

### How does the school communicate with me and my child?

Regular discussions, including:

- Parent Consultation Meetings—regular joint meetings between parents, children and class teachers, reviewing progress and setting targets.
- Review meetings or meetings with outside agencies.
- Transition Meetings

In addition to this:

- Through our regular newsletters, Tapestry or Seesaw
- Via the website, Facebook or Twitter feed
- Arbor text message service
- Annual Reports

### Can this school meet my child's needs?

We are an inclusive, mainstream school that aims to meet the needs of all learners. This may include supporting the child in the following areas:

- Speech, language and communication
- Learning, including literacy and numeracy
- Social, emotional and mental health difficulties that may affect behaviour.
- Sensory and/or physical needs, including visual or hearing impairments.
- Medical needs.

### How will my child be included in school life?

A welcome meeting, tour of the school and transition meetings where needed.

Regular staff training in response to children's needs.

A focus on pastoral support.

Care plans for individual medical needs.

Fully accessible building and outside space.

Adjustments to learning and teaching, trips, visits, sports tournaments and various extra-curricular clubs to ensure all children access the curriculum and extra-curricular activities at their level and in the most appropriate way for them. Additional aids/equipment will be procured as recommended by experts/outside agencies.

Please also see these policies: Special Educational Needs and Disability, Equality, Anti-Bullying, Behaviour, Accessibility

### Who should I talk to about my child's difficulties with learning or medical/special educational needs?

- My child's class teacher.
- SENDCo—Mrs C Hopkins & Mrs M Tudor
- Head teacher—Mrs C Hopkins
- SEND Governor— Mrs Hannah Horsewell



### **SEND Information Report**

#### How does the school identify and assess children with Special Educational Needs and Disabilities and evaluate the provision for these pupils?

Information is gathered from:

- Parents/carers and the child's views
- Information from previous settings
- School staff, including school based assessments and through regular Pupil Progress Meetings
- Reviews of Personal Learning Plans and EHCPs
- Through data analysis

Additional information may include:

- Outside agencies, e.g. health, Educational Psychologist (permission from parents is necessary before referring to other agencies.)
- Education and Health and Care assessments
- Early Help Assessment (EHA)

#### Where else can I find support and information?

The Staffordshire Connects website publishes information about Staffordshire's Local Offer: <https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?directorychannel=5>

Also:

- SENDIASS (Support for Parents): [www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/Staffordshire-SEND-Family-Partnership.aspx](http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/Staffordshire-SEND-Family-Partnership.aspx)
- Your G.P.
- Staffs Community Healthcare services, including School Health/ School Nursing Team and Speech and Language Therapy.

#### What sort of special needs support is available for my child at the school?

High quality targeted teaching from the class teacher with adapted planning to meet individual needs.

A Personalised Learning Plan

Short term interventions to support learning in small groups/1:1.

Additional transition support, within school and when moving on, e.g. social stories, programme of visits, additional meetings etc.

Resources e.g. visual timetable, work-station, social stories etc.

Interventions and assessment from outside agencies such as Speech and Language Therapy, Educational Psychologist, School Health and the County Inclusive Support Service

#### How do I voice concerns?

Talk to your child's class teacher and/or the SENDCO/ Head teacher. If your concerns are not resolved, please see the school's Complaint Policy for advice on how to proceed. The parent support service, SENDIAS can help with this if needed.

#### How does my child have their say?

We talk to children regularly about their learning/ progress and where relevant, children with SEND are involved in their target setting and reviews. In addition to this, each class has Eco Leader representatives, which includes children with SEND. Each class has a class teacher and a Teaching Assistant/EYFS Practitioner who are available for children to speak to during the school day.