

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



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Headteacher: Mrs Erica Pickford  
School address:  
Springfield Road  
Biddulph  
Stoke-On-Trent  
ST8 7DF  
Telephone number: 01782 973820  
Email: [admin@squirrelhayes.staffs.sch.uk](mailto:admin@squirrelhayes.staffs.sch.uk)



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

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## How we identify and assess needs

### 1 How will you know if my child or young person needs extra help? (IRR)

*Barriers to learning and behaviour or relationships can be a result of difficulties with cognition and learning, communication and interaction, social and emotional needs or sensory/physical disabilities or a combination of these difficulties. Where there is no prior history of special educational needs, a lack of progress in learning or persistent changes in behaviour and relationships may be evidence of the need for targeted additional support or an underlying special educational need. This can be evidenced through:*

- *Classwork including access, engagement and learning outcomes.*
- *In school assessments and tracking of progress*
- *Skills testing and observations by outside agencies*
- *Observations and patterns identified by teachers and teaching assistants*
- *Behaviour tracking and/or incident reports*

*When there are concerns about a lack of progress, persistent social and emotional challenges or changes in behaviour and relationships, there may be informal discussions or meetings with parents about slower progress, a difficulty, some short term catch-up or pastoral support before a child is identified as having a special educational need.*

Where early intervention has not had any impact, a child will be placed on the Special Educational Needs register in school with a primary need identified although a wholistic exploration of additional needs will inform provision mapping, that is a plan of learning and/or pastoral support. This support will be monitored by the class teacher as part of their regular ongoing assessment and formally every term for reporting to parents and school leaders.

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

*If you have any concerns about your child's possible or identified special educational needs, you should bring them to the class teacher's attention quickly. It may be that an informal conversation or communication around changing circumstances is needed or you may require a more formal or private meeting. There are different ways to communicate and to suit the concern:*

- *Chat with class teacher on the door, phone call, email. In person is usually the best method and a log of your conversation will be made.*
- *An appointment made to speak to the class teacher away from the class with more time to explore your concerns.*
- *An appointment made with the class teacher and SENCo*

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## How we identify and assess needs

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

All school policies and related documents can be found on our website or requested from the school office: <https://www.squirrelhayes.staffs.sch.uk/school-policies/>

## 4Teaching, Learning and Support

### How will you teach and support my child or young person with SEND? *(IRR)*

- *School analyses cohort and pupil needs each year to deploy the most appropriately skilled staff and budget for resources.*
- *Support is planned at a class, group and pupil level according to analysis of needs and school priorities.*
- *All parent/carers are involved in their children's education as partners in learning through home learning tasks, termly consultations and the end of year report. The parent/carers of children with special educational needs have additional opportunities for transition meetings, to discuss additional learning support and for liaison as needs change or require more support.*

*Children with SEND may be supported through a range of graduated interventions:*

- *Pre-teach and catch up*
- *Precision teaching linked to assessment of skills (spelling, number, reading)*
- *1:1 RWInc. phonics intervention*
- *Write from the start handwriting*
- *Visual or Auditory memory work*
- *Speech and language advice*
- *Motor Skills United*
- *Sensory diets (sensory top ups or reductions)*
- *Emotion Coaching*
- *Positive Behaviour Plans*

*School provides interventions and support based on advice from agencies including:*

- *Early Years area SENCo*
- *Entrust SEND advisors*
- *Occupational therapy*
- *Speech and Language*
- *Behaviour Support*
- *Autism Inclusion Team*
- *Educational Psychologist*
- *Visual Impairment Team*
- *The Staffordshire Moorlands SEND outreach services through the SEND and Inclusion Hub*
- *Emotional Health and Well-being Services*

#### 4 Teaching, Learning and Support

*We believe that good practice for children with special educational needs is good practice for all children. Inclusive practice means that all children access, engage with and are supported to make good progress through first quality teaching. All children will benefit from and are not held back by:*

- *Dyslexia Friendly Practice*
- *Dual coding (picture support for communication and language)*
- *Oracy (language) scaffolding*
- *Singapore maths methods: concrete and pictorial methods in maths (using manipulative such as numicon, base 10 and bar modelling)*
- *Progressive short chunk learning and over learning for long term memory*
- *Opportunities to apply learning*
- *Flexible groupings*
- *Technology to support*
- *Scaffolding (short term and flexible support building to independent application)*

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

- *Our approach to personalised learning is based on The Education Endowment Fund guide to best practice for special educational needs in mainstream schools with a focus on children with special needs having access to high quality whole class teaching. <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>*
- *We use Rosenshine's Principles of Education, as a school wide consistent approach, to ensure clear curriculum access through carefully selected small step progression across the year groups from nursery to Year 4. These principles are referenced in EEF guidance and support scaffolding for working memory and transference to long term memory. Learning is successful once it is in the long-term memory. <https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf>*
- *We dovetail Rosenshine's Principles with Dyslexia friendly practice, Singapore methods and Read Write Inc philosophies to scaffold and ensure independent application of skills. There is much overlap of good practice and Rosenshine's principles within these more subject specific areas of learning.*
- *Carefully planned interventions linked to classroom learning, support transferable skills. Learning is carefully scaffolded to encourage learners to think and make progress.*
- *Class teachers with a good knowledge of your child are best placed to plan intervention at school support level. Class teachers may take advice from the SENCo or the SENCo may support class teachers in response to actions from analysis of data or school monitoring of books, support plans and lessons.*
- *Class teachers and the SENCo may be advised by external professionals to plan support for children with more significant needs. This is coordinated by the SENCO in liaison with class teachers and parents/carers.*
- *School follows national statutory guidance for access to all Statutory Assessments.*
- *We use Dyslexia Friendly Practice, Singapore Maths methods, Read Write Inc approaches and advice from external specialists to ensure curriculum access.*

## 4 Teaching, Learning and Support

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

*The school Governors and the Headteacher allocate resources from the School Notational Budget for special educational needs, including children with and without additional funding. Allocated resources can include staff training and brought in services. Where a child has an Education Health Care Plan agreed after the school budget is planned, the Headteacher works with the SENCo to allocate those additional resources.*

*For most children with special educational needs, first quality teaching and planned intervention from the teacher or targeted staff will meet their needs. Some children will require advice from external agencies to plan more specific intervention or pastoral plans. Some children may need more significant support that requires additional adults or resources to meet their needs. School aims to deploy all adults effectively whilst promoting and developing independence and aspirational targets for all learners including those with special educational needs.*

- *For a child that has significant learning or social and emotional needs that have not been met after acting on specialist advice, including advice through the SEND and Inclusion Hub a referral will be made to access the EAPDR Pathway.*
- *If APDR is considered appropriate the Hub will consider the request and refer to the local management Group who will determine whether the request will be agreed.*
- *The EAPDR Pathway will make available funding to schools in order to deliver the enhanced provision.*
- *However, despite this additional support, a smaller number of children may require further support that is not normally available in a school setting. It is here that the school may consider requesting an Educational, Health and Care needs Assessment (EHCNA)*
- *The local authority will decide on if this meets criteria.*

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

*After the Headteacher and Governing Body have approved the distribution of Notational SEND budget allocations to school resources, class teachers and the SENDCo plan support at a school, class and individual level.*

- *Class teachers plan targeted interventions or pastoral support for identified children whilst they still access quality whole class teaching.*

*For more specific support linked to assessed needs, provision will be implemented as specified in professional reports or agreed plans.*

- *The Staffordshire Moorlands SEND and Inclusion Hub may allocate additional resources such as outreach in liaison with the SENCo.*
- *The local authority may allocate additional funding as part of the EAPDR Pathway or an EHCP once criteria has been met.*

*Parent/carers will be involved in regular discussions about their child's individual needs. This may also include more formal discussions such as:*

- *Termly reviews of progress*
- *As part of an education health care needs assessment application*
- *As part of a finalised education and health care plan.*
- *As part of an Annual Review of an EHCP with external professionals where appropriate, to inform provision and target setting.*
- *Where there is a change in needs due to circumstances or transition.*

#### 4 Teaching, Learning and Support

Parents have ongoing opportunities for informal discussions as part of our open-door policy when dropping their child off in the morning or via telephone communication as agreed.

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

Our facilities and equipment are regularly evaluated in relation to the needs of the students we have in school. e.g.:

- writing slopes
- Ear defenders
- Pen grips
- Reading overlays
- Wobble cushions
- Distraction free works stations
- Fidget toys
- Sensory aids

Outside agencies who can be contacted to provide more specialist equipment on a loan.

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

Assessment of learning and social and emotional needs where relevant, an on-going process.

- In Reception and Key stage 1, phonics and reading are assessed every half term so that progress is carefully monitored, and any support put in place quickly.
- Children are assessed in their learning and pastoral needs where relevant as an on-going process.
- Termly assessment is undertaken in key subject areas to inform support and provision.
- Assessment of attainment against age related expectations and a review of support plans and provision maps takes place termly.
- Assessment takes place through evidence of engagement in learning, progress in books, discussions, informal testing and standardised assessments.
- Assessments are reported to the local authority in line with statutory requirements.
- Children take the phonics screener in the summer of Year 1 and again in the summer of year 2 if they do not pass in Year 1.

Teachers will report how your child is progressing against age related standards as well as their personalised small step targets at a termly review. You may request an additional chat or meeting with the class teacher if you are concerned.

There is a range of ways to feed back or have additional communication:

- A quick catch up when dropping off or picking up your child.
- Communication via telephone or in person at an arranged time.
- A communication diary

To keep communication accessible for all parents we:

#### 4 Teaching, Learning and Support

- *Have Dyslexia friendly newsletters and letters*
- *Have a text messaging service*
- *Have child drop offs and collections at the classroom door with the class teacher or support staff*
- *Have a Home -School-Links- Worker that can meet with parents to discuss any issues in a friendly and approachable manner.*

#### How will you help me to support their learning? (IRR)

- *All children are set personalised reading, spellings and multiplication tables/counting patterns for homework as the building blocks that underpin literacy and maths.*
- *All children are set optional fortnightly home-learning tasks, linked to class learning. This provides additional opportunities for your child to transfer their learning links into their long-term memory.*
- *School subscribes to quality evidence-based learning platforms for children to access additional phonics, reading and number activities.*
- *School shares your child's individual provision map or pastoral plans with you as part of partnership working.*
- *School holds workshops and will facilitate support where required for accessing home learning, digital platforms.*

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

- *Children review their learning each lesson with a discussion about skills and knowledge practised or developed and next steps.*
- *Individual motivational charts can be used to record and celebrate progress.*
- *PASS assessments (Pupil Attitudes to Self and School) and well-being assessments are completed at the start and end of each academic year. This gives a voice to the child and is informative for class teachers. Results from these assessments inform whole school, cohort and individual plans.*
- *Pupil Passports are written in conjunction with children on the SEND Register to support communication of need and support school wide.*
- *Children review their termly support plans and Pupil Passports with their Class Teacher and or additional supporting adult.*

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

*School draws on a range of evidence to evaluate the effectiveness of provision for children with SEND including:*

- *Ongoing assessment of and for learning with children with special educational needs is used to analyse spikes and trends in provision.*
- *Feedback and audits from external agencies.*
- *Internal monitoring of lessons, books and pupil interviews.*
- *Twice yearly pupil surveys of well-being and self-esteem.*
- *Feedback from parental questionnaires*



## 7 Safety and wellbeing

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

- All children are welcomed into their classroom at 08:45am by an adult.
- All children are collected at the end of the school day at 3:15pm from an adult. Children are called to leave when their parent/carer or after school club adult collects them. Children cannot leave with anyone other than their known parent/carer or agreed collecting adult, unless the correct password is given.
- Lunch time supervisors and other supporting adults supervise children at lunchtime. A range of lunchtime clubs are accessible for children that want a quieter or more supportive opportunity to socialise.
- All school events and activities such as P.E., sports day, visits or school productions are risk assessed and managed in an orderly way. Children are involved in risk assessments and sign to say that they are aware of how to keep safe and how they are being kept safe.

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

Learners with special needs are encouraged to have a voice in lots of ways.

- Meet and greet at the start of the day
- Learning and social and emotional check ins at regular intervals.
- Assessments of wellbeing and self-esteem twice a year.
- Supportive lunchtime/breaktime clubs.
- Weekly health and relationships class assemblies with themes such as change, difference, responsibility and families.
- Emotional Coaching
- Access to specialist support through the Mental Health Support Team.

What measures are in place to prevent bullying?

Usually bullying behaviour is not done in isolation and there are roles within the bullying group that encourage the behaviour. We work with children to identify these roles and work with all the children involved. <https://learning.anti-bullyingalliance.org.uk/node/2370/take>

School has a restorative justice approach to bullying where we work with targets and children involved in bullying incidents to empower vulnerable children and educate children that participate in bullying behaviour. <https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf>

<https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/responding-bullying/restorative-practice/what-restorative>

Our Anti Bullying Policy can be found on our website : <https://www.squirrelhayes.staffs.sch.uk/school-policies/>

We do not tolerate child on child abuse. More information can be found in our Safeguarding Policy.

How do you help children and young people to make friends?

- We provide buddies and supportive clubs for children at break lunchtime.
- Teachers and support staffs are vigilant to any children that are isolated or having challenges with self-regulation or social skills at break times or in the classroom.
- The class teacher and SENCo will formulate a support plan to meet a child's needs if they need help to socialise or to self-regulate.

## 7 Safety and wellbeing

- *Children with social and emotional challenges can be referred into behaviour support, the Mental Health Support Team for in school support or a family support/early help referral can be made depending on the needs of the child or family.*

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

We facilitate practical and procedural support for children that require medical or personal care needs.

- *A care plan will be drawn up in collaboration with parents and medical professionals.*
- *Risk assessments will be in place to ensure that your child is safe and all necessary procedures and adaptations are made so that your child can safely access and enjoy all school learning activities.*
- *Details of who to contact and what to do in an emergency will be detailed on the care plan and risk assessment.*
- *Key staff are qualified First Aiders.*
- *Staff who provide specific medicine administration complete training that is overseen by the school nurse and follow the LA policy/DfE guidelines included within Supporting pupils at school with medical conditions, statutory guidance for governing bodies of maintained schools and proprietors of academies in England (DfE) 2014*
- *Children that need time off school for medical appointments, medical arrangements or recovery can access home learning that is set each day with feedback from the class teacher. This could be paper based or on-line dependant upon need.*
- *For longer term medical arrangements school can work with the Education Welfare Officer to arrange technological assistance to access class teaching and remote learning for a more blended approach.*

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

*Social and emotional challenges are a barrier to learning, friendships and well-being. We have extensive support for behaviour at a class and individual level. See our Behaviour Support Policy: <https://www.squirrelhayes.staffs.sch.uk/school-policies/>*

*Our graduated response to behaviour support includes:*

- *Personalised now and next/focused target charts with linked check in reviews.*
- *Early Help and Family Support*
- *Positive behaviour plans that look at positive proactive support that evolves linked to the 'settled, bubbling and active stages'.*
- *External agency support from Behaviour Support, Inclusion Officer, Education Welfare Officer or Autism Inclusion Team*
- *Referral into The Staffordshire Moorlands SEND and Inclusion Hub*

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

Looked After children (LAC) and LAC with SEND are supported by partnership working with Carers, The Virtual School and external agencies. School will draw on support plans and funding for best outcomes linked to analysis of needs.

## **7 Safety and wellbeing**

A provision map with needs, support and outcomes will be planned for previously looked after children.

School will make best use of any additional LAC, previous LAC or adoption funding for best outcomes for the child and may resource:

- Additional adult support/resources
- Specialist intervention programmes as recommended by professionals
- Buy in support from specialist providers
- Training for staff

## Working Together

### 5 Who is involved in my child's education?

- *If your child has special educational needs, they will be working with their class teacher and support staff.*
- *The class teacher will provide day to day learning and resource and timetable daily interventions. Additionally, the class teacher will plan and assess your child's learning in line with the year group teaching and national curriculum expectations.*
- *The class teacher or learning support may support your child with the lesson input, to begin working during the independent part of the lesson, to join in with paired or group work or to follow up any task as directed by the class teacher or in response to your child.*
- *The class teacher or support assistant may support your child with planned intervention.*
- *If your child is supported by external professionals, this will be coordinated by the SENCo who will ensure that the class teacher and supporting staff are fully informed.*
- *The SENCo will also facilitate external support and class teacher liaison when this is beneficial.*
- *If your child has additional funding, they may be supported more specifically by a learning support assistant as specified in learning plans formulated by professionals, the SENCo and class teacher. Your child will still have equal access to the class teacher and whole class teaching.*

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

- *All reports and information about a child are shared with class teachers and support assistants. Reports inform class provision maps and intervention timetables that are reviewed termly.*
- *Class teachers attend and contribute to multi-agency meetings to plan for children.*
- *Class teachers attend and contribute to annual education and healthcare reviews.*
- *Class teachers and supporting staff attend training by professionals.*

### 7 What expertise do you have in relation to SEND? (IRR)

- *Staff have regular CPD for special educational needs including*
- *Dyslexia friendly practice*
- *Sensory awareness*
- *Behaviour and emotional coaching*
- *Attachment and Trauma informed awareness*
- *Neurodiversity conditions*
- *Disability awareness and equality*
- *School is developing further expertise in language and communication needs.*
- ***Ongoing review and action planning take account of the needs of children and staff in the school to plan on-going professional development.***

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

## Working Together

*We access a range of services to support children with special educational needs:*

- Early years Forum and Early Years Area SENCo
- Entrust SEND support
- Staffordshire Moorlands SEND and Inclusion Hub
- Local Authority Educational Psychologist Support
- Occupational Therapy Support.
- Behaviour support.
- CAMHS
- Education Mental Health Practitioner support
- Action for Children Counselling Support
- Just Families bespoke support
- Virtual School for Looked After Children and previous Looked After Children
- Autism Inclusion Team
- Staffordshire Local Authority Hearing and Visual Impairment Support
- Social Services
- Early Help

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

*Your class teacher is the first point of contact for support or to involve the SENCo or Home-School-Link -Worker*

- *A meeting with your child's class teacher and the SENCo or Home-School-Link-Worker can be arranged if it cannot be met by speaking to the class teacher.*
- *Either speak to your child's class teacher or contact the school office if you would like a meeting to discuss your concerns.*

### 10 Who is the SEN Coordinator and how can I contact them? *(IRR)*

*The school SENCo is Mrs E. J. Pickford who is also the Headteacher and Safeguarding Lead/Designated Teacher for LAC*

*Mrs F. Taylor is the Assistant SENCo and works closely with the SENCo and the school's Inclusion/Pastoral Team.*

- *Call the school office or speak to office staff to arrange a meeting with the SENCo or Assistant SENCo*

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

*We have a dedicated SEND and LAC Governor, Mrs A Harris. Mrs Harris brings a wealth of experience as an experienced and trained SENCO within a large school.*

*Our SEND Governor Liaises with the SENCO through regular review meetings and termly reports that are shared with the governing body.*

*Mrs Stephanie Edwards is our Safeguarding Link Governor who has a wealth of experience in both the fields Safeguarding and Early Years provision.*

## Working Together

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

- *Regular check-ins with the children provide opportunities for their thoughts and feelings and experiences to be heard*
- *Children review their learning each lesson with a discussion on knowledge and skills developed along with their next steps.*
- *Children complete an attitude to learning/well-being /self-esteem assessment with their class teacher twice a year.*
- *Children give their views about progress termly as part of their review of support.*
- *Children give their views for Education Health Care Needs Assessment applications and annual review.*

*Children are supported through discussion and might also:*

- *show us what they are proud of and what they find challenging.*
- *They may select resources that they like to use*
- *Draw pictures of friends or worries.*
- *We support children through discussion, stories, pictures and taking notes of thoughts that they share.*

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

- *We have a school council with two representatives from each year group.*

### 13 What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

- *School welcomes parent volunteers for reading support, educational visits and for school events*
- *Friends of Squirrel Hayes events and coffee mornings/ workshops*
- *We have two parent governors that serve for four years. Parents are notified by email and paper newsletter when we have vacancies.*

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

*For family support we have a Home-School-Links-worker, Mrs Oakes. Mrs Oakes can help in several ways:*

- *Signposting to other support services*
- *Early Help Assessments*
- *Referrals to the school nurse*
- *Referrals to family support services*
- *Support for pastoral and friendship issues*
- *Support for filling in forms*
- *Direct work with children*
- *Emotion coaching*



## Inclusion & Accessibility

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

All children with special educational needs are included in activities that are accessible to all our pupils including:

- Extra-Curricular Clubs
- Educational visits
- Themed days and workshops

Additional support for these activities may include

- Risk Assessments
- Adult support
- Social Stories
- Preparation for change
- Pictorial resources and check lists

Children can go to Space Cadets After School and Holiday Club run by a private provider: <https://www.squirrelhayes.staffs.sch.uk/space-cadets/>

### Provide details of the physical accessibility of the setting IRR

#### Is the building wheelchair accessible?

Fully Accessible

Partially Accessible

Not Accessible

We are partially wheelchair accessible:

- A disability lift is available supporting access to and from the school hall for visitors, staff and pupil working with pupils in the Year 3 / 4 class.
- Handrails are fitted to either side of the stairs to the hall, where access can be gained to the main children's toilets and two classrooms within the main school building.
- The mobile classroom on the school yard has ramp access and a disability toilet. The main reception area also has a disability toilet.
- Disabled carparking is available on the car park via prior arrangement.



### Inclusion & Accessibility

Are disabled changing facilities available? Yes   
No

Are disabled toilet facilities available? Yes   
No

Disabled changing facilities available in the main school building reception and the mobile classroom on the school yard.

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

Designated space for pick up and drop offs.

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

Details (if required)

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

- *The school SENCO and key staff have sensory awareness training and key staff are trained to complete a sensory diet plan*
- *All classes have access to Ear defenders, writing slopes, pencil grips, talking tins and wobble cushions are available to support inclusive teaching.*
- *For some children a distraction free workspace can be facilitated depending of the amount of pupils with sensory needs in the class.*

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## Inclusion & Accessibility

- *School is committed to inclusion and equal access for all pupils taking advice from parents and external agencies to improve access and remove barriers. Additional to this, school identifies important key targeted areas to further develop accessibility to the environment, curriculum and digital resources alongside maintenance of facilities and ongoing training for inclusive practice. [See our three year Accessibility Plan \(insert link\)](#)*

## 9 What forms of communication does the setting use to ensure inclusivity? IRR

- *Where required, school uses widget pictorial, text and symbol and dual language resources for communication.*
- *Widget can be used for messages and simplified newsletters where English is not the first language.*
- *School utilises dual coding (pictorial support for text) as a first quality teaching strategy to support language and communication barriers and as good practice for all pupils.*
- *Staff have knowledge of PECS as required*

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## 11 Joining and moving on

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

**Contact the school office: 01782 973820 or call into Reception where you will be asked some details about your child. Following this, a transition pathway can begin.**

- See our website for our admissions policy: <https://www.squirrelhayes.staffs.sch.uk/school-policies/>

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

*A visit to our school can be arranged by calling the school Office:*

- *To view the school as a prospective school*
- *As part of a transition arrangement*
- *As part of a family concern*

*This can be arranged by calling the school office or by visiting the school reception.*

- *We hold an open evening for Early Years new or prospective parents at the end of each school year.*
- *A school open morning takes place in the spring term each year.*

## 11 Joining and moving on

**How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)? (IRR)**

- *For children starting in Early Years, home visits take place for an informal chat about your child. There is also an open evening to come along and meet key staff and find key information about the school day, week and year. Children new to the school in nursery and Reception will have a staggered induction by attending shorter and fewer sessions initially.*
- *We also liaise with your child's previous setting to share key information and aid transition.*
- *For transition to their new class at the end of the school year, children spend a week in their new class with their new class teacher so that they can enjoy the summer holidays without anxiety, and we can be well prepared for the new school year. Some children will have the opportunity for additional visits before the weeks transition supported by a photo book of key adults and key information.*
- *For children moving on to Middle School, there are many opportunities to visit the Middle school as part of planned transition between the Biddulph schools. School staff from each school meet to discuss attainment, needs, strengths and friendship groups.*
- *For children moving onto specialist settings, we liaise with the new setting to share key information and plan for a personalised transition.*
- *For children moving settings mid-year, you will have the opportunity to look around the school with or without your child. A transition meeting will then be arranged with our Home-School-Links-worker, Mrs Oakes to prepare for your child's start. We will liaise with your child's previous setting and ensure that they get off to the best start with the correct support in place.*

## Additional Information

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

***If you require additional support or signposting to services:***

### Additional Information

- *The Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS.) offer information and confidential advice and support: <https://www.kids.org.uk/sendiaass>*
- *Our Home-School-Links-Worker, Mrs Oakes, is a friendly face and listening ear with helpful suggestions and practical support. This may be through signposting you to family support services or begin an early help assessment to get the correct services in place.*
- *Our SENCo and Assistant SENCO are available to support you with Special Educational Needs including behaviour support. We strongly believe in partnership working and regular communication.*

*Call into the school Office to make an appointment with your class teacher, our SENCo or our Home-School- Link-Worker.*

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

*Our SEND information report is updated Annually in the Spring Term. It will be reviewed and updated or revised as required annually.*

#### Where can I find Staffordshire's Local Offer? (IRR)

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? (IRR)

*If you are not happy or have any concerns, please make an appointment to speak to the class teacher, SENCo, Home-School-Links-Worker, Headteacher or any combination of these as soon as possible. It is much better to raise your concerns and work in partnership to have a better understanding or find solutions to problems. We take any concerns raised seriously and will do our utmost to help you and resolve any issues.*

*If your complaint cannot be resolved or you are not happy with the way it has been dealt with, follow the steps in our complaints policy.*

*The school's complaints policy can be found on our website: <https://www.squirrelhayes.staffs.sch.uk/school-policies/>*

#### Type of Setting (tick all that apply)

- |   |  |                                      |   |                                  |
|---|--|--------------------------------------|---|----------------------------------|
| <input checked="" type="checkbox"/> Mainstream        | <input type="checkbox"/> Resourced Provision | <input type="checkbox"/> Special     |   |                                  |
| <input checked="" type="checkbox"/> Early Years       | <input checked="" type="checkbox"/> Primary  | <input type="checkbox"/> Secondary   | <input type="checkbox"/> Post 16                            | <input type="checkbox"/> Post 18 |
| <input checked="" type="checkbox"/> Maintained        | <input type="checkbox"/> Academy             | <input type="checkbox"/> Free School | <input type="checkbox"/> Independent/Non/Maintained/Private |                                  |
| <input type="checkbox"/> Other (Please specify below) |  |                                      |   |                                  |

**We are a First School in the Biddulph Schools 3 tier system.**

DFE Number

**Additional Information**

**District**

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

**Specific Age range Nursery to Year 4**

**Number of places** The school has a PAN of 20

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

- inclusive mainstream school       special school

Offer specialisms in. Tick all those that apply.

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

**Other specialist support/equipment:**

- Specialist technology

**Comment:**

- |   |                                       |
|---|---------------------------------------|
| <input type="checkbox"/> Rebound trampoline       | <input type="checkbox"/> Hydrotherapy |
| <input type="checkbox"/> Accessible swimming pool | <input type="checkbox"/> Medical      |

----- Click here to return to the front page -----

**Additional Information**

- Outreach and family support
- Bought in support services
- Sensory room/garden

- Therapy services
- Hearing loop