

Our Local Offer for Special Educational Needs and/or Disability



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

Our Local Offer for Special Educational Needs and/or Disability

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How we identify and assess needs

How will you know if my child or young person needs extra help? *(Information Report Regulations)*

- *How do you identify children or young people with SEND? (IRR)*
- *After identification, what would your setting's first steps be?*
- *Does the setting/school/college have any programmes for early intervention/help?*

Children who are not making expected progress are picked up through Pupil Progress meetings with the class teacher, the senior leadership team and the SENDCo or through an initial concern by a parent. During this meeting it will be decided if we begin the Graduated Response process to gather further evidence and possibly consider further support for the child.

A child may go on to our Monitoring Register, while assessments and short-term interventions take place in school. Some of these will provide standardised scores and identify areas of need. These help us to identify whether a child has a specific need, and which specific areas need to be targeted. Short-term interventions will then be planned and implemented. If, after short-term interventions, further support is required (interventions have not made an impact and pupil would benefit from further support) the pupil will continue to receive support and move to our Special Educational Need Register.

If the school requires advice with targets and further specialist assessments, a referral to an external professional can be made with parental consent, e.g. Speech and Language Therapist, Occupational Therapist or a Paediatrician. This will provide the school and parents with recommendations and targets.

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

- *How will I be able to raise any concerns I may have?*

Talk to us - firstly contact your child's teacher, if concerns still exist, speak to the SENDCo (Mrs T Farrington), or the Headteacher (Mr D Adams).

We pride ourselves on building positive relationships with parents. We are open and honest with our parents and hope that they are able to do the same with us.

The SENDCo and class teachers are happy to discuss any concerns you have at any time through the year.

You can ask at the office to arrange a meeting or phone call with the teacher or SENDCo. Telephone number: 01283 247410.

The class teacher will also meet with the parents on a termly basis during our Parent's Evening to discuss your child's needs, support and progress.

For further information the SENDCo is available to discuss support in more detail after these meetings.

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

- *Please provide hyperlink(s) to the setting/school/college's SEND policy and other relevant documents e.g. SEND policy, Accessibility plan, Assessment Policy , Admission arrangements, Children with health needs who cannot attend school, SEND policy, Supporting pupils with medical conditions, Behaviour in schools, Schools Exclusion, Health and safety, Equality information and objectives (public sector equality duty) statement for publication, Teaching & Learning Policy and Remote Education Policy (IRR)*

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How we identify and assess needs

All our documents can be accessed on **Shobnall Primary & Nursery School's website**. The links to the related policies and documents are below:

[SEND PROCEDURES](#)

[ACCESSIBILITY PLAN](#)

[EQUALITY INFORMATION AND OBJECTIVES](#)

[ADMISSIONS POLICY](#)

[CHILDREN WITH HEALTH NEEDS WHO CANNOT ATTEND SCHOOL POLICY](#)

[BEHAVIOUR PROCEDURES](#)

If you have any problems accessing these documents, please ask at the office and we will provide you with a copy.

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Teaching, Learning and Support

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

- *How will you support children and young people with SEND with or without an EHC plan? **(IRR)***
All children who have been identified as having SEND, have at least three reviews per school year where specific targets are decided and recorded on their Individual Support Plan (ISP). The targets are listed with provision and support that we have identified as what the child will need to be able to achieve their targets. We will then ensure that this support is given to the child as well as the Quality First Teaching in the classroom. Some of these children will also have a Passport to Learning in place where any reasonable adjustments are recorded so that they are fully included in the classroom environment and their individual needs are met. The identified provision and adjustments will look different for each child dependent on their need.
- *How does the setting/school/college plan the support?*
The planning of support is the class teacher's responsibility with guidance given from the SENDCo. Targets will be decided on through careful and thorough assessment where the teacher will identify the gaps in the child's knowledge and skills. A realistic and achievable target will be set and then matched with best provision we have available in our school. We also welcome pupil and parent's input and support with the target setting and we will do this through our parent meetings.
- *How and when will I be involved in planning my child or young person's education? **(IRR)***
School staff and parents will work collaboratively to review targets and decide on next steps. All plans will be shared with parents where you can give your feedback or ask questions.

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- *What additional learning support is available? (IRR). Include examples of personalised intervention programmes and any external teaching and learning, eg outreach*

School work closely with outside agencies and the local authority to support our staff to develop their own knowledge and understanding of interventions, scaffolding and modelling, so that the provision is tailored to the children's needs. In school interventions are in place to support all four areas of need. There are interventions and support for children who have cognition and learning needs, communication and interaction needs, sensory and physical needs and social, emotional and mental health needs. For more information about what this could look like for your child, you should speak to your class teacher or the SENDCo.

- *How will the setting/school/college modify teaching approaches to meet my child or young person's needs? (IRR)*

We pride ourselves on building positive relationships between teaching staff and children so that we really know our children. This enables us to know how to motivate and engage each individual and personalise their support to their needs. We then work together with the child to identify the adjustments and provision needed to support them in achieving and succeeding in school. The child's voice is important to us and forms part of their Passport to Learning so that their voice is shared with all staff. Adult support can be available to small groups or 1-1 in the lesson. Children can be in mixed ability groups or pairs.

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

- *How is the curriculum and learning environment adapted to meet the individual needs of children with SEND?*

All children are given the appropriate support so that they can access learning that will allow them to continue to progress. We continue to have high expectations of all children so that all children achieve their full potential. Where possible all children will learn alongside their peers, but with the scaffolding and adaptations made to allow for them to achieve and succeed. We aim for all children to access a broad and balanced curriculum.

We have worked hard to adapt our learning environment in all rooms in line with the current research which highlights how too much colour can lead to sensory overload for some children and how natural colours provide the best learning environment for our young people. We also have spaces around school which allow the children to complete interventions and emotionally regulate. These spaces have been developed with children's sensory needs in mind and support children in feeling ready to learn. We also make small adaptations to our environments dependent on the child's needs and will work with outside agencies to ensure we follow advice on how to do this.

- *What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and/or equipment/facilities)*

We work hard to build independence and resilience for all of our children. We have a whole school provision map that identifies interventions and expertise that can be accessed to help facilitate access to the curriculum for our children. Barriers to learning can be very different between individuals. Appropriate recommendations from external professionals will be followed, for example a pupil with dyslexic tendencies will need to be seated in front of the whiteboard. They may benefit from using a coloured reading ruler, using mnemonics and having the background on the interactive whiteboard changed to a pale blue, beige or green. A pupil with a visual impairment may need all reading books and photocopying to be of a specified font size, recommended for them by the Visual Impairment Team. The Autism Outreach Team support ASC pupils' individual needs through their recommendations which might include the use of ear

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defenders, visual timetables, now and next cards and structured writing frames. Pupils with hearing impairments will receive support from the Teacher for the Deaf, who will advise the school on where the pupil should be seated in the classroom and how to remove other barriers to their learning.

- *What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?*

For some children where external agencies are involved, access arrangements could be needed for examinations. This is decided between, school, the agency and parents using the evidence available. We are mindful of varying additional needs that would benefit from adjustments such as; rest breaks, movement breaks and completing the assessments in small groups. We can offer this to any child if it would help them achieve their potential. In addition to this, if a child has a scribe, this is also allowed for the assessments.

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

- *How is your budget for SEND allocated and managed?*

The budget for SEND is allocated and managed by the Head Teacher with information towards the decisions being provided by the SENDCo.

- *How would you secure additional funding for a pupil?*

If a child is requiring above and beyond the provision that we can offer with the resources available in school, Additional Educational Needs (AEN) funding can be considered to meet the child's needs. To apply for this, the school have to prove what has already been tried at school and the impact/ lack of impact it has made. If there is enough evidence to support this application, the local authority will consider providing the school with funding to meet the additional needs of the child. The funding is temporary short-term funding and cannot be renewed.

- *How does your setting further meet need?*

The SENDCo, class teacher and parents will continue to have further meetings as part of the graduated response, this may also include other agencies, such as speech therapy or autism outreach. If it becomes clear that the child will benefit from long term support whilst attending a mainstream school, we will make the decision together as to what our next steps might be. This may be to apply for an Education Health Care Plan (EHCP) that would help in providing long term funding that will meet the needs of the child or allow parents to decide on the best setting for their child which could be a more Specialist provision.

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? **(IRR)**

- *Describe the decision-making process.*
- *Who else will be involved?*
- *How will I be involved as a parent and carer? **(IRR)***

This will be through on-going discussions with parents and other agencies. If your child needs more specialist support this will be discussed. The class teacher alongside the SENDCo will discuss the child's needs and what support would be appropriate. This will be identified on their Individual Support Plan.

- At Graduated Response Level 1, where pupils are on our Monitoring Register, the class teacher and SENDCo decide on short term interventions, to best suit the pupils' needs.

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- At Graduated Response level 2, where pupils are placed on our SEND Register, the class teacher and SENDCo will use assessment data and observations to decide on the specific interventions, which would cater for the pupil's needs.
- At Graduated Response 3, the school will seek further guidance from external professionals and use their advice to set targets.
- At Graduated Response 4, your child has an EHCP, they will be allocated hours which equates to an amount of funding that the local authority feel is needed to meet the needs of the child based on the evidence and information that is sent to them. This is reviewed annually.

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

- *What resources are available?*
As a school, we have a large amount of resources and equipment available to meet a range of needs. If we feel your child may benefit from accessing any of this, we will certainly let them and if it helps, they will continue to access it or use it. This may be something small like a pencil grip, fidget, ear defenders or talking tin or it could be something bigger like time in our sensory room, access to sensory circuits or a laptop.
- *What is the process to secure these resources?*
All children are able to access these resources but if your child is not and you feel there is something that could help them whilst in school, please contact your class teacher in the first instance to share your views.

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

- *How will you assess my child's progress? (IRR)*
Your child's progress will be measured everyday through the work they complete in class and the observations of teaching staff. The children also complete termly assessments which provide the teachers with a standardised score so they can see where all children are working against age related expectations. These are used to support teacher assessment although we are mindful that some children may find completing assessments challenging and may not perform as well as we know they can.
- *How often will my child's progress be reviewed, and how will this be done?*
Your child's progress will be reviewed at least termly but if we have concerns about slow progress, we will review more frequently than this. This will be done through the termly assessments and Pupil Progress Meetings with a member of the Senior Leadership Team and SENDCo. If your child has an ISP, these targets will also be reviewed at least termly or more often if we are concerned about progress.
Expectations for progress are stated on ISPs, which are used to measure impact. ISP targets are graded on an A-D scale, A = achieved, B = achieved but not transferring skills, C = progress made but target should continue, D = target not met. EHCP's are reviewed annually to ensure that it still meets the individual's needs. Parents are invited to attend Annual Review meetings, where they contribute their views on their child's progress.
- *How will I know what progress they should be making?*

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- *What opportunities will there be for me to discuss his or her progress with the staff, or to be involved in review processes? (IRR)*

Each year you will have the opportunity to attend a 'Meet the Teacher Meeting' and here the teachers will talk with you about the expectations for that year group. At Parent's Evening meetings, teachers will also share with you where your child is working in comparison to age related expectations and will be able to tell you the reasons for this. At the end of the year, you will receive your child's annual report and you will have the opportunity to discuss this with their class teacher should you want to.

- *How will you explain to me how learning is planned?*

Our curriculum overviews can be found on our website ([CURRICULUM OVERVIEWS](#)). This will help parents to see how and what we teach in each year group. We then plan for meeting the needs of the children through Quality First Teaching, scaffolding and modelling so that all pupils can access the teaching and learn.

- *What opportunities will there be for regular contact about things that have happened at the setting, school or college? (e.g. a home/school book)*

We recognise how important it is to communicate effectively with our parents. In Early Years, we use DoJo as a means of sharing pupil's learning. All classes have a Reading Diary, which can be used as a communication book between home and school.

We also communicate whole class or school information via email or text messages through the office.

If something has happened through the day and we feel we would like to communicate more directly with you, we will see you at the end of the school day or phone you.

Additional meetings can be arranged with the class teacher and/or SENDCo at a mutually convenient time at any time during the year.

- *What measures do you take to assist communication with parents and carers with SEND?*

If you are finding that our methods of communication are not working for you, please let us know and we will try our best to make adaptations for you.

- *How we work with specialist services to support learning.*

We pride ourselves on working effectively and collaboratively with specialist support services as we understand that only through doing so, will we achieve the best possible outcomes for our children. We have regular email and phone call communication with all the agencies we work with and will always respond in a timely manner.

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

- *How I can help support this at home?*

- *Do you offer any parent training?*

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or the SENDCo to discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents and teachers; therefore we aim to keep communication channels open and communicate regularly, especially if your child requires more specialist support.

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If your child is on the SEND register (they may have a diagnosed need or several agencies involved in supporting them), they will have an Individual Support Plan (ISP) which will have individual or group targets. This is discussed at a termly meeting and parents are given a copy of the ISP. The targets set are inspirational and SMART (Specific, Measurable, Achievable, Realistic and Time related) targets with the expectation that the child will achieve the target by the time it is reviewed. If your child has a SEND they will have regular meetings as part of their support. They may have an Education Health Care Plan (EHC plan). This would involve a more formal meeting to discuss your child's progress and a report will be written.

Throughout all of this, we will always share how you can help your child at home and offer support for any of the challenges you are experiencing at home due to your child's needs.

We would welcome any parent into school to talk to us about the interventions your child attends so that you can continue with this or a similar approach at home. Information Workshops are also provided by Subject Leaders.

A breadth of information is also available on [Shobnall Primary & Nursery School's](#) website.

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

- *How will my child be kept up-to-date on their progress, and involved in review processes? (IRR)*

We are a school that values and celebrates each child being able to express their views on all aspects of school life. This is usually carried out through the School Parliament. We ensure proportional representation on this so that there are also children with additional needs sharing their views.

Children who have ISPs (Individual Support Plans) discuss and set their targets with their class teacher. Children also sit with a trusted member of staff to complete their Passport to Learning. If your child has a ISP or an Education Health Care Plan, their views will be sought before any review meetings.

For any pupil voice activity completed at school, staff will ensure they speak with children with additional needs to ensure their voice is captured.

Pupils will receive ongoing feedback in the form of discussion or by their work being marked, during their interventions or in class. Some interventions provide scores, so pupils are able to see their progress.

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

- *How does the setting, school or college measure outcomes and the impact of the support provided to children or young people with SEND?*
- *How will you involve parents and carers in this process?*
- *How will you involve children and young people in this process?*
- *Does the setting, school or college use feedback mechanisms or surveys?*

All children who have an ISP have their targets reviewed at least termly. ISP targets are graded on an A-D scale, A = achieved, B = achieved but not transferring skills, C = progress made but target should continue, D = target not met. This highlights whether the targets on the ISP or the outcomes set for the intervention have been

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achieved. If the targets have not been achieved, this is reflected upon so that we can identify the reasons for this. The impact of interventions and ISPs is monitored by the SENDCo.

By monitoring the child's progress academically against national expected expectations allows us to assess whether the provision the children are accessing is effective. For some children, we assess using the STANDARDS as this allows us to see the smaller steps of progress if appropriate.

Standardised tests are completed to show progress in specific areas which again highlights the support that has been in place is having a positive impact.

We actively seek the views of the parents and children and so if the child does not feel a provision is helping them, we will listen to this and if appropriate, we will see what we can do to improve this so that the child feels it is beneficial.

For some pupils following the Early Years Foundation Stage (EYFS) curriculum, we use the DAYO (Developmental Assessment for Young Children) framework to assess outcomes. This developmental tool enables us to monitor progress in a detailed and meaningful way, ensuring that provision is closely matched to each child's individual needs. By identifying strengths and areas for development, DAYO supports us in delivering targeted support that promotes positive outcomes across all areas of learning and development.

Once a year, we also send out a parent's survey just for those parents who have a child on the SEND register. This helps us to see what we are doing well but also what we could improve on moving forward.

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Keeping students safe and supporting their wellbeing

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

- *What handover arrangements are offered at the start and end of the school day?*
- *What support is offered during breaks and lunchtimes?*
- *How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons, moving between buildings and on school trips)*
- *What are the setting/school/college arrangements for undertaking risk assessments?*

Nursery children are dropped off and collected from the Nursery classroom and handed over directly to the class teachers. Children who are in Reception and KS1 enter through the KS1 main entrance at school. School staff are on the school gate each morning. Reception and KS1 staff greet children at the classroom door. All Nursery and Reception children are collected from the EYFS outdoor learning area and the KS1 children are collected from the infant playground and handed directly to the adult collecting by school staff. We will not let children go if an unfamiliar adult is collecting and staff have not been informed.

In KS2, children are dropped off at the KS2 gate in the mornings where there is a member of staff on the gate to ensure they enter safely. At the end of the day, Year 3 and 4 children are handed directly to the adult collecting and if an unfamiliar adult is collecting and staff are unaware, we will not let the children go until we have confirmed this is OK. Year 5 and 6 children are able to walk home if we have parent permission. They will not be allowed to leave school alone without parent permission.

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All break times are supervised by teachers and support staff. Lunchtimes are supported by lunchtime supervisors. We also have a team of support staff who help some of our children with more complex needs at lunchtime.

Children have access to OPAL (Outdoor Play and Learning) during break and lunch times, which promotes rich, imaginative, and active play experiences. All OPAL activities and play opportunities are carefully planned with risk-benefit assessments to ensure that children are both safe and appropriately challenged. Staff are trained to supervise outdoor learning and play effectively, balancing safety with the freedom children need to explore, develop social skills, and build resilience.

There are risk assessments completed and regularly reviewed for all areas around school to ensure the safety for your children.

Children are supervised when moving between lessons and they are aware of the rules for moving around school to ensure safety. There are safety measures in places to ensure that no child is able to leave the building without a safe adult.

Trips are carefully planned with risk assessments that outline how we will ensure your child's safety. All children are supervised by a safe adult throughout a trip and if children have additional needs, they may also have their own risk assessment completed so that their individual needs are known and met throughout.

Shobnall Primary & Nursery School also has identified Safeguarding Advocates and Anti-Bullying Ambassadors. The school's website has policies for behaviour and anti-bullying.

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

- *What pastoral arrangements are in place to listen to pupils/students with SEND?*
- *What measures are in place to prevent bullying?*
- *Where can I find details of policies on bullying?*
- *How do you help children and young people to make friends?*
- *Is a mentor or buddy scheme available for my child or young person?*
- *How do you encourage and measure the development of good self-esteem and confidence?*
- *Do you offer sibling support?*
- *Does the school/setting offer a counselling service or a learning mentor?*

We are an inclusive school that prioritises the emotional well-being of our children. All staff believe that children having high self-esteem and resilience is crucial to a child's well-being. We have a caring, understanding and nurturing pastoral team looking after our children. Each class has a well-being area and Worry Monster where children can share their concerns and worries.

Our school values and School Rules are threaded through everything we do. Through this, we teach the children about how to be a good friend and the best version of themselves. We teach about bullying and always take this very seriously, helping and supporting all children involved. Bullying is not accepted at Shobnall Primary & Nursery School. The [Anti- Bullying policy](#) can be found on our website.

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If our children are struggling to make friends, we would support them in an appropriate way. This may be through coaching and support to build friendships or intervention to develop an understanding of what is a friend and how to make friends and be a good friend. It is important to us that all of our children are happy in school and feel a sense of belonging. Teachers, the SENDCo and parents can request support for any child, who has well-being needs.

Two of our LSAs are trained to lead our 'Positive Play' scheme, which offers support to pupils with, for example, behaviour needs; pupils who have suffered a bereavement; pupils with low self-esteem; as well as many other SEMH needs. 'Positive Play' sessions are timetabled on a weekly basis, and impact is measured using the Boxall Profile.

In addition, we have two members of staff who have completed the training to become Emotional Literacy Support Assistants (ELSA), and are therefore able to offer emotional support to pupils and staff in school. Four members of our school team are also qualified as Mental Health First Aiders, to work with staff members and pupils who display minor mental health concerns. We also have access to the Mental Health Support Team, where are able to make referrals for pupils' issues around well-being, which may be having an impact on their daily life, interaction with others and learning.

To further strengthen our provision, we are currently training a member of staff to deliver Thrive sessions in school. The Thrive Approach helps children to understand and manage their emotions, develop resilience, and build positive relationships. Once in place, these sessions will offer targeted support for pupils who may benefit from additional help in managing their emotional development.

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

- *How does the setting / school / college manage the administration of medicines and providing personal care where necessary (e.g. toileting, eating etc.)?*
- *What would the setting/school/college do in the case of a medical emergency?*
- *How does the setting/school/college support young people who have to take time off for medical appointments?*
- *How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?*

The school has a policy regarding the administration and managing medicines on the school website.

Parents need to contact the School Office if medication is recommended by Health Professionals to be taken during the school day. The class teacher will then be informed. Parent's written instructions and consent for the administration of medicines are kept in the school office.

As staff, we have relevant training including updates of conditions and medication affecting children so that all staff are able to manage medical situations.

As a school we implement care plans and these are reviewed as appropriate. We would work with parents and medical professionals to ensure all relevant information is captured in the care plan and then this would be shared with all relevant staff.

There is also an 'Intimate Care' policy that details how we will work with parents around toileting and any other self-care needs.

If your child does have medical needs, please speak to Mrs Farrington and she will help to ensure that all the appropriate care and support is in place for your child. Sometimes our children with medical needs do have time off school to attend appointments. We completely understand if this is the case so please do not worry. If you could always ensure you have informed staff and shared confirmation of the appointments with our office team, that would be appreciated. When your child returns to school after their appointments, we will support them on returning to the classroom.

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Keeping students safe and supporting their wellbeing

In a medical emergency an adult will stay with the child whilst another contacts emergency services and then parents/carers. Emergency procedures for individual pupils are detailed in personalised care plans.

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

- *Include link to Behaviour policy. Support from external agencies?*

Shobnall Primary & Nursery School has a very positive approach to all types of behaviour, detailed in our [Behaviour Procedure](#); whole school procedures are followed for continuity throughout school. Parents are informed immediately if staff see a change of behaviour in a pupil that is a cause for concern. In turn, we encourage parents to inform us of anything that may have happened at home, which may change the child's behaviour in school. This way we can work together to ensure our children are feeling happy and safe.

If a child has on-going behaviour difficulties an Individual Positive Behaviour Plan is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets. We would also write a Risk Assessment should we feel it is appropriate. Sometimes regular timetabled 'Positive Play' support or additional LSA support is provided.

The school can refer a child to the local SEND and Inclusion Hub if they feel they need some additional help or advice to meet a child's needs or that their behaviour is potentially putting them at risk of exclusion. The local SEND and Inclusion Hub is funded by the local authority and is about developing the school-to-school support.

The attendance of every child is monitored daily. Lateness and absences are recorded and reported to the Head teacher and Education Welfare Officer. The school hold meetings for parents of pupils whose attendance is causing some concern to see if any support is required and look at possible actions.

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

The school's Designated Teacher for Looked After Children is **Mr D Adams**. He will communicate with the carers and the social care team to ensure all services work together to support children in care both academically and emotionally.

Each term all professionals will meet with the carers and children (if appropriate) to complete the ePEP. This is the meeting where we discuss the children's needs and set targets for the children to achieve. We aim for the best possible outcomes for these children.

All Looked After Children have access to emotional support. We work hard to build trusting relationships with our Looked After Children so that when they need support and guidance, they trust us to be there for them.

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Working Together

Who is involved in my child's education?

- *Who will be working with my child/young person – include contact details (IRR)*
- *What is the role of my child's class teacher/s?*

Your child's class teacher is accountable for your child's education and ensuring they have access to a broad and balanced curriculum. They will plan the lessons and ensure the correct support is in place for your child. The teacher will be the first point of contact for both your child and you as a parent. You will be able to make contact with your child's class teacher either by email or the office on **01283 247410**.

There will be Learning Support Assistants in your child's class who support the teacher in meeting the needs of all the children in the class. The Learning Support Assistant would support all children in the classroom, not just the less able children.

Some children with an EHCP will have additional adult support from an LSA. We will always ensure you are aware of who is supporting your child each year, but they may also spend time with any LSA due to planned group activities and when we have staff absences.

The SENDCo is also involved in your child's education and can be contacted via email or through the office on **shb-office@shb.jtmat.co.uk**

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

When deciding on the support and provision your child will access, we always ensure the adults are knowledgeable and skilled in what they are being asked to do and have an understanding of the needs along with what helps them.

Before the children transition to their new teachers, we have a number of meetings in school where we share information and assessments about the children. We plan for additional visits so that the child starts to build trusting relationships before the move. If appropriate, we will also plan meetings with parents and new teachers so that parents can ask questions and share information about their child.

All staff have access to the children's ISPs and Passports to Learning so that key information is always available.

All children with an EHCP have their plans available in the classroom as well all outcomes and provision copied onto an A4 document. This ensure that their needs and outcomes on their plan are always at the forefront of what we do in school.

If there are any updates with regards to your child's needs, we welcome you to update your teacher and the SENDCo so that we can ensure that all staff (as appropriate) have this update too so that the support in place reflects their needs.

We work with other agencies involved so that we share information about the needs of the children so that everyone is up to date with what support they are needing.

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

- *What type of knowledge do staff members have in relation to SEND (awareness, enhanced or specialist)?*
- *Does the setting, school or college have any areas of expertise with specialist staff, and what are their qualifications?*
- *What ongoing support and development is in place for staff with regard to supporting children and young people with SEN?*

Working Together

- *Does the setting, school or college have any formal accreditations, charter marks or awards?*
- *Does the setting, school or college provide disability awareness training?*

Mrs T Farrington has the National SENCo Award. The school undergoes regular training provided by external agents and/or the SENDCo. All staff engaged with the Autism Education Trust during the year 2024-2025 and will continue with Year 2 training. Our LSAs are highly experienced with supporting SEND pupils and regularly develop their skills through professional development opportunities in school and via external training. Mrs T Farrington works closely with other SENDCos within the John Taylor Multi Academy Trust. Close links are also in place with our local Special School, where advice and support is available.

At Shobnall Primary & Nursery School we have:

- 2 members of staff who are ELSA (Emotional Literacy Support Assistants) trained.
- 2 members of staff are trained to deliver Positive Play sessions.
- 4 members of staff are trained Mental Health First Aiders.
- We have staff trained in Makaton.
- We have staff trained in Lego and Playmobil Therapy.
- Many of our TAs are trained in sensory processing and are able to deliver sensory circuits.
- A number of Teachers and LSA's are trained to support children with speech and language difficulties.
- All of our TA's have had training in delivering a number of reading, writing, spelling/phonics and maths interventions.
- Every member of staff has had Dyslexia Friendly training.
- Every member of staff has had Autism Awareness training.
- All staff have had training on Restrictive Physical Intervention.
- We are a trauma and attachment aware school and all staff have had training.

Many of our staff have accessed a range of training that relates to the needs of the pupils we are supporting in school. We prioritise developing our own staff and ensure we are continually offering opportunities for professional development.

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

- *How does the setting and its governing body involve and work with other agencies in meeting the needs of my child or young person with SEND? Eg health, social services, local authority support services, voluntary organisations.*
- *Which health or therapy services can children/young people access on the setting/school/college premises?*

As a school we work closely and effectively with many external agencies that we feel are relevant to individual children's needs within our school, including:

- Health including GP's, School Nurse, Health visitor, Paediatricians

Working Together

- Speech and Language Therapists
- Occupational Therapists
- CAMHS
- Physiotherapy
- Social Workers, Early Help and Tier 2 Family Support services
- Autism Outreach
- Educational Psychologists
- The Hearing Impairment Team
- The Visual Impairment Team
- Epilepsy Nurses
- Families Health and Wellbeing Service (0-19)
- Mental Health Support Team
- Malachi

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

- *Who can I talk to if I am worried and how do I contact them?*

Contact should be made initially with the Class Teacher, via the school office on 01283 247410, where an appointment can be made for a meeting. You can also contact the SENDCo or Headteacher on 01283 247410. If you have a safeguarding concern then you would speak with any member of our safeguarding team – Mr D Adams, Mrs T Farrington or Mrs P Johnston.

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

Mrs Tina Farrington is the SENDCo.

You can contact her via email or through the school office on **01283 247410**.

shb-office@shb.jtmat.co.uk

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

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Working Together

Note: must include information around looked after children

All schools have a named SEND and Inclusion governor. They have a termly meeting with the SENDCo to discuss the current trends, challenges and training in place at that time. Their role is to challenge to ensure that the provision for SEND children is effective.

Our **SEND and Inclusion Governor is Michelle Bradley** and she can be contacted via the school office or through Mrs Farrington. Michelle is also a lecturer at Burton and South Derbyshire College and is therefore highly experienced and knowledgeable on Special Educational Needs and Disabilities.

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

- *How will my child/young person be able to contribute his or her views?*
- *How will the setting/school/college support my child/young person to do this?*
- *How do you support children and young people with SEND/LDD in making their aspirations known?*
- *Do you have any student focus groups, councils or forums within the setting?*

We are a school that values and celebrates each child being able to express their views on all aspects of school life. This is usually carried out through our Pupil Parliament which has an open forum for any issues or viewpoints raised. We ensure proportional representation on this so that there are also children with additional needs sharing their views.

Children who have ISPs (Individual Support Plans) discuss and set their targets with their class teacher. Children also sit with a trusted member of staff to complete their Passport to Learning. If your child has a ISP or an Education Health Care Plan, their views will be sought before any review meeting takes place.

For any pupil voice activity completed as part of our monitoring cycle, staff ensure they speak with children with additional needs to ensure their voice is captured. Pupils are able to share their views during class 'Circle Time' and PSHE lessons.

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

Parents are welcome to join our PTA or the school Governing Board. We currently have two parent governors.

We also welcome parent helpers and if you wish to come into school and help in class with the children, please contact the office and we will organise a timetable to fit around your availability and preferences.

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

- *Do you offer help with completing forms and paperwork or travel plans? If yes, who normally provides this help and how would parents access this?*
- *What information, advice and guidance can parents and young people access e.g. help with completing forms or arranging travel plans? Who normally provides this help and how can they access this?*

We will always support and help our families in any way we can. This may include supporting with form filling, understanding school communication or family support around routines or boundaries at home. We would always urge any of our families to talk to us if they are struggling in any way and we will support or

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Working Together

signpost you to support from other agencies. We are always here to help our children and our families. If you need help or support, please contact the office and they will put you through to the correct adult in school.

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Inclusion & Accessibility

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

- *What activities are available that can be accessed by children and young people with SEND in addition to the curriculum?*
- *Do you offer holiday and/or before and after school/college provision? If yes, please give details*
- *What lunchtime or after school/college activities do you offer? Do parents/students have to pay for these and if so, how much?*
- *How do you make sure clubs, activities and residential trips are inclusive?*
- *How will you help my child or young person to be included?*
- *How do you involve parent carers in planning activities and trips?*

All of the activities and clubs can be accessed by all children, including those with SEND. We offer a wide range of clubs and activities after school every term. These are mostly run by our staff along with a few outside providers.

We offer a Breakfast Club and After School Club at school, further information can be found on our [Shobnall Stars](#) page on our school website. Holiday clubs are offered by Active Learning Sports

All of our school trips and residential trips are accessible for all. If a child with SEND needs additional support or care on a trip, we will work with the parents or carers to put a plan together. This may involve an additional risk assessment to ensure health and safety is not compromised.

It is important to us that **all** children access and enjoy all activities and so we aim to make this happen.

How accessible is the setting's environment?

- *How has the environment been adapted to support children with sensory needs.*
- *How are SEND students supported to access those facilities available to all students? Link to Accessibility Plan (As described in SEND CoP).*
- *How do you communicate with those whose first language is not English (including parent/carers)?*
- *Does the setting encourage and make use of alternative forms of communication on a regular basis? If so, which one(s)?*

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Inclusion & Accessibility

The school site is mostly wheelchair accessible with three disabled toilets. In addition to this, we have a fully equipped shower room, with a rise and fall changing bed. The school is on one level with easy access to most fire exits for wheelchair users. The fire exit outside one classroom is not accessible but reasonable adjustments are made.

There are 'Health and Safety' Risk Assessments completed for each room within the school to ensure accessibility and safety. These are reviewed annually.

PEEPS (Personal Emergency Evacuation Plans) are completed for any children with SEND that would need support if leaving the school in an emergency.

Our staff are aware of and understand sensory needs and adapt and manage their environments to meet the needs of the children in their class. Children can have access to sensory breaks, time in our sensory room or attend a sensory circuit if this is something that helps them regulate.

Please see our [Accessibility Plan](#) on the school website for further information.

The school has interactive whiteboards in every class which allow for a coloured background to be used (which can benefit pupils with dyslexia). The font, size and colour can also be changed to remove barriers to pupils accessing the work on the board.

A wide range of resources can be used, including Google Translate, for children who join our school with English as an additional language, a language rich environment is provided to develop vocabulary, spelling and grammar.

IT software and equipment is available to children. External agency recommendations for the use of specific programmes are followed.

Is the building wheelchair accessible?

Fully Accessible ☒

Partially Accessible ☐

Inclusion & Accessibility

Not Accessible ☐

Details (if required)

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 ☒

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Inclusion & Accessibility

No ☐

Details (if required)

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Joining and moving on

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

- *Where can I find information on entry criteria? (colleges/post 16)*
- *Where can I find information relating to your admissions policy? (including details of arrangements for admission of disabled pupils – as specified in SEND Code of Practice)*

You are welcomed to contact the school on 01283 247410, if you are considering your child joining our school. The office staff will be able to answer many of your questions and then pass on your details to the SENDCo who will then contact you to discuss the SEND provision.

The [Admission Procedures](#) are on the school website.

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

- *Do you offer Open Days?*

We host an open day in November but are also would like to invite any parents looking at a new school for their child to visit at any time that suits them. If your child has additional needs then the SENDCo would be happy to talk with you and show you around our school.

If you wish to arrange a visit, just contact the school office and we put you in touch with the correct person to help you:

shb-office@shb.jtmat.co.uk or 01283 247410

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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)

- *What preparation will there be before my child or young person joins you?*
- *How will he or she be prepared to move onto the next stage?*
- *What information will be provided to his or her new setting, school, or college?*
- *How will you support the new setting, school, or college to prepare for my child or young person?*
- *What work experience opportunities do you offer?*
- *Do you offer any vocational awards, apprenticeships, traineeships and/or supported internships etc.?*
- *Do you teach life skills and/or independent travel training?*
- *How will you support independent living and participating in society?*
- *Do you use job coaches or careers advisors?*
- *Will you liaise with the child or young person's previous education setting to share information?*

We encourage all new children to visit the school prior to starting. We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If necessary additional transitions will be put in place. When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. Secondary Schools run programmes specifically tailored to aid transition for the more vulnerable pupils. Pupils with SEND will have a 'Passport to Learning' to outline their needs, strengths etc, and any Individual Support Plans will be forwarded to the relevant members of staff.

Transition support is also provided by the Educational Psychology Service, Autism Outreach Team and the Mental Health Support Team.

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Additional Information

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

- *Who can I contact for further information and how? (SENDIASS etc.)*

SENDIASS <https://www.staffs-iass.org/home.aspx>

Family Support- Malachi- <https://www.malachi.org.uk/>

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Additional Information

Staffordshire Connects <https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

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

Must be updated annually – please provide date of latest update

Updated July 2025

Reviewed July 2026

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

Staffordshire's SEND Local Offer can be found at www.staffordshireconnects.info

What can I do if I am not happy with a decision or what is happening? **(IRR)**

- *How can parents give feedback to the setting, school or college?*
- *What is the setting, school or college's complaints policy? **(IRR)***

You are welcome to feedback to the school via email to the office and then this will be passed onto the relevant members of staff.

Our [Compliments, Comments and Complaints Policy](#) is on the school website.

Type of Setting (tick all that apply)

- | | | | | |
|---|--|--------------------------------------|---|----------------------------------|
| ☒ Mainstream | ☐ Resourced Provision | ☐ Special | | |
| ☒ Early Years | ☒ Primary | ☐ Secondary | ☐ Post 16 | ☐ Post 18 |
| ☐ Maintained | ☒ Academy | ☐ Free School | ☐ Independent/Non/Maintained/Private | |
| ☐ Other (Please specify below) | | | | |

DFE Number

8602126

District

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Additional Information

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

Specific Age range

Nursery 3-4 years
Primary School 4-11 years

Number of places

218 Reception to Year 6 places, plus 26 part-time Nursery places

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 social, emotional and mental health |
| ☐ Resource for cognition and learning difficulties | ☒ Fully accessible environment – for pupils with physical or sensory needs |
| ☐ Deaf friendly | ☐ Resource for moderate learning difficulty |
| ☐ Resource for physical disability | ☐ Resource for profound and multiple learning difficulty |
| ☐ Resource for severe learning difficulty | ☐ Resource for speech, language and communication needs |
| ☐ Visual impairment friendly | |

Other specialist support/equipment:

- ☐ Specialist technology

Comment:

- | | |
|---|---------------------------------------|
| ☐ Rebound trampoline | ☐ Hydrotherapy |
|---|---------------------------------------|

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Additional Information

- | | |
|---|---|
| ☐ Accessible swimming pool | ☐ Medical |
| ☒ Outreach and family support | ☐ Therapy services |
| ☒ Bought in support services | ☐ Hearing loop |
| ☒ Sensory room/garden | |