

# Our Local Offer and SEND Information Report for Special Educational Needs and/or Disability



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



The Richard Crosse Primary School

Headteacher: Emma Bowring  
Address: Kings Bromley, Burton on Trent  
Staffordshire, DE13 7JE  
Phone Number: 01543 472245  
DFE Number: 860/3440

Anson CE Primary School

Headteacher: Nicola Jarrett  
Address: Main Road, Great Haywood,  
Staffordshire, ST18 0SU  
Phone Number: 01889 881200  
DFE Number: 304/2000

All Saints Primary School

Headteacher: Charlotte Ashton  
Address: Bourne Avenue, Ranton  
Staffordshire, ST18 9UU  
Phone Number: 01785 282228  
DFE Number: 860/3152

St Mary's Primary School

Headteacher: Jonathan Wynn  
Address: Bellamour Way, Colton, Rugeley WS15  
3LN  
Phone Number: 01889 224506  
DFE Number: 860/3434

The Howard Primary School

Headteacher Rachel Mills  
Address: The Square, Elford, Tamworth, B79 9DB  
Phone Number: 01889224506  
DFE Number: 860/2200

[Click here to return to the front page](#)



## How we identify and assess needs

### How will you know if my child or young person needs extra help?

*The Staffordshire Schools Multi Academy Trust complete on-going teacher assessments to ensure children are making progress appropriate to the individual child. This assessment is conducted in a variety of ways including marking books daily, talking to the children teacher assessments and more formal tests as the child reaches Year 2.*

*As a school we use a graduated response to monitor children who we feel need some extra support above and beyond the reasonable adjustments that can be made in class.*

*If a child is working below expected levels for their age, or if they have not made progress over time a meeting is held with the parents/carers to discuss our concerns. There are formal parents meetings twice a year, where parents can meet with the teacher and additional meetings can be booked by parents if needed. All children are also given a home school diary, this is used mainly to record reading at home but parental concerns can also be recorded in this book.*

*If a child has been identified as having special educational needs extra communication takes place with the special needs Coordinator and additional meetings are held depending up on the individual child's need. These additional needs will fall into one of the following areas:*

- *Communication and interaction*
- *Cognition and learning*
- *Social, mental and emotional health*
- *Sensory and physical*

*We are informed by nurseries and previous schools about a child's needs. Early Years District SENCOs also have meetings with school to discuss any children with SEND who are joining reception. You will be invited to that meeting. Teachers, SENCO and Teaching Assistants visit nurseries to gather information in the summer term.*

*If a child transfers mid-year, the SENDCO will speak with the previous school and information will be passed to us.*

*We follow your child's progress through teacher observation, marking and more formal assessment, and if there are concerns, teachers will let you know. Teachers will refer to the SENDCO after trying some different strategies with your child.*

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

*If you feel that your child needs additional support in school, or at home, then contact your child's class teacher who can arrange a meeting to discuss your concerns and decide what action needs to be taken. This can range from referring to an agency to making some reasonable adjustments in class. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.*

*If you still have concerns please contact the SENDCO, Mrs Duffy via the school office. Contact Telephone numbers are available on the first page.*

*Points you may want to think about before meeting with the SENDCO are:*

- *Why do you think your child has SEND?*
- *Whether your child learns at the same rate as other children*
- *How school could help?*
- *What you can do to help?*
- *Please bring any reports or information you have about your child's needs*

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

*Please find more information regarding SEND using this link to our website:*

*Richard Cross Primary School: <https://www.richardcrosse.staffs.sch.uk/our-school/send>*

*Anson CE Primary School: <https://www.anson.staffs.sch.uk/our-school/send>*

*St Mary's C.E. Primary School: <https://www.st-marys-colton.staffs.sch.uk/our-school/send>*

*The Howard Primary School: <https://www.howard.staffs.sch.uk/our-school/send>*

*All Saint's Primary School: <https://allsaintsranton.co.uk/our-school/send>*

## Teaching, Learning and Support

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

*The class teacher and special educational needs coordinator (SENDCo) work together to plan a programme to meet the individual needs of a child with educational, behavioural and/or medical difficulties. This is monitored every term and shared with parents. Through adjustments in class and a qualified teaching assistant, additional help is timetabled for children who have an Individual Education Plan (IEP) to work towards meeting their targets. If a child has a statement of education or an Education Health Care (EHC) plan a teaching assistant may be assigned to work on a one to one basis with this child during the day, this depends on the child's individual needs and statement targets.*

*The SENDCo and headteacher meet every term to discuss and plan for the support of all SEN students based on their response to current intervention and support and through recommendations from outside agencies reports and analysis.*

*The class teacher is responsible for sharing information and assessing a child's progress. He/she is also responsible for insuring that planning is adapted to meet the individual needs of the child. The class teacher and SENDCo are responsible for monitoring progress and communicating with the parents for those pupils with additional and complex needs. This may include advising teachers and teaching assistants, and seeking additional support from outside agencies. This will be explained in detail during a parents evening if a child needs additional support. Parents have to sign to give permission for outside agencies to work with their child.*

*Examples of support for children with additional needs can be anything led by teaching assistants such as direct instruction, precision teaching programmes and nurture support or services provided by outside agencies such as choices counselling and the autism outreach team. These programmes are tailored and personalised to reach child's individual needs.*

*Staff at The Staffordshire Schools Multi Academy Trust are trained regularly on different areas of SEND and can implement strategies in class to support pupils needs. This can be anything from giving the children regular movement breaks and breaking down work into task lists to providing specialist equipment such as left handed pens and computers to access work. Work can also be scaffolded to make sure that the children are being given the same opportunities as their peers, but in a way that suits their needs.*

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

*At The Staffordshire Schools Multi Academy Trust Teachers plan using pupils' achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.*

*All teaching staff plan for quality first teaching, meaning that planning shows how different children in the class will access the learning, regardless of their ability. We have high expectations of all pupils. When a pupil with SEND needs an alternative way to access the curriculum, we discuss this with external agencies and find ways to adapt, for example children with poor motor skills have a laptop for written work and typing practice.*

*Classrooms are well equipped with resources to aid learning such as word mats, writing walls and other displays.*

*If a pupil with SEND needs support in exams, extra time can be granted as well as a scribe or reader.*

## Teaching, Learning and Support

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

*All teachers are teachers of SEND and are trained to enable them to meet the variety of needs of pupils in their class. In class support from Teaching Assistants and Small group support also take place. A range of resources and equipment is available for the children to access. We can then get access to external agency support eg Speech and Language therapists, Autism Outreach, Special educational Needs Support Service and Educational Psychologists, Behaviour Support etc and we can cater for the provision of individual support where required.*

### 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 senior leadership team and teachers meet half-termly to discuss individual needs of children. Data is also used to identify children who need the most support. Once these meetings have taken place the intervention timetable is adapted to provide support to the children who have the most needs or have made limited progress over time. This is monitored regularly.*

- *Children who are identified as having difficulty accessing the curriculum will be assessed using diagnostic testing. In school, we use:*
- *York Assessment (Reading)*
- *Basic Number Screening (Maths)*
- *The British Picture Vocabulary Scale (Spellings)*
- *PhAB2 Primary –Phonological Assessment (Phonics)*
- *NFER – Termly Assessments (Reading, SPAG and Maths)*
- *Boxall profile*

### How will you and I know how my child or young person is doing?

*Although the SENDCo and class teacher write the Education Plans (Assess, Plan, Do, Review Forms), the child and parents are encouraged to share their views. Education Plans (Assess, Plan, Do, Review Forms), are shared and reviewed with parents 3 times per year.*

*Children are assessed in school termly using a range of assessment tools in class. Their progress is recorded and monitored by management, and the progress of SEND children by the SENDCo. This then informs future planning and intervention for the pupils.*

*All parents can make additional appointments via the school office with teaching staff if they have any concerns about their child. In addition to this the SENDCo may request additional appointments throughout the year to discuss how to support your child. If multi agencies are involved in your child's education the school will invite all people working with the child to meet with the school and parents, this usually takes place during the school day. Any reports received by outside agencies are also sent to parents.*

*Children's progress is reported termly via Individual Education Plans (Assess, Plan, Do, Review Forms), parents evening or school reports.*

## Teaching, Learning and Support

*Communication with parents will be via one or more of the following:*

- *Contact from your child's class teacher via conversation/letter/email*
- *Parents' evenings*
- *Invitation to a meeting from a member of staff*
- *Letter/phone call/email from the SENCO*
- *Minutes of meetings if required*

### How will you help me to support their learning?

*Discuss how to help your child with the class teacher or SENCO. Know your child's targets and actively encourage your child to work towards them. Check homework set regularly by teachers and encourage your child to attend clubs and activities in and out of school. Visit the school website for links and information and follow the advice given by staff and other agencies. Attend planning and review meetings and let school know if your child is unhappy or worried about anything.*

### How do we consult with and involve children and young people with SEND in planning and reviewing their education?

*Depending on the age and understanding of your child they will be involved by:*

- *Talk to their Teacher, Teaching Assistant or another member of staff that they know well about what they find easy and difficult*
- *Know what they need to do next to achieve their targets and we ensure these targets are child friendly.*
- *Tell a member of staff if they are having difficulties*
- *Have a go at tasks set*
- *Complete, with help the "My Views" form with a member of staff before and Annual Review (children with Statements or EHC plans)*

### How do you assess and evaluate the effectiveness of provision for children and young people with SEND?

- *Your child is happy in school and showing expected progress*
- *School will gather information about the progress of your child and this will indicate whether they are making expected progress – this will be shared with you*
- *We follow a graduated response, where we Assess, Plan, Do, review. The review will tell us if an intervention has been successful and what we need to try next*
- *The SENCO will oversee the reviews of Education Plans and help adapt practice where required*
- *OFSTED reports*

----- Press CTRL and Click here to return to the front page -----

## **Keeping students safe and supporting their wellbeing**

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

*At the start of the school day the children are greeted by a member of staff on entering their classroom. At the end of the day children are dismissed one at a time when parents are present.*

*The Staffordshire Schools Multi Academy Trust is a very safe school site, surrounded by high fencing and locked gates. As the school is very small, it is easy for the children to make their way between areas confidently but with support when required. Children are always supervised moving between lessons.*

*School updates risk assessments yearly and all staff read and sign to say they understand.*

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

*We always talk with your child on a regular basis. Discussions with parents about any concerns about a child's wellbeing are welcomed. External specially trained staff, can be arranged, who will then work alongside your child if required. Personal Social Health Education sessions which cover friendship, bullying, self-esteem are taught through the curriculum.*

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

*In all schools, several members of staff are paediatric first aid trained. Some members of staff have attended mental health training, dyslexia awareness, speech and language training and precision teaching to support children's needs.*

*We administer prescribed medicines with a signed permission form. Where a child has a medical need, trained staff will administer medication (e.g. diabetes). We can also train staff to deal with a medical need in the event that a new starter needs personal care.*

*Any children that have a medical need above and beyond the universal needs of a child will have their own care plan that is shared with all staff on a regular basis. Extra support can be arranged for children who miss school due to attending medical appointments.*

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

*For children who are struggling with their behaviour, there are a number of support agencies, for in school and at home. For example, the behaviour support team and family support teams work together with school and parents to provide recommendations for improving behaviour. We have also alternative provision setting for pupils in the past who need extra support. This can be full or part time.*

## **Working Together**

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

*SEND information is shared on a regular basis. Reports are shared with parents and teaching staff and recommendations are added to Education Plans when necessary. Staff are responsible for the education plans, these are completed termly, and monitoring processes are in place in order to ensure targets are being supported.*

### **What expertise do you have in relation to SEND?**

*Amongst the staff at The Staffordshire Schools Multi Academy Trust is a wealth of experience of working with children with SEND and all staff are constantly updating their CPD around SEND with in school and off site training. This includes updates in autism awareness, dyslexia friendly teaching strategies, direct instruction and precision teaching training and speech and language training.*

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

*We have access to the following agencies via referrals to help meet any additional needs:*

- *Speech and language therapist*
- *Education Psychologist*
- *Counselling*
- *Occupational therapy*
- *Children and Mental Health Service*
- *School Nurse*
- *Autism Outreach Team*
- *Childrens and Young Persons Autism Referral service*
- *SEND hubs*

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

*If you have any concerns about your child and wish to speak to someone, we have an open door policy. Please contact either the school office to make an appointment with the class teacher or SENDCo.*

### **Who is the SEN Coordinator and how can I contact them?**

*The SEND co-ordinator is Mrs G Duffy for St Marys, Anson, Richard Crosse, All Saint's and The Howard. Mrs Duffy can be contacted by phone or email: [senco@tssmat.staffs.sch.uk](mailto:senco@tssmat.staffs.sch.uk)*

----- Press CTRL and Click here to return to the front page -----

## Working Together

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

*Our SEND governor liaises with the SENDCo every term for a full update and feedback to governors at full governor board meetings. The SEND governor is responsible for asking questions and supporting the SENDCo to ensure knowledge and practice is sound.*

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

*SEND pupils are encouraged to join onto our school council and SENDCo holds termly pupil voice meetings with SEND pupils.*

### **What help and support is available for my family through the setting?**

*We can offer referrals to extra support services if families are struggling. This can be through a range of agencies and staff in school can signpost these and help fill in any paperwork.*

----- Press CTRL and Click here to return to the front page -----

## Inclusion & Accessibility

### How will my child or young person be included in activities outside the classroom, including trips?

*All children are invited on school trips and these are adapted according to the child's need. If the child has an EHC plan then they will be provided with one to one or small group support on school trips, if necessary. If medical support is needed this is discussed with parents before the trip takes place to ensure we can meet his/her needs. If a child has behaviour, difficulties and we are concerned about his/her safety on a school trip parents will be invited to be part of the risk assessment discussion.*

### How accessible is the setting's environment?

*The Staffordshire Schools Multi Academy Trust has a range of school buildings. Our Accessibility Plan that describes the actions the school has taken to increase access to the environment and the next steps necessary.*

#### Is the building wheelchair accessible?

Fully Accessible ☐

Partially Accessible ☒

Not Accessible ☐

#### Details (if required)

St Mary's - fully Accessible

The Howard - Fully Accessible

Richard Crosse - Partially Accessible - Due to the structure of the building being an old farmhouse, there are stairs which are inaccessible for disabled access (this is just one upstairs classroom). The rest of the schools is fully accessible including all other classrooms.

Anson Primary School - Partially Accessible - The school reception, hall, two classrooms and toilets are accessible by wheelchair, but other areas are inaccessible due to stairs.

## Inclusion & Accessibility

Are disabled changing facilities available? Yes ☒  
No ☐

Details (if required)

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)

----- Press CTRL and Click here to return to the front page -----

## Joining and moving on

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

*For more information about how to join our school, please contact the school office and read our admissions policy which can be found on our school websites:*

***<https://www.tssmat.staffs.sch.uk/>***

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

*If you would like to arrange a viewing of our school, then please contact the school office.*

### 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)?

*Children from a variety of Early Years settings transfer to The Staffordshire Schools Multi Academy Trust and Early Years staff meet with setting providers to ensure a smooth transition for children and parents.*

*We also run an effective transition programme between year groups to familiarise children with their next learning environment.*

*Children from The Staffordshire Schools Multi Academy Trust transfer to a range of educational settings at the end of Year 6. The Year 7 coordinator is invited into school to talk to children before they transfer. Children also attend visit days to the local high school.*

*The SENDCo is happy to attend transition meetings with parents and the school they will be attending with parents. All relevant paperwork is sent to the new setting.*

----- Press CTRL and Click here to return to the front page -----

### Additional Information

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

- The Staffordshire Schools Multi Academy Trust Primary School Website <https://www.tssmat.staffs.sch.uk/> and the SEND pages of our schools individual websites.
- Staffordshire Marketplace <http://staffordshiremarketplace.co.uk/marketplace/childrenandfamilies.html>
- SEND Family Partnership SEND family Partnership Code of Practice for SEND 2014 Code of Practice
- British Dyslexia Association BDA

*(This is not an exhaustive list, other sources are available)*

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

September 2022

Review date: 2023

#### Where can I find Staffordshire's Local Offer?

Staffordshire's SEND Local Offer can be found at [www.staffordshireconnects.info](http://www.staffordshireconnects.info)

#### What can I do if I am not happy with a decision or what is happening?

- Contact your child's class teacher
- Contact the SENDCO
- If the complaint is regarding the SENDCO, please contact the Head teacher.
- The next step is to contact the Chair of the Governors
- For further information please look at our website.

#### 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 checked="" type="checkbox"/> Academy  | <input type="checkbox"/> Free School | <input type="checkbox"/> Independent/Non/Maintained/Private |                                  |

----- Press CTRL and Click here to return to the front page -----

### Additional Information

☐ Other (Please specify below)

### DFE Number

860/2216

### District

☐ Cannock

☒ Lichfield

☒ East Staffordshire

☒ Tamworth

☐ Newcastle

☐ Moorlands

☒ Stafford

☐ South Staffordshire

### Specific Age range

4-11

### 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

Comment:

----- Press CTRL and Click here to return to the front page -----

### Additional Information

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

- ☐ Hydrotherapy
- ☐ Medical
- ☐ Therapy services
- ☐ Hearing loop