Our Local Offer for Special Educational Needs and/or Disability



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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?

We know when pupils need help if:

- limited progress is being made.
- concerns are raised by teachers, family members, outside agencies or the child.
- there is a change in the pupil's behaviour or progress.

After identification, our first steps to support the child would be:

- To adapt universal provision with in the classroom.
- Use targeted teaching strategies aimed to address pupils' areas of weakness (this may involve small group targeted intervention or 1:1 support) for at least half a term – minimum of 6 weeks

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

- If you have any concerns regarding a child, the initial point of contact is the child's class teacher.
- If you still have concerns after discussing your concerns with the class teacher you can arrange to meet with the SENDCO to discuss these concerns.

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

- Send Policy
- Accessibility plan
- Health and Safety
- Equality
- Behaviour policy
- Supporting pupils with medical conditions
- Teaching and Learning – curriculum
- Online learning expectations

Teaching, Learning and Support

How will you teach and support my child or young person with SEND?

As a school, we believe that high quality teaching, adapted for pupils where necessary, is the first step in responding to pupils who have or may have SEN.

Each pupil's education programme is planned by the class teacher. It will be adapted accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant within the classroom.
If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil may be placed in a small intervention group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a half a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. If you have any queries related to any interventions or support that your child is receiving please do not hesitate to contact the class teacher.

When providing support that is 'additional to' or 'different from' we engage in a four -stage process: Assess, Plan, Do and Review.
Assess – This involves clearly analysing the child's needs using the class teacher's assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The child's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan – This stage identifies the barriers to learning, planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the child, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Teaching, Learning and Support

Do – The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching with other staff members. The teacher will plan and assess the impact of support and interventions. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO where needed.

Review – A child's progress will be reviewed on a regular basis. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCO where needed will revise the support and outcomes based on the child's progress and development making any necessary amendments. This stage informs the next cycle of support, if necessary.

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

We aim to adapt the curriculum and learning environment to suit the needs of individual children.

Adaptations to the curriculum and learning environment to support and meet the individual needs of children with SEND could include but are not limited to:

- Access to our school small group provision classrooms (Treehouse and Treetops)
- The use of resources.
- Scaffolding tasks
- Consideration of the child's position within the classroom.
- Established routines for the child.
- Planned reward systems.
- Modelling
- Paired work
- Allowing time to process information.
- The use of ICT.
- Writing frames and templates
- Promp sheets
- Visual timetables

Teaching, Learning and Support

Each child's Individual Learning Plan (ILP) will be drawn up by the class teacher and discussed with the parents where amendments can be made if needed. It will be adapted accordingly to suit the child's individual needs, setting individual targets. Support provisions will vary depending upon the needs of the child. This may include adapted activities, individualised learning or additional general support by the class teacher. It may also include the use of specific resources (e.g. a writing slope, word mats etc.).

If a child has needs related to more specific areas of their education such as spelling, handwriting, numeracy or literacy skills then the child may be placed in a small intervention group. The length of time of the intervention will vary according to need. These interventions will be regularly reviewed by the class teacher to ascertain the effectiveness of the provision and to inform future planning. Parents can contact the school at any time to arrange a meeting with the class teacher or SENDCO to discuss the needs of their child and the support provided.

Individual pupil progress meetings are held every term. This is a meeting where the class teacher meets the Senior Leadership team to discuss the progress of the children in their class. This shared discussion may highlight any potential difficulties in order for further support to be planned.

Occasionally a child may need more expert support from an outside agency such as the Paediatrician, Speech and Language Therapists, CAMHS, Autism Outreach Team etc. Referral forms are then completed in conjunction with parents/carers agreement and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

While the majority of learners with SEND will have their needs met in this way, some may require an Education, Health and Care plan (EHCP) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan.

Where a child has an Education, Health and Care plan (EHC), there will be an annual review of the plan in addition to the termly review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child.

Teachers plan and use a range of strategies within their lessons to support children's learning, adapting work to closely match children's ability and learning needs. Teachers plan for different learning styles within their lessons. When a child has been identified with special educational needs their work will be further adapted by the class teacher to remove barriers to learning and enable them to access the curriculum at their ability. Teachers make adjustments to their lessons such as using coloured paper and overlays for reading, using talking tins for writing lessons and practical

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Teaching, Learning and Support

apparatus such as number lines, diennes or counters for maths support if they think this will support the child's ability to access the learning and make progress. These strategies are embedded within the teacher's daily practice.

A learning support assistant may be allocated to work with a child in a 1-1 or small focus group to target more specific needs if needed as part of the assess, plan, do, review process.

If appropriate, specialist equipment may be given to the child e.g. reading rulers, fidget toys, writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

The SENDCO completed the National award in Special Educational Needs Coordination in 2016. At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Educational Psychology Service
- Speech & Language
- CAMHS (Child & Adolescent Mental Health Service)
- Community Paediatrics
- Autism Inclusion Team
- Community Paediatrics
- Tamworth SEND and Inclusion hub

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

The SEN budget 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 themat another time during the year. An EHCP (Education Health Care Plan) may state that children require additional support in order for them to access the curriculum and to make progress at their own rate. This support, and additional classroom support, is allocated using our SEND budget. As a school, we also purchase additional support from outside agencies to provide support and assessments related to learning and behaviour. Further

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Teaching, Learning and Support
support or resources may be allocated to your child following assessments by school staff or outside agencies (e.g. Educational Psychologist, Autism Outreach Team). Funding is also used to buy in specialist intervention programs. (e.g. NESSY, Lexia).
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?
The decision about the type of support your child will receive will be made by the class teacher, Senior Leadership team, the SENDCo and the family collaboratively. This may take the form of additional, individual or small group, support in class or in other intervention groups tailored to your child's needs. During their school life, if further concerns are identified due to the child's lack of progress or well-being then other interventions may be arranged. If a child is not making expected progress through high quality teaching, class teachers will arrange a meeting with parents to discuss their initial concern and to explain the additional support that the child will receive.
How will equipment and facilities to support children and young people with SEND be secured?
School purchases resources as and when needed to support the children in school. We purchase resources to make reasonable adjustments within the classroom such as wobble cushions, fidget toys, writing slopes, pencil grips and more. Intervention programs are also purchased to support the learning of children with SEND including Nessy and Lexia.
How will you and I know how my child or young person is doing?
Teachers use AFL (Assessment for Learning) within lessons to monitor children's progress and to offer support where needed. Summative assessments are completed every term to monitor progress and to support future planning. Individual learning plans are reviewed every term and new targets are written in preparation for the following term. Parents can arrange to speak to a class teacher at any time to discuss their child's progress. Every child in school has a home/school diary where parents can pass messages to teachers if they are unable to see them in person or they can send messages by email through the school office. As a school, we operate an open door policy and aim to work closely with parents to support their children in the best possible way.

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Teaching, Learning and Support
Every child who is placed on the SEND register has a one page profile and an individual learning plan (if needed). These are reviewed every term and teachers will arrange to meet with parents to discuss the progress towards the child's individual targets and to plan the next steps. If specialist services and outside agencies are involved, all reports are shared with parents who can meet with the class teacher to discuss the report and how the strategies will be implemented within the classroom.
How will you help me to support their learning?
We purchase subscriptions to educational programmes that can be used at home such as TTRS, NESSY, Reading Plus and Lexia. We ask that children access these programmes at home. Children who have difficulty with a particular concept in school may be given additional work to complete at home to consolidate their learning in school. The school deliver phonics workshops and SATS workshops. If there is any area of learning that you would like us to deliver please speak to the class teacher.
How do we consult with and involve children and young people with SEND in planning and reviewing their education?
Where appropriate, children are involved in the planning and reviewing of their individual targets. Children have their own target books where they are given individual work to focus on their targets.
How do you assess and evaluate the effectiveness of provision for children and young people with SEND?
Teachers use AFL (Assessment for Learning) within lessons to monitor children's progress and to offer support where needed. Summative assessments are completed every term to monitor progress and to support future planning. Individual learning plans are reviewed every term and new targets are written in preparation for the following term.

Teaching, Learning and Support

If children are receiving additional interventions, they are assessed prior to the intervention and at the end of the intervention to ascertain progress made. Children with SEND are assessed every term using standardised assessments such as Sandwell Maths, YARK early reading or YARK comprehension. These assessments provide a more detailed assessment and identify gaps in a child's learning. These are then used to inform future planning.

Teachers plan and use a range of strategies within their lessons to support children's learning, adapting work to closely match children's ability and learning needs. Teachers plan for different learning styles within their lessons. When a child has been identified with special educational needs their work will be further adapted by the class teacher to remove barriers to learning and enable them to access the curriculum alongside their peers. Teachers make reasonable adjustments to their lessons and their learning environment such as coloured paper and overlays for reading, talking tins, scaffolding and word mats for writing lessons and practical apparatus such as bead strings, diennes and place value counters for maths support if they think this will support the child to work independently. These strategies are embedded within the teacher's daily practice. Teachers also adapt the pitch of their lessons for Children with special educational needs using the graduated response.

If appropriate, a learning support assistant may be allocated to work with a child in a 1-1 situation or a small focus group to target more specific needs.

If appropriate, specialist equipment may be given to the child e.g. reading rulers, writing slopes, wobble cushions, pen/pencils grips or easy to use scissors.

Keeping students safe and supporting their wellbeing

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

For some children, a specific handover arrangement is planned at the start and end of the school day however, all teachers are available at the end of the school day for brief discussions with parents if needed.

At break times and lunch times, we encourage all children to play together and adults are avaible to facilitate play if needed. Older children support younger children in their role as play leaders and Junior Commando Joe.

Activities and school trips are available to all.

Keeping students safe and supporting their wellbeing

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If it is deemed that a high level of 1:1 support is required, an additional adult may be asked to accompany the child during the activity.

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

All adults in school are available for pupils to talk to if they have any issues or concerns that they want to discuss and we also have a full time home school link. Social groups are run in school to help children to develop their social skills in order for them to make and maintain friendships. After school clubs are offered to ALL of our pupils to ensure that they have the same opportunities. All staff in school are trained in emotion coaching to support children when needed.

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

If a pupil has a medical need then a Health Care Plan is compiled with support from the parents or carers where needed. These are discussed with all staff who are involved with the pupil.

Staff receive anaphylaxis, epilepsy and asthma training delivered online by the school nursing team.

Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.

Allocated staff have basic first aid training.

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

Parents are always made aware of any concerns in relation to a child's behaviour. When concerns are raised in relation to a child's behaviour, adults working with the child may be asked to complete an ABC (antecedent, behaviour, consequence) chart. These charts help to determine possible reasons for the behaviour in order that strategies can be put in place to support the child.

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Keeping students safe and supporting their wellbeing
How do you support children who are looked after by the local authority and have SEND?
Children who are looked after by the local authority and have SEND receive support from Virtual Schools. Regular meetings are planned to discuss the needs of the child and the strategies and support needed in order for the child to progress. The deputy headteacher (Mrs Claire Read) is the person who liaises with all agencies involved with a child who is looked after by the local authority

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Working Together
Who is involved in my child's education?
Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. The SENDCO (Miss Hayley Dawson) and phase leaders will also be involved in the additional provision that you child may receive or the outside agencies involved. The mental health lead in the school (Miss Sarah Hodson) may also be involved with your child.
How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?
Teachers arrange transition meetings with new class teachers at the end of every year. During these meetings, teachers share information about individual children and their needs. Every class teacher has access to children's SEND files and it is the responsibility of the class teacher to share the information with other members of staff who work with the child.
What expertise do you have in relation to SEND?
The SENDCO completed the National award in Special Educational Needs Coordination in 2016. Staff receive regular training sessions throughout the year from the SENDCO or outside agencies. Staff received Autism Awareness training in January 2024. Staff have access to CPD opportunities through the Whole School Send through NASEN.
Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?
The agencies used by the school include:

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Working Together
• Educational Psychology Service • Speech & Language • CAMHS (Child & Adolescent Mental Health Service) • Community Paediatrics • Autism Inclusion Team • Mental Health School Team • Tamworth SEND and Inclusion hub.
Who would be my first point of contact if I want to discuss something?
The child's class teacher is the first point of contact if you have anything that you want to discuss with them. They are available at the end of each day for a quick discussion or you can telephone the school office on 01827 429020 to arrange a meeting with them.
Who is the SEN Coordinator and how can I contact them?
Miss Hayley Dawson is the school SENDCO and can be contacted on 01827 429020.
What roles do your governors have? And what does the SEN governor do?
The SEND governor arranges regular meetings with the SENDCO to discuss provision for children with SEND.
How will my child or young person be supported to have a voice in the setting, school or college?
Where appropriate, all children are encouraged to share their views in school. Each class has a member of the Junior Leadership team who will listen to the children in their class. Children with EHCPs are asked to contribute towards their annual review and adults will scribe for the child if writing is a challenge for them.
What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?
All parents can become involved in the school through the PTA.

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Working Together
What help and support is available for my family through the setting?
Class teachers, SENDCO and Mental Health Lead will support parents to complete any forms and paperwork. Parents can speak to the class teacher or telephone the main office on 01827 429020 to arrange a meeting.

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Inclusion & Accessibility
How will my child or young person be included in activities outside the classroom, including trips?
After school clubs are offered to all children and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. If it is deemed that an intensive level of support is required for the child to participate in the school trip, an additional adult may be asked to accompany the child. A breakfast club is available before school for all children at a small cost.
How accessible is the setting's environment?
As a school, we are happy to discuss individual access requirements. Facilities we have at present include: Ramps into areas of the school to make the building more accessible to all. 2 toilets adapted for disabled users. Wider doors in some parts of the building.

Inclusion & Accessibility

When communicating with parents whose first language is not English we try to use translation services to support our communication. Letters are sent in English but are sometimes translated into the home language using an online translation service.

Is the building wheelchair accessible?

Fully Accessible ☒

Partially Accessible ☐

Not Accessible ☐

Details (if required)

Are disabled changing facilities available? Yes ☒

No ☐

Changing facilities are available in both disabled toilets.

Are disabled toilet facilities available? Yes ☒

No ☐

Inclusion & Accessibility

Disabled toilet facilities are available in the main school building.

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

For safeguarding reasons and the safety of the children in school, school gates are closed between 8.00 am and 3.30 pm.

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

Primary School

Joining and moving on

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

Contact the school office on 01827 429020.

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

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Joining and moving on
Families can arrange a visit to our school by contacting the school office on 01827 429020. If you would like to speak to the SENDCO during your visit you will need to let the office know due to the SENDCO's teaching timetable.
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)?
Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include: Discussions between the previous or receiving schools prior to the pupil joining or leaving. Transition days or sessions where they spend some time with their new class teacher and new class. Children moving to high school will be offered additional transition days. School will share all information with the receiving school so they are aware of the child's needs.

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Additional Information
What other support services are there who might help me and my family?
Staffordshire Local Offer provides information in one place for children and young people aged 0-25 with special educational needs and disabilities (SEND), their parents/carers and professionals. The Local Offer includes information on local services to help children, young people, parents and carers make choices about the support they receive.
When was the above information updated, and when will it be reviewed?
This document was updated on 20.10.2026

Additional Information

Where can I find Staffordshire's Local Offer?

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?

If a parent or carer is concerned about anything to do with any aspect of the school or its organisation they should in the first instance discuss the matter with the school. The class teacher or other members of staff can deal with many concerns to the satisfaction of the complainant. Initially a meeting should be arranged via the school office, with the member of staff concerned, to share the issue. This meeting is held in the spirit of attempting to resolve the matter in an amicable manner. In the unlikely event that the concern is not resolved, please refer to our complaints policy located on the school website.

Type of Setting

☒ Mainstream	☐ Resourced Provision	☐ Special		
☐ Early Years	☒ Primary	☐ Secondary	☐ Post 16	☐ Post 18
☐ Maintained	☒ Academy	☐ Free School	☐ Independent/Non/Maintained/Private	

☐ Other (Please specify below)

DFE Number

860/2336

District

☐ Cannock	☐ Lichfield	☐ East Staffordshire	☒ Tamworth
☐ Newcastle	☐ Moorlands	☐ Stafford	☐ South Staffordshire

Specific Age range

Additional Information

Ages 4 - 11

Number of places

210

Which types of special educational need do you cater for?

☒ 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

Comment:

☐ Rebound trampoline
☐ Accessible swimming pool
☐ Outreach and family support
☐ Bought in support services
☐ Hydrotherapy
☐ Medical
☐ Therapy services
☐ Hearing loop

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Additional Information
☐ Sensory room/garden