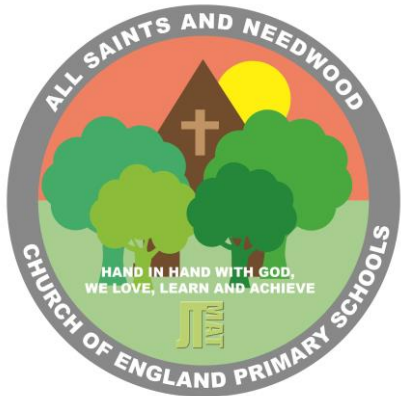


Our Local Offer for Special Educational Needs and/or Disability



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

Executive Headteacher: Mr. M. Baxter
School address:
Needwood Church of England Primary School
Yoxall Road
Newborough
Burton-upon-Trent
Staffordshire
DE13 8SU
Telephone / Fax: 01283 575216
Email: nps-office@nps.jtmat.co.uk

Executive Headteacher: Mr. M. Baxter
School address:
All Saints' Church of England Primary School,
Tatenhill Common,
Rangemore,
Burton-upon-Trent,
Staffordshire,
DE13 9RW
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Email: asr-office@asr.jtmat.co.uk



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)*

If your child is identified as not making expected progress and the reasonable adjustments delivered through monitoring, which we put into place do not secure improvement; the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

At this meeting or further in the future, your child may be identified as having SEN and the Graduated Approach may be started.

It is important to state that if they then consistently achieve good progress and the gaps close that they do not remain as 'SEN'. We consider this to be a reflection on the quality of the provision we offer to all our pupils including those with SEN.

How will teaching be adapted for my child? Differentiated will be differentiated to meet the needs of your child and many reasonable adjustments could be implemented such as: coloured overlays, repetition of instructions, now and next strategies, enlarged text, seating arrangements etc.

How is extra support allocated to my child? If we find that your child is not making expected progress in any of the four main areas of need, we will allocate extra support in terms of provision through TA support, differentiated learning opportunities , differentiated learning materials etc.

What is the Graduated Approach?

SEN support in schools: Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people. CoP 2015, DfE 6.44

How we identify and assess needs

What are Reasonable Adjustments?

- Your child's needs will be met within the class, supported by high quality teaching, including lesson planning that takes account of the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Lessons are pitched appropriately so that all children can learn and progress through quality-first teaching with appropriate, targeted differentiation in place according to pupil need.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
-
- Additional adult support where appropriate to complement the work of the teacher.
- Specific resources and strategies will be used to support your child individually and in groups.
- Personalised provision where appropriate through targeted, time-limited programmes.
- Personalised provision through adapted resources and interventions.
- Children work in a variety of groupings, such as small supported groups, 1:1, mixed ability and similar ability groups.

- Teachers take account of the needs of the individual child and plan different tasks and materials appropriately.
- Personalised provision where appropriate through targeted, time-limited programmes.
- Personalised provision through adapted resources and interventions.

How we identify and assess needs

- **How do you identify children or young people with SEND? (IRR)**

We have a provision/identification pathway which guides staff in their identification of our children with SEND. Through termly data collections and half-termly SEND twilights staff can discuss their concern around a child's progress with SENDCo and Senior Leaders.

- The progress of all children is reviewed on a regular basis.
- The class teacher will develop a plan for your child, setting appropriate targets which are overseen by the SENCO. This will be reviewed each half term during the year to ensure that support remains appropriate.
- Where necessary an individual programme of support will be used and progress monitored.
- Where necessary the school may seek support from outside services. This will be discussed with you and a referral made with your permission.
- The governing body is responsible for ensuring that funding is used appropriately, and for monitoring teaching and accessibility. There is a designated SEN Governor who works with the SENCO.

Our school follows the graduated response after initial concerns from a teacher or parent. A child may go on to monitoring on the SEND register whilst in house assessments are undertaken. Some of these will provide standardised scores others will be checklists. These help us to identify whether a child has a special need. If further support is needed a referral to an external agent can be made with parental consent e.g. speech and language therapist, occupation therapy or a paediatrician. This will provide the school and parents with recommendations and targets.

How is the decision made about what type and how much support my child will receive?

- Each child is assessed individually according to the SEN Code of Practice and LA guidance and personalised or group learning support programme (s) will be developed dependent on need.
- Additional assessments from outside services, such as educational psychologists and speech and language will inform the types of support and/or resources needed.
- Regular review meetings with appropriate staff are carried out to discuss your child's progress and any additional needs that require support.
- Pupil progress meetings are held with the Senior leadership team and class teacher to track progress and decide upon further support.
- School based plans are discussed with parents and staff at least three times a year.

How we identify and assess needs

- ***After identification, what would your setting's first steps be?***
 - Use the identified barriers to learning to set individual short-term targets for your child.
 - Plan personalised provision around these targets
 - Measure progress half-termly.

- ***Does the setting/school/college have any programmes for early intervention/help?***

Examples are:

Number sense

EPs Recommended Literacy Approach-Reading, Spelling, Numeracy

Motor skills United

Write Dance

Colourful Semantics

Word Shark

Starving the anger Gremlin

Time to Talk

Forest School

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?***

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. This can be done through our communication portal 'Class dojo' or face to face at an appropriate time. They may seek the advice of the SENDCo.
 - The class teacher may invite you to meet with the SENDCo to discuss your child's progress or any concerns/worries you may have if your child needs to move to SEN support.

How we identify and assess needs

- All information from outside professionals will be discussed with you directly, or where this is not possible, in a report.
- Personal progress targets /Individual Education Plans/ Individual Behaviour Support Plans will be reviewed with your involvement.

All parents are actively encouraged to take part in the school community. This may include volunteering, attending worship, workshop, sharing skills and school visits as well as PTA and Governance. We send out a form 3 times a year requesting volunteer help and support but please outline if you are interested in helping in school.

Definition:

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- (a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

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

<https://www.theforestfederation.co.uk/>

<https://www.theforestfederation.co.uk/page/?title=Statutory+Documents&pid=52>

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)***

Children identified with SEND will have their targets, interventions and resources outlined on an Individual Education Plan (IEP). This will be planned by class teacher with pupils and parents. It will take account of recommendations and targets from external agents. Each term a cycle will be followed of plan, do and review. The review will involve the same people and from this the next targets and interventions can be planned.

- ***How does the setting/school/college plan the support?***

Children with more significant needs may be eligible for an Education Health and care Plan (EHCP). This often secures funding for additional 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 IEP to ensure that the plan, do, review cycle is adhered to on at least a termly basis and recommendations and targets from external agents will be followed.

The budget for SEND is allocated and managed by the Headteacher with information towards the decisions being provided by the SENCo.

- ***How and when will I be involved in planning my child or young person's education? (IRR)***

You are welcome to speak to the class teacher/SENDCo whenever you feel it is needed and you will be invited to meet teachers termly to discuss your child's progress and new targets.

- ***What additional learning support is available? (IRR).***

We access many external agencies to provide support to ourselves and the pupils such as: Speech and Language service, Occupational Therapy, Educational Psychologists, Staffordshire Early Help services and Autism Outreach Team.

- ***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. Some children work with a learning buddy from their peer group in some lessons. We use NumberSense programme for personalised maths support and EPs Recommended Literacy Approach (Reading, Spelling and Numeracy) delivered through direct instruction teaching.

Teaching, Learning and Support

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

Teachers work to remove barriers to learning. These barriers can be very different between individuals. Teachers complete a overview of pupil's with SEND in the class and subject leaders outline barriers to learning and possible support to meet these pupil's needs. Where appropriate recommendations from external agents 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 pupils individual needs through their recommendations which might include the use of headphones, visual timetables, now and next cards and structured writing frames.

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?*

The school budget, received from Staffordshire LA, includes money for supporting children with SEN.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including the children getting extra support already,

the children needing extra support,

the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

Teaching, Learning and Support

The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

The budget for SEND is allocated and managed by the Headteacher with information towards the decisions being provided by the SENCo.

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

Existing resources include writing slopes, Motor Skills United for fine motor skill development and ICT programmes such as Word Shark

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 the Monitoring level, the class teacher and SENCo decide on the support to be given. This will be discussed with parents and a narrative of involvement will be initiated.

At SEN Support the class teacher and SENCo will ensure that recommendations from external agents are followed with the support of the parent/carer.

Standardised scores from in house assessments and reports from external agents determine whether a pupil meets the criteria for an EHCP. Parental agreement is necessary and involvement in the process is crucial. The SEND Assessment Team decide upon the hours of TA support made available and this is reviewed annually.

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

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

Teaching, Learning and Support

Both schools are now part of the Rural SEND and Inclusion Hub which also incorporates the District Inclusion Panel. 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 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)*

Termly Pupil progress meetings inform us of how your child is progressing, you will be informed at parents evening of what progress your child should be making and how they are progressing. If your child requires extra support, group interventions will be recorded on the class provision map and will be reviewed half termly. SMART targets will be recorded on a pupil's personal SEN Support Plan and these will be reviewed half-termly and will be discussed at least termly with pupils and parents when they can be involved in setting new targets. Pupils with an EHCP will have their IEP targets reviewed at least termly and their EHCP reviewed annually to ensure that it still meets the individual's needs. At all times parents can contact class teachers through Class dojo or by emailing the school office.

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

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 SENCo and class teachers will always suggest ways in which you can support your child at home relevant to their specific need. The SENCo offers training/information for parents/carers where appropriate. Information Workshops are also provided by the Maths and Literacy co-ordinators.

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 feedback in the form of discussion or activities being marked. Some interventions provide scores and others which involve precision teaching and provide a graph where pupils are able to see their progress.

Children are invited to review their IEP 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)*

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Teaching, Learning and Support

- *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.

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 termly with the SENCo to discuss progress and ensure appropriate provision.

Evidence of progress for Early Years is provided using SeeSaw, their learning journey and assessed against the Early Learning Goals.

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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?

- *What handover arrangements are offered at the start and end of the school day?*
- *What support is offered during breaks and lunchtimes?*
- *How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons, moving between buildings and on school trips)*
- *What are the setting/school/college arrangements for undertaking risk assessments?*

There are risk assessments completed for all activities outside the school. All Saints' 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?*

Keeping students safe and supporting their wellbeing

- *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?*

All Saints' has a full time Wellbeing Team. Teachers, the SENCo and parents can request support for any child. Our Nurture Lead is trained through HOPE (additional support for pupils with emotional needs) and ELSA.

We can help children to make friends by having 'circle times', nurture groups and on occasions 1-1 TAs model the language and behaviour that will help establish friendships.

We measure the development of good self-esteem and confidence through regular questionnaires and ongoing observation of pupils.

Anti-bullying policy: <https://jtmat.co.uk/privacy/policies/>

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 also need to discuss and consent to the actions involved in regular toileting or changing when nappies are used.

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Keeping students safe and supporting their wellbeing

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. These are kept in the headteachers office, an overview for the whole school is kept in each classroom, school office, kitchen, lunchtime supervisors folder and staffroom. All 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.

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

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

<https://jtmat.co.uk/privacy/policies/>

The aforementioned Wellbeing Team can offer support. TAs and teachers will provide a listening ear. TAs and teachers often act as learning mentors inside the class and out.

In response to the school's behaviour policy, individual behaviour plans can be created between the pupil, teacher and SENCo and shared with the parent/carer. Sometimes regular timetabled support or additional TA support is provided.

We try to determine:

The reasons behind the behaviour and work as closely as possible with parents. East Staffs Family Support offer support to individual pupils and their families , we can complete the referral into this service with your agreement. Other external support can be obtained by the SENDCo through the local SEND and Inclusion Hub which takes place every half-term. This may result in being offered specialist outreach support or support from alternative education setting such as Burton Albion Community Trust or Cornerpost Education Centre.

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

We have a 'designated Teacher for looked after children' who liases regarding transition and reviews progress with parents and attends CIN/TAF meetings.

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 SENCo. They follow advice from external agents who provide targets and recommendations for EHCPs and IEPs. These are set and reviewed with pupils and parents.

TAs, the Wellbeing Team, SENCo and possibly external agents with parental consent.

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

The SENCo shares all reports with teachers, with notes for guidance and offers of support. In turn, teachers share the information with TAs who are always welcome to discuss this further with the SENCo.

The SENCo also meets teachers every half-term to discuss pupils with SEND and their progress and has an overview of their SEN Support Plans.

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)?*
- *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 S. Ward (s.ward@asr.jtmat.co.uk)

has the National SENDCo Award (NASENCO). The school undergoes regular training provided by external agents and/or the SENCo, in particular, this follows any training that they have attended. The SENCo provides updates at staff meeting and delivers training through designated INSET days. We have links with a specialist provision school and they can provide any specialist training/advice we require.

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*

Working Together

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

Occupational therapists

Paediatricians

Educational Psychologists

The Hearing Impairment Team

The Visual Impairment Team.

East Staffs Family Support

CAMHS

Action for Children

Families Health and Wellbeing Service (0-19)

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?*

Class teacher /phone call to the office.

SENDCo

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Working Together

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. Sally Ward

Tel: 01283 713285/01283 575216

email: s.ward@asr.jtmat.co.uk

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

Note: must include information around looked after children

Our SEN link governor is Mr. Mark Drury. His role is to support and challenge the SENCo through meetings and updates.

Mrs. Jodie Jones is the Looked After Children's Governor and the Designated Teacher of Looked After Children.

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?*

Pupil voice survey is taken annually/through review meetings

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

- *Do you have any student focus groups, councils or forums within the setting?*

All pupils are encouraged to stand for election for roles of responsibility e.g. school councillor, worship team

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 PTFA. We have parent governors on our governing body.

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

Our Wellbeing Team is here to support pupils and where appropriate their families. We can support parents and families by referring into East Staffordshire Family Support.

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

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?*

All Saints' offer wrap around care (Acorns). Needwood offer extra-curricular clubs.

Please contact the offices: asr-office@asr.jtmat.co.uk/nps-office@nps.jtmat.co.uk

- *Do you offer holiday and/or before and after school/college provision? If yes, please give details*

Holiday clubs are often offered by the schools wrap around provider.

- *What lunchtime or after school/college activities do you offer?*
- *After-school sports clubs are offered by school/Burton Albion*
- *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?*

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.*

Where needed we carry out a sensory checklist to determine sensory needs and barriers and adapt the environment as necessary. Through the SEND and Inclusion Hub we can request a Sensory assessment. All Saints' is made up of two separate buildings, on one floor, only metres apart. Both are accessible to wheelchair users. There are three disabled changing and toilet facilities available across the school.

We have parking spaces and room to pick up and drop off by the rear entrance at All Saints' and in front of the school at Needwood.

- *How are SEND students supported to access those facilities available to all students?*

https://www.theforestfederation.co.uk/_site/data/files/federation/policies/705963F1355D5474E52A9C26DCF62613.pdf

- *How do you communicate with those whose first language is not English (including parent/carers)?*

Inclusion & Accessibility

We use google translate and where needed acquire the support of a translator.

Is the building wheelchair accessible?

Both Needwood and All Saints are wheelchair accessible.

Fully Accessible

Partially Accessible

Details (if required)

NW is full accessible to wheelchairs, we just have to use different entrances.

Not Accessible

Are disabled changing facilities available? Yes

No

Details (if required)

Are disabled toilet facilities available? Yes

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Inclusion & Accessibility

No

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 relating to your admissions policy? (including details of arrangements for admission of disabled pupils – as specified in SEND Code of Practice)*

The Admissions Policy is on the school website. Please contact the school office with any queries: asr-office@asr.jtmat.co.uk/nps-office@nps.jtmat.co.uk

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

- *Do you offer Open Days?*

Joining and moving on

Parents/carers are welcome to attend open days and can arrange visits by contacting the school offices :

asr-office@asr.jtmat.co.uk

01283 712385

nps-office@nps.jtmat.co.uk

01283 575216

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?*
- *Will you liaise with the child or young person's previous education setting to share information?*

Transition meetings and visits to the setting ahead of transition are encouraged for children with their parents. External agents will be invited to meetings where appropriate as will SENCOs from other schools or settings. Transition support is provided in the form of Smart Moves programme.

Every day we work to ensure that our pupils learn more, remember more and do more in preparation for the next stage whether that be next lesson, tomorrow, next half term, next year or next setting.

Pupils transitioning to other settings will be sent with current data and any relevant information needed. Pupils with SEND will have a 'passport to learning' to outline their needs, strengths etc and any support plans/SMART targets will go with them.

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Additional Information

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

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

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?

Updated: 29.09.2022

Reviewed: 29.09.2023

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 SENCo.

If parents/carers wish or need to, they can contact the Acting Executive Headteacher, Mrs J. Jones through the school office. Final complaints can be made to the Chair of Governors Mrs. Selena Tye.

Additional Information

Type of Setting (tick all that apply)

- | | | | | |
|---|--|--------------------------------------|---|----------------------------------|
| <input checked="" type="checkbox"/> Mainstream | <input type="checkbox"/> Resourced Provision | <input type="checkbox"/> Special | | |
| <input 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 type="checkbox"/> Academy | <input type="checkbox"/> Free School | <input type="checkbox"/> Independent/Non/Maintained/Private | |
| <input type="checkbox"/> Other (Please specify below) | | | | |

DFE Number

All Saints' C of E Primary School: 860/3100 Needwood C of E Primary School: 860/3486

District

- | | | | |
|------------------------------------|------------------------------------|--|--|
| <input type="checkbox"/> Cannock | <input type="checkbox"/> Lichfield | <input checked="" type="checkbox"/> East Staffordshire | <input type="checkbox"/> Tamworth |
| <input type="checkbox"/> Newcastle | <input type="checkbox"/> Moorlands | <input type="checkbox"/> Stafford | <input type="checkbox"/> South Staffordshire |

Specific Age range

Primary 4-11

Number of places

ASR: 115 NW: 81

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

- inclusive mainstream school special school

Offer specialisms in. Tick all those that apply.

- | | |
|---|---|
| <input type="checkbox"/> Resource for autism | <input checked="" type="checkbox"/> Resource for social, emotional and mental health |
| <input type="checkbox"/> Resource for cognition and learning difficulties | <input type="checkbox"/> Fully accessible environment – for pupils with physical or sensory needs |
| <input type="checkbox"/> Deaf friendly | <input type="checkbox"/> Resource for moderate learning difficulty |
| <input type="checkbox"/> Resource for physical disability | <input type="checkbox"/> Resource for profound and multiple learning difficulty |
| <input type="checkbox"/> Resource for severe learning difficulty | <input type="checkbox"/> Resource for speech, language and communication needs |

Additional Information

Visual impairment friendly

Other specialist support/equipment:

Specialist technology

Comment:

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

- Hydrotherapy
- Medical
- Therapy services
- Hearing loop