in place with our local Special School, where advice and support is available.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? **(IRR)**

- *How does the setting and its governing body involve and work with other agencies in meeting the needs of my child or young person with SEND? Eg health, social services, local authority support services, voluntary organisations.*
- *Which health or therapy services can children/young people access on the setting/school/college premises?*

We work closely and effectively with a number of external agents, including:

Speech and Language Therapists

Occupational Therapists

Community Paediatricians

Community Nurses

Educational Psychologists

The Hearing Impairment Team

The Visual Impairment Team

East Staffs Family Support

CAMHS

The Autism Outreach Team

Physiotherapists

Diabetes Specialists

Epilepsy Nurses

School Nurse

Families Health and Wellbeing Service (0-19)

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Working Together

Locality Co-ordinator for Staffordshire County Council
Safeguarding East Staffs Borough Council.

Who would be my first point of contact if I want to discuss something?

- *Who can I talk to if I am worried and how do I contact them?*

Contact should be made initially with the Class Teacher, via the school office on 01283 247410, where an appointment can be made for a meeting. You can also contact the SENDCo or Headteacher on 01283 247410

Who is the SEN Coordinator and how can I contact them? **(IRR)**

Note: colleges – no legal duty for SENCO, but should have named co-ordinator for SEN support

Mrs Tina Farrington, 01283 247410

What roles do your governors have? And what does the SEN governor do?

Note: must include information around looked after children

Our SEND Governor is Mrs Michelle Bradley, who is also a lecturer at Burton College, and is therefore highly experienced and knowledgeable on Special Educational Needs and Disabilities. Her role as SEND Governor is to challenge and supports the SENDCo through regular meetings and updates.

How will my child or young person be supported to have a voice in the setting, school or college? **(IRR)**

- *How will my child/young person being able to contribute his or her views?*
- *How will the setting/school/college support my child/young person to do this?*
- *How do you support children and young people with SEND/LDD in making their aspirations known?*
- *Do you have any student focus groups, councils or forums within the setting?*

Teachers gather pupil views on a termly basis through reviewing ISP targets. The SENDCo also undertakes pupil voice questionnaires as part of the school's monitoring cycle.

Pupils are also encouraged to be involved with setting targets and reviews of their EHCPs, annually.

All pupils are encouraged to stand for election for roles of responsibility e.g. to be part of the School Council.

School Council meetings are a great way for pupils to share their views and make decisions about the school.

Pupils are able to share their views during class 'Circle Time' and PSHE lessons.

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Parents are encouraged to come into school as volunteers and to be a member of the PFA. We currently have two parent governors.

What help and support is available for my family through the setting? **(IRR)**

- *Do you offer help with completing forms and paperwork or travel plans? If yes, who normally provides this help and how would parents access this?*

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Working Together

- *What information, advice and guidance can parents and young people access eg help with completing forms or arranging travel plans? Who normally provides this help and how can they access this?*

Parents are able to access East Staffordshire Family Support.

Support with completing of forms can be sought at the school office and, where appropriate, the SENDCo.

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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? **(IRR)**

- *What activities are available that can be accessed by children and young people with SEND in addition to the curriculum?*
- *Do you offer holiday and/or before and after school/college provision? If yes, please give details*
- *What lunchtime or after school/college activities do you offer? Do parents/students have to pay for these and if so, how much?*
- *How do you make sure clubs, activities and residential trips are inclusive?*
- *How will you help my child or young person to be included?*
- *How do you involve parent carers in planning activities and trips?*

Shobnall offers 'Wrap Around Care'. Holiday clubs are offered by Active Learning Sports. Clubs, activities and residential trips are planned to ensure that they are inclusive. We only use providers who ensure this. To ensure needs are met the person involved in planning may contact parents/carers for their input.

How accessible is the setting's environment?

- *How has the environment been adapted to support children with sensory needs.*
- *How are SEND students supported to access those facilities available to all students? Link to Accessibility Plan (As described in SEND CoP).*
- *How do you communicate with those whose first language is not English (including parent/carers)?*
- *Does the setting encourage and make use of alternative forms of communication on a regular basis? If so, which one(s)?*

Our **Accessibility Plan** describes the actions the school has taken to increase access to the environment and the curriculum. The school site is wheelchair accessible. We have disabled toilets and a fully equipped shower room, with a rise and fall changing bed.

Shobnall's **Accessibility Plan** can be found on the school's website.

Inclusion & Accessibility

The school has interactive whiteboards in every class which allow for a coloured background to be used (which can benefit pupils with dyslexia). The font, size and colour can also be changed to remove barriers to pupils accessing the work on the board.

A wide range of resources can be used, including Google Translate, for children who join our school with English as an additional language, a language rich environment is provided to develop vocabulary, spelling and grammar.

IT software and equipment is available to children. External agents' recommendations to use specific programmes are followed.

Is the building wheelchair accessible?

Fully Accessible

Partially Accessible

Not Accessible

Details (if required)

Are disabled changing facilities available? Yes

No

Details (if required)

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Inclusion & Accessibility

Are disabled toilet facilities available? Yes
No

Details (if required)

Do you have parking areas for pick-up and drop-offs? Yes
No

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)? Yes
No

Details (if required) n/a

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Joining and moving on

Who should I contact about my child or young person joining your setting? (IRR)

- *Where can I find information on entry criteria? (colleges/post 16)*
- *Where can I find information relating to your admissions policy? (including details of arrangements for admission of disabled pupils – as specified in SEND Code of Practice)*

Our Admissions Policy is on the school website. Please contact the school office with any queries:

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Joining and moving on

shb-office@shb.jtmat.co.uk 01283 247410

How can parents arrange a visit to your setting, school or college? What is involved?

- *Do you offer Open Days?*

Parents/carers are welcome to attend Open Days and can arrange visits by contacting the school office:

shb-office@shb.jtmat.co.uk 01283 247410

How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)? *(IRR)*

- *What preparation will there be before my child or young person joins you?*
- *How will he or she be prepared to move onto the next stage?*
- *What information will be provided to his or her new setting, school, or college?*
- *How will you support the new setting, school, or college to prepare for my child or young person?*
- *What work experience opportunities do you offer?*
- *Do you offer any vocational awards, apprenticeships, traineeships and/or supported internships etc.?*
- *Do you teach life skills and/or independent travel training?*
- *How will you support independent living and participating in society?*
- *Do you use job coaches or careers advisors?*
- *Will you liaise with the child or young person's previous education setting to share information?*

Ahead of transition, additional transition meetings and visits to the setting are encouraged for children with their parents. External agents will be invited to meetings where appropriate as well as SENDCOs from other schools or settings.

All relevant data and information will be sent to the next school. Pupils with SEND will have a 'Passport to Learning' to outline their needs, strengths etc, and any Individual Support Plans will be forwarded to the relevant members of staff.

Transition support is also provided by the Educational Psychology Service and Autism Outreach Team.

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Additional Information

What other support services are there who might help me and my family? *(IRR)*

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Additional Information

- *Who can I contact for further information and how? (SENDIASS etc.)*

Further support and advice for parents can be found on our school website at: <https://www.shobnallprimaryschool.co.uk>

And also on the following:

SENDIASS <https://www.staffs-iass.org/>

Staffordshire Connects <https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

When was the above information updated, and when will it be reviewed?

Must be updated annually – please provide date of latest update

The above information was updated in November 2021 and will be reviewed annually.

Where can I find Staffordshire's Local Offer? **(IRR)**

Staffordshire's SEND Local Offer can be found at www.staffordshireconnects.info

What can I do if I am not happy with a decision or what is happening? **(IRR)**

- *How can parents give feedback to the setting, school or college?*
- *What is the setting, school or college's complaints policy? **(IRR)***

Initially contact the school office and arrange to speak to the Class Teacher or the SENDCo.

If parents/carers wish or need to, they can contact the Headteacher, Mr D. Adams through the school office. Final complaints can be made to the Chair of Governors Mr. Gary Dennis.

Type of Setting *(tick all that apply)*

- | | | | | |
|---|--|--------------------------------------|---|----------------------------------|
| <input checked="" type="checkbox"/> Mainstream | <input type="checkbox"/> Resourced Provision | <input type="checkbox"/> Special | | |
| <input checked="" type="checkbox"/> Early Years | <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Secondary | <input type="checkbox"/> Post 16 | <input type="checkbox"/> Post 18 |
| <input type="checkbox"/> Maintained | <input checked="" type="checkbox"/> Academy | <input type="checkbox"/> Free School | <input type="checkbox"/> Independent/Non/Maintained/Private | |

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Additional Information

Other (Please specify below)

DFE Number

860 2126

District

Cannock

Lichfield

East Staffordshire

Tamworth

Newcastle

Moorlands

Stafford

South Staffordshire

Specific Age range

3-11

Number of places

210 Reception to Year 6, plus 26 part-time Nursery

Which types of special educational need do you cater for? *(IRR)*

inclusive mainstream school

special school

Offer specialisms in. Tick all those that apply.

Resource for autism

Resource for cognition and learning difficulties

Deaf friendly

Resource for physical disability

Resource for severe learning difficulty

Visual impairment friendly

Resource for social, emotional and mental health

Fully accessible environment – for pupils with physical or sensory needs

Resource for moderate learning difficulty

Resource for profound and multiple learning difficulty

Resource for speech, language and communication needs

Other specialist support/equipment:

Specialist technology

Additional Information

Comment:

- Rebound trampoline
- Accessible swimming pool
- Outreach and family support
- Bought in support services
- Sensory room/garden

- Hydrotherapy
- Medical
- Therapy services
- Hearing loop