

Our Local Offer for Special Educational Needs and/or Disability



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Our Local Offer for Special Educational Needs and/or Disability

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How we identify and assess needs

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

Each pupil at The Croft is monitored closely in order to ensure that they are all making progress - not just academically but also socially, physically and emotionally. A class teacher, SENCO or parents may have concerns that a child has a Special Educational Need if:

- They are making little or no progress
- Their attainment is significantly below that of their peers
- They are experiencing difficulties in literacy or mathematics which result in poor attainment
- They are presenting persistent emotional or behavioural difficulties
- They are presenting sensory or physical problems
- They are experiencing communication or interaction problems

If concerns are raised, then the pupil will be given Individual Learning Targets (ILT) and will be monitored closely for a period of time. The ILT specifies the pupils areas of need and how these are going to be supported through intervention within school. At the end of the monitoring period, a discussion takes place with the parent to discuss progress made. If unsatisfactory progress has taken place even after intervention, then it will be suggested to place the child on the SEND register. Once this is agreed then an Individual Learning Plan (ILP) will be created and where necessary further support from an outside agency advice will be requested.

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

If a parent has concerns about their child, they should make an appointment with their child's class teacher to discuss this. They can also seek advice from the school SENCO, Mrs K. Challinor, who can be contacted via the school office.

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

How we identify and assess needs

All of the appropriate policies can be accessed via the school website at www.croft.staffs.sch.uk and hard copies are available on request via the school office.

Useful policies:

- SEND policy
- Assessment policy
- Admission arrangements
- Children with health needs who can not attend school
- Supporting children with medical conditions
- Behaviour in schools
- Exclusions policy
- Health and Safety policy
- Remote Education policy
- Equality and Accessibility policy

Teaching, Learning and Support

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

If a child has been identified as having a Special Education Need, the SENCo will work closely with the class teacher to create an Individual Learning Plan (ILP). The ILP will provide the individual pupil a set of targets which they are to work towards, and will detail the provision and intervention to be provided in order for them to achieve their targets.

Interventions can take many forms:

- Small group work
- In class support
- 1:1 teaching
- Personalised ICT based programmes

Each child's targets is specific to them and therefore interventions are tailored to meet the needs of the child. Pre assessment data is used to support planning for intervention and post assessment data measures the impact of the support. This information is then used to plan the following cycle of intervention.

Throughout the process, parents are involved in order to set and review targets on the ILP. This takes place termly, however in some circumstances additional meetings may take place with the SENCo if necessary.

Where more specialist teaching is required, the SENCo may seek advice from outside agencies who can provide CPD, resources and expertise in certain areas. These may be:

- Autism Outreach
- SENSS
- Educational Psychology

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

Providing high quality first teaching is the responsibility of all class teachers. SLT monitor lessons to ensure that SEND pupils are provided with a curriculum which is accessible, appropriate and enables each individual to reach their true potential. Differentiation takes different forms:

Teaching, Learning and Support

- Through support provided
- Tasks set
- Use of resources
- By outcome
- Using different means of recording

In some instances, Teaching Assistants are used to deliver and support a differentiated curriculum. Teaching Assistants may be used to:

- Support individuals on a 1:1 basis
- Deliver small group work in and out of the classroom
- Deliver a planned intervention
- Support within the classroom so that individual pupils can access the classroom environment

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

The school receives money directly into the school budget for SEND. Each year SEND has an action plan on the School Development Plan with a budget allocation for required resources and training. A large percentage of own budget is allocated to Teaching Assistant salaries to enable them to support SEND pupils within each classroom.

In addition to this the SENCo, may apply for additional funding for individual pupils, if after several cycles of Plan, Do, Review they are not making the required progress. If there is enough evidence to show that the pupil meets the criteria for AEN funding then an application can be put in. Alternatively, after an EP assessment it may be suggested that the school apply for and EHCP. Both of these processes can be lengthy and there is no guarantee that the additional funding will be awarded.

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?

At The Croft each child has access to high quality first teaching, an accessible and challenging curriculum and a range of interventions and support which will enable them to make progress. Parents can discuss the amount and type of support their child receives at termly parents evenings, where class teachers will share with them the planned outcomes. Termly Pupil Progress meetings provide the teaching staff the opportunity to discuss pupils attainment and progress and agree interventions and further appropriate support. In the event of individuals not making appropriate progress then they will be given a greater amount of intervention. This can be provided by the class teacher or a Teaching Assistant and can be up to 10 hours additional support. If, after the extra

Teaching, Learning and Support

intervention has been provided and advice from an Educational Psychologist has been followed, there is still not enough progress then it may be decided to apply for an EHCP. During the application process, evidence is gathered and the opinions of all stake holders are considered and if deemed appropriate an EHCP is awarded. Once a child has an EHCP then the amount of support and the type of support to be provided is outlined in the plan and this is to be put in place by The Croft.

How will equipment and facilities to support children and young people with SEND be secured?

Each classroom has a range of resources which can be accessed by the pupils to support their learning in all lessons - the children are encouraged to use the independently, or they may be directed to them by the class teacher/TA. In each lesson table packs are provided which help support basic skills in all lessons. Examples of these are:

- 100 square
- Helpful word cards
- High frequency words
- Number formation sheet
- Times table squares

Every year group has a class set of ipads which are used by the SEND pupils in order to support their learning. They may use them to:

- Dictate work
- Access Nessy
- Access maths games i.e. Hit the Button
- Present work using mind mapping
- Read aloud and record work

The SENCo also has a central store of specialist equipment and interventions that staff can access. These support children with Dyslexia, Autism, sensory needs and moderate learning difficulties.

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

At The Croft, we work closely with parents to ensure that they are kept informed about their child's progress. Termly parents evenings take place to discuss attainment, progress and targets set. Extra discussion often takes place between these times, and emails from parents are actively encouraged to keep them fully involved in their child's education.

Teaching, Learning and Support

Every pupil completes termly assessments in Reading (PIRA), Maths (PUMA) and a spelling (SWST) and the SENCo uses this data to track progress. To refine the assessment process, children registered as having a Special Educational Need, may also complete accessible standardised tests where appropriate. These may be in number, spelling and word reading. Data goes onto the provision map and is used to measure progress and inform next steps. Information about a pupils social and emotional needs is gathered from both the TA and the class teacher. This information is as important as statistical data and is used to inform planned intervention. A close working team of staff, parents and SENCo enables the best provision for each individual.

How will you help me to support their learning?

When a child is put on the SEND register and an ILP created, the parents are told how they can support their child at home. Resources may be provided or suggested and parents are directed to further places for support, such as outside agencies.

Parents can access guidance and support from:

- class teacher
- SENCo
- school website
- display board

Regular workshops take place at The Croft to guide parents in how to support their child, and take home materials have been produced. Examples of workshops are - How to support your child to read, Early maths and Phonics.

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

It is important that pupils know their targets and are familiar with their ILP. This is done through discussion with the TA and teacher or where appropriate, review meetings. As part of the plan, do, review cycle, pupils are asked about what is working well for them and how they would like to be supported further. This information is included in transition meetings at the end of the year and it is used to create individual pen portraits at the end of Key Stage 1.

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

At The Croft we offer a wide range of interventions to enable SEN pupils to reach their full potential. Frequent professional development with support staff is fundamental in order to deliver quality support which has a positive impact. The TA's have dedicated weekly staff training run by the SENCO and they are part of a rigorous monitoring programme led by the SLT. Monitoring can take the form off:

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Teaching, Learning and Support

- Lesson observations
- Intervention observations
- Book trawls
- Child interviews
- Data scrutiny
- Parent feedback

The SLT also measure the outcomes of the children by:

- Tracking and analysing data
- Discussing attainment and progress at pupil progress meetings
- Track interventions via the provision map

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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?

Teachers greet the children at the start of each day on the playground and dismiss them to parents at the end of the day. During breaktimes and lunchtimes, play equipment is provided with trained lunch time supervisors who support effective play. Some children with physical difficulties or social and emotional challenges are given extra lunch supervisor support in order to, maintain happy, healthy breaktimes.

Risk assessments are taken place prior to any external visit by the Class teacher and necessary measures are put in place. These could be:

- 1:1 support for individuals
- Specialist equipment taken
- Parents/carers supervise the visit

Classroom risk assessments are used to keep each individual safe. These are reviewed frequently and appropriate measures are put in place. Measures may include:

- Additional support put in
- Specialist equipment

Keeping students safe and supporting their wellbeing

- Brain break areas/resources

Pupil wellbeing is paramount to us at The Croft and we provided a variety of interventions to support and develop pupil wellbeing.

These include:

- Lego therapy
- Nurture group
- Forest schools

Pupils wellbeing is monitored through regular questionnaires. Boxall profiles and informal discussions with staff.

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

The Croft's PSHE curriculum supports and develops social and emotional needs for pupils. The SENCo works closely with the PSHE coordinator to ensure that the curriculum is appropriate and effective. For some children, this is not enough and further provision may be needed. This may be in the form of:

- Attending a weekly Nurture group
- Taking part in small social stories groups
- Forest schools
- Access to Lunch time supervisor play worker
- Brain break provision

Boxall profiles are used to assess and monitor a child's social and emotional development and the SENCo may use this evidence to access further support from outside of school.

The Croft have a strong anti-bullying ethos and procedures are put in place to ensure each child feels happy, safe and secure at school, irrelevant of their Special Educational Need. We have worked with Antibullying Alliance to train staff and produce an effective Anti-bullying policy.

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

There is a personal care policy in place to support those pupils who require extra support.

Where a child needs medication, school follows the recommendations from the Health, Safety and Wellbeing service. If a child requires medicine to be administered parents are required to fill out a form from the school office. Any medication given, must be prescribed for that child and clearly labelled. Staff administering the medicine will record the date, time and dose given.

Keeping students safe and supporting their wellbeing

Individual care plans are in place for those children with medical conditions and those who may require ongoing medication. Care plans are devised jointly with staff, parents and appropriate outside agencies. The school recognises that some pupils require time off to attend medical appointments and supports families to enable them to do this.

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

All staff follow the procedures in the Behaviour policy, which can be found on the school website or a hard copy provided on request from the school office.

Pupils who demonstrate challenging behaviour may be given a Personal Behaviour Plan (PBP). This outlines the challenges that the individual faces and details how the school, parents and pupils are going to overcome these together. If a child has a PBP, then outside agency support may be requested from:

- Behaviour support
- Educational psychology team
- SENSS
- Family Support worker
- School Nurse

If appropriate, the child may engage with other services such as:

- Relax kids
- Action for Children
- Art and play therapists

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

There is a designated lead for Looked After Children who works with the relevant virtual school. They attend PEP meetings and devise appropriate targets to support LAC where necessary. The SENCo works closely with the designated lead to ensure that provision for that child is appropriate and effective.

Working Together

Who is involved in my child's education?

At The Croft we have a team of dedicated staff. There are 7 classes, each with a Teaching Assistant and teacher who will be supporting your child in their education. The teaching staff plan and deliver an appropriate curriculum for the pupils in their class. Teachers carry out assessments and then use the information collected to deliver appropriate programmes of support. We also have a team of volunteer helpers who your child may be assisted by. A volunteer may support your child by:

- Listening to them read
- Assisting them in a small group
- Support them with craft activities.

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

It is the class teacher's responsibility to ensure all SEND information for their class is kept in a secure place and can only be accessed by the appropriate people. The information that teachers collect and use throughout the year is:

- ILP's
- Monitoring documents
- Assessment data
- Parent discussion notes
- Intervention records

At the end of the year, transition meetings are held and these documents are discussed and transferred. This evidence is also used during review meetings when discussing next steps for the pupils.

In addition, SEND information is also shared between staff on the school Provision map. This document is fundamental to ensure provision is continual, appropriate and effective, and it allows the SENCO to understand the provision that is taking place within each year group.

What expertise do you have in relation to SEND?

Mrs K. Challinor is a qualified SENCO and completed her post graduate SEND qualification in 2011.

All staff have training in:

- Autism Level 1

Working Together

- Dyslexia awareness
- Lego therapy
- Working memory

Other staff are qualified in:

- Forest school

CPD for all staff is a key priority for The Croft, and regular SEND training takes place in weekly staff meetings and TA meetings. This can be provided by either an external agency or the SENCo.

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

Accessing the right support for SEND pupils is essential if they are to achieve their full potential. The SENCo works closely with these external agencies in order to seek support for SEND pupils:

- Autism Outreach
- SENSS
- EP services
- Behaviour support
- Family support
- Malachi
- School nursing team
- Action for Children
- Occupational Therapy
- Speech and Language
- Midlands Partnership

The SENCo attends regular local hub meetings where good practice is shared, advice given and links to other agencies are provided.

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Working Together

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

If a parent or carer has a concern about their child, they are encouraged to contact the class teacher - this can be via the school office or email. Parents can also contact the SENCo.

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

SEN Coordinator - Mrs Katie Challinor

Email - staff04@croft.staffs.sch.uk

Telephone - 01543 490261

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

SEN GOVERNOR - Mrs Gaynor Hart

Termly meetings take place between the SEN governor and the SENCo. Discussion includes:

- Assessment data
- CPD
- SEND provision
- Action points for development

An agenda is set for the following meeting and action points agreed.

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

The Croft run a school council, where representatives are chosen by a class vote. Each child has a vote, and has the opportunity to share their views and ideas. Small social groups, Lego therapy and the Nurture group also enable children with SEND to express their ideas and opinions, knowing that they will receive a listening ear.

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

Parents are actively encouraged to become involved in the school community, this could be through volunteering, supporting fund raising events or becoming a member of the PTFA. When parent governor places become vacant, parents are given the opportunity to apply to become part of the school governing body.

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

The Croft is supportive of all of its parents and the SENCO works closely with the SEND families. The SENCO can support by:

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Working Together

- **Facilitating meetings**
- **Supporting with paper work**
- **Accessing support where necessary**
- **Providing access and support**
- **Providing user friendly resources**

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Inclusion & Accessibility

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

At The Croft, no child is excluded from an activity. We offer a varied and exciting curriculum and we actively seek out opportunities to enrich the learning for our pupils. Trips, sporting events and enrichment days are all risk assessed and adapted to ensure that all children can take part. Adaptations may be:

- Providing 1:1 support
- Changing the activities
- Using specialist equipment
- Providing opportunities for brain breaks

Our after school clubs are inclusive and all children are welcome to attend, and our Out of Hours Provision provides high quality child care for all children including those with a Special Educational Needs.

How accessible is the setting's environment?

Our school building has been adapted to become accessible for all:

- Disabled toilet
- Wide opening doors
- Disabled changing station
- Removal of steps

Is the building wheelchair accessible?

Fully Accessible

Partially Accessible

Inclusion & Accessibility

Not Accessible

Details (if required)

One block of toilets has a step to access it, however other toilets are available.

Are disabled changing facilities available? Yes
No

Details (if required)

A disabled changing table has been purchased and is positioned in the ladies toilets

Are disabled toilet facilities available? Yes
No

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

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

Details (if required)

There is an allocated disabled parking space.

Joining and moving on

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

Please see Staffordshire County Council website for the Admission to Reception Class Policy.
If you would like your child to attend The Croft then please contact the school office to seek further information.

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

Prearranged visits are welcomed at The Croft. In addition, we also had an annual open evening where parents have the opportunity to meet the whole team, look around and ask any questions they would like to. The SENCo is also available at the open evening.

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)?

Prior to pupils starting in the EYFS:

- The Reception teacher and SENCo visit the nurseries
- We hold an induction evening for all parents
- Provide stay and play sessions
- Provide a phased induction

When transitioning to the following year groups:

- Staff transition meetings held
- 2 transition afternoons completed with pupils

When transitioning to High school:

- Families are encouraged to attend open evenings
- High school transition meetings held with staff and SENCo
- High school social groups take place
- Transition Nurture programme completed for some children

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Additional Information

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

If you feel like you need further support please access:

- School nursing team
- Action for Children
- Family support
- SENDIASS
- GP

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

Report produced - September 2021

Review due - September 2022

Where can I find Staffordshire's Local Offer?

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

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

The school has a comprehensive complaints policy which is available on the website and a hard copy can be requested from the school office.

Type of Setting *(tick all that apply)*

- | | | | | |
|--|--|------------------------------------|----------------------------------|----------------------------------|
| <input checked="" type="checkbox"/> Mainstream | <input type="checkbox"/> Resourced Provision | <input type="checkbox"/> Special | | |
| <input type="checkbox"/> Early Years | <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Secondary | <input type="checkbox"/> Post 16 | <input type="checkbox"/> Post 18 |

Additional Information

- Maintained Academy Free School Independent/Non/Maintained/Private
 Other (Please specify below)

DFE Number

860-2153

District

- Cannock Lichfield East Staffordshire Tamworth
 Newcastle Moorlands Stafford South Staffordshire

Specific Age range

5-11

Number of places

210

Which types of special educational need do you cater for?

- inclusive mainstream school special school

Offer specialisms in. Tick all those that apply.

- | | |
|---|---|
| <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:

Additional Information

Specialist technology

Comment:

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

- Hydrotherapy
- Medical
- Therapy services
- Hearing loop