

**Kidsgrove Primary School**  
**SEND Information Report**  
**Academic Year 2025- 2026**  
**Review Date: September 2026**

Welcome to our SEND Information Report which has been written within the context of the trusts aims and objectives, which they summarise in the mission statement.

This report is part of the Staffordshire County Councils Local Offer for learners with Special Educational Needs and Disabilities (SEND). Staffordshire County Councils full local offer, which is intended to be an important resource to help parents/carers understand the range of provision and services in the local area, can be found at

<https://www.staffordshire.gov.uk/Education/Access-to-learning/Local-Offer-SENDPathway.aspx>

At Kidsgrove Primary School we value the abilities and achievements of all its pupils and are committed to providing each pupil with the best possible environment for learning.

**We want all children to Empowering learners...growing minds.**

Our Values that underpin this area:

<u>Value</u>	<u>Rule</u>
A	<b>Ambition</b> - We will try our best and aim high in everything that we do.
C	<b>Courage</b> - We are brave and keep going when things are tricky
O	<b>One Team</b> - We work together, help our friends and know where we belong
R	<b>Respect</b> - We are kind, listen to others and treat each other fairly.
N	<b>Never give up</b> - We keep trying, stay strong and bounce back when things go wrong.

We believe our school is:

- An extremely safe, **supportive**, and stimulating learning environment for all, which is forever being evolved to continually meet the needs of the learners and members of the school's Acorn family.
- a family **team** of respectful, tolerant, open-minded citizens of this world, who represent many walks of life.
- a family community where everyone **aspires** to be the very best, they can be.
- a family community of **resilient** lifelong learners who thrive even when the going gets tough.
- a centre of excellence where all achieve **success**, irrespective of any cultural, ethnic, sexual, religious, medical, social, or special educational need and differences.

### **THE SEND AIMS OF THE SCHOOL**

Our aim is to raise the aspirations and expectations of all pupils with SEN, with a clear focus on outcomes for pupils.

- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career with well-matched interventions.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To foster an educational environment in which high expectations are set for all pupils, including those with SEN.
- To ensure that pupils with SEN make good or better progress.
- To provide a framework within which the school can assess, plan, deliver and review its provision for pupils with SEN.
- To provide support and advice for all staff working with SEN pupils.
- To foster an educational environment in which high expectations are set for all pupils, including those with SEN
- To ensure that parents can play their part in supporting their child's education and are kept fully informed of their child's progress and attainment.
- To monitor children throughout their time at primary school, especially if they move on and off the SEN register.
- To ensure pupils are confident of their personal needs, embracing strategies for them to personally thrive academically and personally.
- To ensure that SEND pupils take as full a part as possible in all school activities. To create an environment where pupils can contribute to their own learning, where they feel safe and listened to.

- To ensure that all pupils have access to a broad and balanced curriculum, including extracurricular activities. Pupils with SEND, are actively encouraged to participate in several activities aimed to improve gross motor, physical and social development alongside extra learning opportunities.

## **DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

### **Definitions of special education needs taken from section 20 of the Children and Families Act 2014.**

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

#### **A child has learning difficulties if he or she:**

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority.

#### **Special education provision means:**

- Educational provision, which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area.

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Kidsgrove Primary School will have due regard for the Special Needs Code of Practice 2015 when carrying out our duties towards all pupils with special educational needs and ensure that parents are notified when SEND provision is being made for their child.

- At our school we provide support for children with a range of special educational needs. Special educational needs could mean that a child has difficulties in:

## **Communication and Interaction –**

- Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every pupil with SLCN is different and the needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with an autism spectrum disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

### **Cognition and Learning –**

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social and Emotional Mental Health –**

- Children and young people may experience a wide range of social and emotional difficulties, which can manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **Sensory and/or Physical –**

Some children and young people require special educational provision because they have a disability that prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Children make progress at different rates and have different ways they learn best. Teachers take account of this when they plan teaching and learning activities. Children making slower progress or having difficulties in one area may be given extra help/support or different lessons to help them succeed.

**Who are the best people to talk to at our school about my child's difficulties with learning / SEND?**

If you have concerns about your child's progress you should, in the first instance, speak to your child's class teacher.

The subject/ class teacher has responsibility for:

- Monitoring the progress of your child.
- Identifying, planning and delivering the differentiated curriculum for your child in class as required.
- Personalised teaching and learning for your child.
- Ensuring that the school's SEND Policy is followed in their classroom.

If you have concerns that your child has an unmet special educational need after speaking to your child's class teacher or feel you need more support, you should contact the SENCo.

**Strategic SEND Lead Lucy Newbon** [Lucy.newbon@kps.set.org](mailto:Lucy.newbon@kps.set.org)

**SENCo: Lucy Newbon**

**Contact number: 01782 973970**

**Email address: [Lucy.newbon@kps.set.org](mailto:Lucy.newbon@kps.set.org)**

**SEND Governors: Nigel Butler – [nbutler@kidsgroveprimary.shaw-education.org.uk](mailto:nbutler@kidsgroveprimary.shaw-education.org.uk)**

They are responsible for:

- Developing and reviewing the school's SEND Information report/ policy.
- Co-ordinating all the support for students with special educational needs or disabilities. ● Updating the school's SEND register (a system for ensuring that all the SEND needs of students in the school are known) and making sure those records of your child's progress and needs are kept up to date and are confidential.
- Providing specialist support for teachers and support staff in the school, so that they can help students with SEND in the school to achieve the best possible progress.
- Meeting with all teachers termly to support in reviewing pupil's Individual Education Plans and plan in next steps.

They are also responsible for ensuring that you are:

- Involved in supporting your child's learning.
- Kept informed about the support your child is receiving.
- Involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child e.g., Educational Psychology, Behaviour Support Service, Social Care and Health Service.

### **How are Children & Young People with SEND identified at our school?**

At Kidsgrove Primary School, early identification is fundamental. The process that the professionals in school adopt is explained below.

#### **1. Early Identification through Observation**

- **Class teachers and early years practitioners** closely observe children's learning, communication, behaviour, and social interaction.
- Concerns may arise if a child is **not making expected progress**, shows **delays in developmental milestones**, or displays **persistent difficulties** despite quality first teaching.

#### **2. Initial Discussions and Monitoring**

- Teachers discuss concerns with the **SENCO (Special Educational Needs Coordinator)**. Teachers will complete a concern form with evidence.
- Parents are informed and their insights are gathered.
- The child's progress is **monitored closely** using classroom assessments, early years outcomes, or age-related expectations.
- The school may implement **targeted interventions** within the classroom (e.g., small-group phonics, speech support).

#### **3. Graduated Approach: "Assess, Plan, Do, Review"**

If additional needs are suspected:

1. **Assess** – Gather detailed information from teachers, parents, and (where relevant) external professionals.
2. **Plan** – Create a **Support Plan** with specific, measurable targets.
3. **Do** – Implement agreed interventions and strategies.
4. **Review** – Evaluate progress regularly (typically every term) and adjust support as needed.

#### 4. Involvement of Specialists

- If progress remains limited, the school may seek advice from:
  - **Speech and Language Therapists (SALT)**
  - **Educational Psychologists (EPs)**
  - **Occupational Therapists (OTs)**
  - **Health Visitors or Paediatricians**
- These professionals carry out assessments and provide reports to guide further support.

#### 5. Formal Identification (EHCP Assessment)

- If a child's needs are **significant, long-term, and require provision beyond what the school can ordinarily provide**, the school (or parent) may request a **Statutory Assessment** from the local authority.
- This can lead to an **Education, Health and Care Plan (EHCP)** being issued.

#### 6. Ongoing Communication and Review

- Parents are kept informed throughout the process.
- Progress and support are reviewed at least termly through meetings with teachers and the SENCO.
- Documentation such as **IEPs** and **Provision Maps** record the support provided.

Class teachers make regular assessments of progress for all pupils. From this, the school can identify pupils making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the circumstances of students, for example those who are in Care and/ or eligible for the Pupil Premium. All pupils are discussed regularly at pupil progress meetings and class teachers meet with the SENCo termly to establish what levels of intervention are required to support everyone. Prior to this, all class teachers will complete an 'Initial Concerns' form termly to identify children with SEND.

The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. Where it is determined that a pupil does have SEND, parents will be formally advised of this through a

parental consultation meeting or assertive mentoring meetings and the decision to add the pupil to the SEND register is made. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning. Pupils are also encouraged to attend these meetings so that they can share their own views and opinions as well as discuss their progress, targets and the support they require.

### **More about the Graduated Response. A four-part process of support).**

**Assess:** An analysis of pupil need will be carried out by the class teacher & SENCo. Outside agencies may also be involved. Children are assessed through observations, discussions between parents, class teachers, outside agencies and SENCo and through formal assessments termly or mid termly (every 6 weeks)

**Plan:** If the school decides to provide the pupil with SEN support parents/carers will be notified. Staff will meet to decide a SEND pupils' primary area of need (PAN) and create up to 3 targets recorded on an Individual Education Plan (ILP) based on their PAN for the child to work on. Interventions will be planned by class teachers and put in place to address targets. **Do:** Interventions/support will be delivered.

**Review:** The effectiveness of the intervention/support will be reviewed regularly through termly meetings which the class teacher, pupils and parents attend. All interventions will have a pre and post assessment completed which will be discussed at the termly review meeting. Decisions will be made about future provision and whether an Education, Health Care plan needs to be requested.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes. SENCO's meet with each class teacher at least once a term to review this process.

Looked after children who are identified with SEND will follow the procedure as above. Social care and foster carers will be invited to the meeting.

### **What are the different types of support available at our school?**

Teachers have the highest possible expectations for your child and all pupils in their class. The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a training plan for all staff to improve the teaching and learning of pupils, including those with SEND. This includes whole school training on SEND issues e.g, supporting children with hearing impairments.

Teachers adapt planning to support the needs of pupils with SEND.



Teachers use a variety of teaching styles and cater for different learning styles to allow pupils with SEND to access the curriculum. Teachers and other adults in the classroom work together to give targeted support according to your child's needs. Your child is fully involved in learning in class.

Individual Education Plans provide strategies to support each student in lessons. We use reasonable adjustments to allow children to access their learning whilst increasing their independence within class, additional to;

**Explicit instruction** – Use clear and succinct language, checking for understanding frequently during the activate stage of the lesson and during frequent circulation of the room. Chunking the content and introducing this in small steps for students.

**Cognitive and metacognitive strategies** – Regular recall activities support this. Re-teach, secure and move on. Support materials to help students plan, monitor and evaluate e.g. Success criteria, structure strips.

**Modelling** – Thinking out loud and going through this with students – **I do, we do, you do.**

**Scaffolding** – Verbal, visual and written to allow students to access the work. This is done in a variety of ways: keywords, structure strips, sentence starters, visual prompts, fill in the gaps (close), knowledge organisers. Reduced over time to take away the reliance of adult support.

**Flexible groupings** – consider who is working together, does this need to change at different points in the lesson. Promote peer tutoring.

**Using technology** – Visualisers when modelling work and marking work. iPads are used to record learning and to access resources online. Talking tins available for pupils who need them.

Strategies which may be suggested by the SENCo or other professionals working with your child to support them in their learning may include:

### **Specific group work intervention**

This could be for Communication (speaking and listening), writing, reading, spelling, numeracy, social skills, physical skills, behaviour skills and emotional well-being. These could be delivered by a teacher, TA, or intervention support staff.

### **Adaptations to the curriculum or learning environment may be made to remove barriers to learning.**

This may include:

Adapting the Classroom Environment

Artificial intelligence teaching

Using adapted resources

Use of computing (including technologies such as Whiteboard presentations)

Behaviour Plans

Visual aids

Having someone scribe your work

TA support within class to promote inclusion

Daily targeted phonics/maths interventions

### **Outside agencies**

We have strong links with outside agencies who offer their specialist expertise in many different ways. This may involve delivering staff training, working with pupils within their class, providing 1:1 intervention as well as supporting families at home. You may be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist, Speech and Language Therapist, Occupational therapist, Physiotherapist. This will help the school and you to understand your child's needs better and so support them more effectively.

The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school.

### **How we measure progress?**

On a whole school basis, pupil's progress is continually monitored by class teachers, the SENCO and Senior Management Teams. Progress is reviewed at regular intervals and formally once each term. Pupil progress meetings are held each term in which class teachers, phase leaders and members of senior management meet to discuss the progress and needs of each pupil. Those children identified at pupil progress meetings which are making less than adequate progress will be discussed with the SENCo.

If your child is identified as needing SEND Support or has a statement/EHC Plan, you will be invited to a termly review meeting to discuss your child's progress towards their targets which are combined with your child's assertive mentoring meeting if appropriate. During these meetings new targets will be agreed between class teacher, SEND pupils and parents whereby you will be given a copy of your child's IEP to take home with you so that you can continue to support your child at home. The progress of pupils with an EHC Plan is formally reviewed at an annual review meeting. Parents and all professionals working alongside the child & their family are invited to attend. During these meetings, pupils are encouraged to reflect on their ambitions. Arrangements for supporting pupils in moving between phases of education are discussed. This support may

include attending regular transition meetings in which pupils can meet their new teachers as well as a phased approach in which pupils gradually increase the length of time that they spend in their new educational setting

At pupil progress meetings the Senior Management Team will also monitor that pupils with SEND are making good progress in any targeted work while also monitoring the effectiveness of the provision or interventions. The SENCO will gather feedback from other members of staff and pupils with SEND, monitor pupil's information data and assertive mentoring files as well as conducting observations and looking at pupil's learning in order to establish how much progress has been made.

### **What support is there for my child's overall wellbeing?**

Learning Mentor/ELSA: Covered by Mrs Quayle

Mrs Quayle supports children's overall wellbeing, in particular improving children's emotional and social development as well as monitoring their attendance. Depending on individual needs, a specific programme will be put in place to support their individual needs. For example, a behaviour plan, attendance chart, life skills, ELSA sessions, peer reading, playground friendship stop, peer mentoring/wellbeing warriors and counselling.

This may involve working alongside outside agencies such as the Health Service, and/or specialist educational services such as the Trusts Behaviour Support Service and counsellors.

Mental Health Service Team (MHST)- Our mental health service team member Jasmine Sawyer works closely with our children- offering individual work, group sessions such as drawing and talking and whole class sessions around wellbeing and mental health. She offers age-appropriate work shops to support exam anxiety and provides support for parents and families.

### **How is SEND support allocated to pupils at our School?**

The Code of Practice 2015 states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to pupils of the same age.'

At Kidsgrove Primary School this may include:

- Pupils who are underachieving and failing to meet targets.
- Pupils who are still not making expected progress and not meeting personalised targets, despite catch up interventions.

- Pupils who are not making progress in more than one curriculum area may follow the graduated approach for an extended period.

Targeted support is the first level of support and the adaptations and additions that are made as internal to the school. Pupils with more complex needs who may also require support from outside agencies would receive specialist SEND support. Allocation of SEND provision is reviewed regularly by SLT. The Headteacher and SENCo review the information they have about SEND within school. They will discuss termly:

- Pupils already receiving extra support
- Pupils needing extra support which have been identified through an 'Initial Concerns' form.
- Pupils who have been identified as not making as much progress as expected.

Once levels of SEND needs across the school have been identified all resources/training and extra support currently in place are reviewed and changes made as necessary. This may lead to some pupils being taken off the CoP when their targets and outcomes have been achieved and also to additional training for staff to develop expertise in different areas.

School will fund extra provision and necessary equipment through the national SEN budget. If further funding is needed to meet a child's needs the school will use their best endeavors to secure funding from the local authority and through locality funding or from the high needs budget associated with an Education, Care and Health plan.

### **Who else could support your child with SEND?**

Teachers

Teaching Assistants funded from SEN budget who support in class and deliver programmes designed to meet individual and group needs

Behaviour/Pastoral Learning Mentors

Speech and Language Therapy

Autism Inclusion Team

Occupational Therapy

Behaviour Support Service (LA) and Trust

Multi-agency team

Mental Health Service Team

Support Services for the Hearing, Physically & Visually impaired

Community Learning Disabilities Team

Child and Adolescent Mental Health Service (CAMHS)  
Children's Services  
School Nurse Physiotherapy  
Service

**What support do we have for you as a parent/carer of a child with SEND?**

Class teachers, our SENCo and learning mentors are available to discuss issues, as appropriate to their roles in school.

Your child's target(s) will be reviewed 3 times a year in which we will work with you to review their progress during parent consultation meetings.

We will hold meetings with outside professionals where and when appropriate

We hold year group information meetings as well as workshops where you can come and learn alongside your child.

We will share information with you about parent/carer support groups

**How does the school support pupils with medical conditions?**

The school follows 'Supporting pupils at school with medical conditions

**Statutory guidance for governing bodies of maintained schools and proprietors of academies in England'** December 2015

The school has a policy regarding the administration and management of medicines on the school site. Some pupils will have a care plan in place.

Appropriate staff have updates on conditions and medication affecting individual students and training, where appropriate, so that they are able to manage medical situations.

**What steps are taken to prevent disabled pupils from being treated less favourably than other pupils?**

Kidsgrove Primary School values the abilities and achievements of all its pupils, and is committed to providing each pupil with the best possible environment for learning. At Kidsgrove Primary School we have adopted a whole- school approach to SEND policy and practice. All staff are committed to the principles and aims of this policy. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and Early Years Foundation Stage Curriculum and are integrated into all aspects of the school.

**How is our school accessible to pupils with SEND?**

Kidsgrove Primary School is mostly one level making it fully accessible for all pupils including those pupils with physical disabilities. Taxis can drop off and collect pupils inside the school grounds in designated parking bays. All classrooms and learning areas allow for the learning needs of all pupils and where necessary, adaptations have been made. A lift is in place and serviced bi-annually for pupils, parents or visitors who need wheelchair access.

We have sound field systems in classrooms to support pupils with hearing impairments and teaching resources/equipment used are equally accessible to all pupils. We have specially adapted SEN toilets. Corridors and doors allow access for wheelchair users and ramps, a lift and handrails are in place as an alternative to steps.

Staff provide intimate care for pupils and where necessary administer physiotherapy and OT programmes. After school and extra-curricular provision is accessible to all pupils including those with SEND. All pupils have an equal opportunity to go on all school visits. Extra support is provided if required. Educational visits will only be planned to locations accessible to all.

Risk assessments are carried out prior to any off site activity. Please see our Disability Access Plan policy which can be found on our website.

### **What arrangements are in place for the admission of disabled pupils?**

The admission arrangements for ALL pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. In common with other maintained schools, the Local Authority administers admissions into the school and consults with the Headteacher and the Governing Body.

### **How will my child be supported through transitions?**

The school recognises that transitions can be difficult for pupils with SEND and their families and so take steps to ensure any transition is as smooth as possible.

#### **If your child is moving to another school:**

We will contact the school's SENCo and ensure they know about any special arrangements and support that needs to be made for your child. All records about your child are passed on as soon as possible.

#### **When moving classes in school:**

Information will be passed on to new class teachers through transition conversations. All relevant information will be shared.

**Starting school:****Starting Nursery**

Parents are invited into nursery 1 afternoon a week with their child leading up to their starting date.

Gradual transition visits into Nursery involving parents

Sharing records

**Starting Reception**

Visits to pre-school providers.

Parents Meeting.

Visits into Reception involving parents prior to children starting.

Gradual Transition into Early Years Foundation Stage starting in July.

Sharing records

**Starting Key Stage 1 & 2**

Visits to school plus any additional visits that are required.

Gradual transition if appropriate.

Parent meetings

Share records

Transition meeting

**Transition from Key Stage 2 to Key Stage 3:**

Members of secondary schools will visit your child's primary school.

Transition meeting with staff from both schools

Record sharing

Enhanced transition, which includes visits and activities with designated members of staff Extra support for tests, assessments and examinations will be considered as and when necessary.

**How will my child be able to share their views?**

We value and celebrate each pupil being able to express their views on all aspects of school life.

This is usually carried out through regular pupil voice questionnaires.

Pupils with SEND are invited to attend termly review meetings with their parents/carers to share their views. These meetings usually take place alongside your child's assertive mentoring meeting during which they will be encouraged to review their targets.

If your child has a statement/EHC Plan they will also be invited to attend an annual review meeting in which they will be involved in writing and reviewing their own outcomes. Pupils also can complete a questionnaire about aspects of the school.

### **What training have the staff had about SEND?**

There is an on-going professional development programme throughout the school year which addresses areas of SEND within the school. Staff have received training in:

- Adaptive teaching
- Explicit teaching
- Scaffolding
- Applying the New Code of Practice.
- Writing & reviewing new SEND targets
- Behaviour
- Safeguarding
- Dyslexia, Dyspraxia and Dyscalculia
- Autism training (bitesize AIT)
- Speech and language
- Makaton

### **Have your say**

This report details our annual report for pupils with SEND. We welcome your views and hope you will engage with our annual process 'assess, plan, do and review' our provision for SEND. If you have any comments or would like to speak to the school SENCo's please contact:

SENCO: Miss Newbon [Lucy.newbon@kps.set.org](mailto:Lucy.newbon@kps.set.org)

If you have a child with identified SEND or have concerns and need independent advice or support you can contact the Staffordshire County Council Educational Needs and Disability, Information, Advise and Support Service (SENDIASS) at:

**Telephone:** 01785 356921

**Email:** [sfps@staffordshire.gov.uk](mailto:sfps@staffordshire.gov.uk)



**Postal Address:**

Information, Advice and Support Service

79/79a Eastgate Street

Stafford

ST16 2N

**Visit Us (Appointment Only)** We are currently unable to offer office visits due to Covid19

Our opening hours are:

**Monday:** 9am - 5pm

**Tuesday:** 9am - 5pm

**Wednesday:** 9am - 5pm

**Thursday:** 9am - 5pm

**Friday:** 9am - 4:30pm

**Saturday:** Closed

**Sunday:** Closed

**Please note:**

You can ring us out of office hours during the week and weekend, please leave us a message and we will pick it up the next working day.

It is our aim to respond to all calls within 48 hours (2 working days).

**What if I want to complain?**

Our school has a complaints policy. If you have a complaint, this should first be discussed with the class teacher who will listen to the issues and address them where appropriate. If you feel your complaint has not been resolved, please make an appointment with a member of the senior management team.

If you still want to complain please see our complaints policy which can be found on the school website.

**Further documents, which may be useful to read alongside the SEND information report, can be found on our website and include:**

Behaviour Policy

Safeguarding Policy

SEND Policy

Pupil Premium Policy

Anti-Bullying Policy

Equalities Policy

Supporting pupils at school with medical conditions: Statutory guidance for governing bodies of maintained schools and proprietors of academies in England April 2014

Access Plan Policy

Manual Handling policy

Intimate Care Policy