

School SEN detailed information

Reference number: 277-5847-5084 (unsubmitted)

Basic Details

The school

School name*:

The Croft Primary School, Armitage, WS15 4AZ (12 ▼)

Please contact us if your school does not appear in the list.

Your contact details

The email address you use here will be required to access this form at a later date (if you wish to save part way through or update information after submitting). Please ensure that you supply a valid email address. It is recommended that you use a general school email address rather than one directly attached to an individual. Data supplied in this section is not for public display.

Name of person completing this form

First name*:

Sarah

Last name*:

Richards

Role in school*:

SENDSCO

Email address*:

staff15@croft.staffs.sch.uk

Required to access this form after saving.

Phone number*:

01543490261

How we identify and assess needs

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

Ensure that you include:

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

Initially, Class teachers and parents would discuss together any concerns and we have about the children and we would discuss options on how to investigate these needs. It may be that we decide together to monitor the children in class and support initially on simple classroom support. After this, we would consider adding the children to the SEND register and we would set a Plan for the children to work through after identifying their needs. These could be Reading, Writing, Maths, Spelling or Phonics or may link to other needs such as SEMH through checking or regulation strategies for example. This plan would then explain the interventions planned for the children and we would monitor the children in class. Each term, these plans are reviewed and children's assessments would be used to support new targets set or a change in interventions to try and achieve the same previous targets.

It may be, parents and teachers decide to investigate the reason behind any needs in school. These could be completed in school such as Dyslexia Screening. However if we needed to seek outside

agency assessment for further assessments, the SENDCo and Class teacher would work together to complete the relevant referral forms required e.g. Autism, Paediatrics, Speech and Language, Behaviour support or we may seek an assessment from an Educational Psychologists.

If we felt the need is a behaviour need, again we would seek support from Behaviour Support, Entrust, and we may ask the family to seek support from Family Support (Malachi) and we would complete the relevant referral forms for these children too. For these children, a Behaviour Plan may be used in school with support from parents and regular discussions with the child.

When completing Learning Plans, we involve children as much as possible to ensure that they give their opinions on their learning and guide staff on interventions that they feel work for them (especially with KS2 children).

When working with children on relevant interventions for their need we may choose from Precision Teaching, Lego Therapy, Welcom, Phonics intervention, Direct Instruction, ELSA, Nurture style groups, a variety of reading intervention including RML books, paired reading daily support and volunteer reading.

If external support was sought, the advice and recommendations from these agencies would form part of our support offer. We take the expertise of others in supporting our young learners. We would also consider referring children to our local SEND Hub where we discuss the child's needs, with parental consent, to gain the advice of others SEND leaders and also to consider the need for Enhanced provision or whether an application for an EHCP may be necessary.

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

(NB this question may not be relevant to specialist providers and they can leave it out)

Ensure that you include:

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

As a parent, we would ask that you have a meeting with the class teacher initially to discuss any concerns that you may have. The class teacher would make a log of the conversation and note down the concerns. From this meeting, the class teacher would either support the concerns and move to a monitoring approach for that child, or we may add the child to the SEND Register which would formally ensure that the children is receiving relevant interventions and support in school.

If the parent felt that it was necessary, they could then further seek the guidance of the SEND Co-Ordinator and book a meeting with them individually or with the class teacher as well in order to discuss further concerns around the child or their targets.

This may then lead to referrals being made to relevant organisations, or suggesting support for the family if necessary or increasing/changing the support provided in school.

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

These documents would be on the school website but if they required any further information then they could ask the school office for the relevant documentation that they need.

SEND Policy and other related documents

Please provide links to your SEND Policy and any related documents in the area provided below.*

Documents to provide include 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

[All relevant policies on the school website](#)

Teaching, learning and support

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

Ensure that you include:

- How will you support children and young people with SEND with or without an EHC plan?*
- How does the setting/school/college plan the support?
- How and when will I be involved in planning my child or young person's education?* Include examples of personalised intervention programmes and any external teaching and learning, eg outreach
- What additional learning support is available?*
- How will teaching approaches be modified to meet my child or young person's needs?*

If a child is identified as having a SEND, we would set a an Educational Plan. This plan would be discussed with children and their parents. The plan would include academic targets as well and child based targets for their need. This plan is reviewed and adapted or changed on a termly basis, reviewing and setting new targets alongside parents and children forming part of our Assess, plan, do, review process.

These intervention targets will be worked on in class through classroom support or by specific intervention with the Teacher or Teaching Assistant.

If the child has an EHC plan, then the targets for the termly Educational plan would come from these targets using interventions and provision outlined in the educational plan so that two documents run together. In a similar way, if the child has had assessments from Speech and Language, Educational Psychologist or diagnosis from Autism, ADHD or Dyslexia tests then these recommendations for targets and provision would be used on the school Educational Plans.

Sometimes, the modifications made may be in class such as giving the children brain or movement breaks, allowing them fidget toys, seating positions adjusted or targeted teaching.

For children with a diagnosis such as Autism and ADHD, the children would have a passport style Education Plan which outlines how the children need to learn, what they are expected to do to help themselves and outline how the classroom can be adapted. Where appropriate, a behaviour plan may be suitable to support in understanding what works best for a child, their triggers and how this can be supportive of their regulation.

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

Ensure that you include:

- What is your approach to differentiation? How is the curriculum and learning environment adapted to meet the individual needs of children with SEND?
- 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)
- What additional learning support is available?
- Who will oversee and plan the education programme?
- What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?
- Where can I find information on the courses, qualifications and subjects that are available within the setting? (N.B. this question can be left out for settings in which it is not applicable (e.g. in mainstream primary schools))

Classroom differentiation happens in each lesson and is paramount to children learning at their own level and to ensure that they feel successful. Pitch and challenge are reflective of a pupils starting points with a clear focus on helping students to make relevant and appropriate progress. Any interventions that the children are taking part in, we try to ensure that the children are only missing small sections of classroom time as we feel it is imperative that children are part of each lesson in the classroom with their peers and class teacher. In some classrooms, we have spaces for children who can become overwhelmed and we have quiet reading spaces in each classroom. Each class at The Croft Primary School has a Teaching Assistant in the mornings and some children with EHCPs have more hours stretching into the afternoon if it is stated on their Plan.

The Termly Educational Plan is over seen by the class teacher, however the SENDco is involved in plans to ensure that the children are receiving challenging but realistic targets.

During in school testing, class teachers decide how to administer the tests in an appropriate way for the children by chunking up the tests, doing on a 1:1 basis or stretched out over days to ensure that the children do not become overwhelmed. For KS2 SATs, if children require access arrangements, these would be applied for if it is usual practice for the children.

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

Ensure that you include:

- How is your budget for SEND allocated and managed (Budget figures not required) ?
- How would you secure additional funding for a pupil?
- How does your setting further meet need?

Our SEND budget is allocated on support for the children in class. Resources are purchased for children through the office staff. If additional funding was necessary for children, the SENDCO would discuss this at the Rugeley Hub and apply for funding that is appropriate. It may be necessary, before applying for an EHC assessment, that we apply for Enhanced EADPR in order to have focused provision supplied for these children.

If we had a child in need of adult support, provision for this would be adapted from the current staffing that we have in school and we would move staff accordingly and where appropriate.

Adaptations to lessons, resources, teaching style again would be made within school and we would inform parents once appropriate differentiation has been decided on and made.

As we are such a close team, we would work closely with each other to provide advice and support and we would also make referrals to relevant outside agencies including Autism Inclusion Team, Staywell, Malachi, Early Help or make referrals to Pediatrics', Speech and Language, Neurodevelopmental assessment etc.

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

Ensure that you include:

- The decision-making process.
- Who will make the decision and on what basis?*
- Who else will be involved?
- How will the parent/carers be involved?*

When discussing and making plans for provision needed by the child, we would work together with class teacher, support assistants, head teacher and the SENDCO in order to make the most appropriate plan for that child. It may be the outside agencies advice is considered in order to ensure that the best provision is provided for the child.

Class Teachers would work closely with parents to discuss possible early intervention in order to support the child in school and we could closely track the progress made. This would be in the form of regular meetings with parents and updates on a regular basis.

Class Teachers would then discuss this progress with the SENDCO who would then advise the next steps. This may be adding the child onto the Special Needs Register and a formal support plan put in place. Parents would be asked for consent for this and then plans would be reviewed termly. Should any further support be needed, class teachers, SENDCO and parents would consider putting together and asking for an Educational Needs Assessment with the aim for an Educational Health Care Plan to be granted.

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

Ensure that you include:

- What resources are available?
- What is the process to secure these resources?

We have a variety of resources in school for pupils with SEND to access. This includes class computers, class iPads, laptops that can be used for children involved in touch typing interventions or dyslexia specific support. Covered films for pages, coloured paper, screens to support focus in lessons, wobble cushions, fiddle toys, chair bands are distributed on a needs basis. We also have a variety of equipment, resources and areas to use in school for Sensory Circuits and to enhance the children's sensory diet. These resources are allocated by the Senior Leadership Team and are shared across the school where necessary.

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

Ensure that you include:

- How will you assess my child's progress?*
- How often will my child's progress be reviewed, and how will this be done?
- How will I know what progress they should be making?
- What opportunities will there be for me to discuss their progress with the staff, or to be involved in review processes?*
- How will you explain to me how learning is planned?
- What opportunities will there be for regular contact about things that have happened at the setting? (e.g a home/school book)
- What measures do you take to assist communication with parents and carers with SEND?
- How we work with specialist services to support learning

Children are assessed on a formative basis in class each day, lesson by lesson. We also assess children in formal ways. Most of these are done formally at the end of each term. These assessments are in Maths, Reading, SPAG and Spelling. In Key Stage One, Phonics assessments take place throughout the year at the end of each unit.

Children with SEND are also given separate tests that show smaller steps of progress at the level they are at. These assessments are for basic number and reading (skill not comprehension)

At The Croft Primary School, we operate an open door policy and we encourage parents to speak to us throughout the year via email, phone or face to face. More formally, parents are invited to three parents evening during the year and they receive their child's report at the end of the year. This report informs parents. Parents receive new learning plans for pupils with SEND and are invited in termly for a meeting to discuss these.

For some children with SEND, we have home school books if necessary. In these, we can work with parents to inform them of daily issues or positive praise that their child has. We also can send sticker charts home or reward charts to share the child's achievements.

As stated earlier, we work closely with outside agencies and welcome feedback from them to support us in school with the children. This may be through regular emails or through meeting reports that they supply. These are also shared with parents to ensure we are all aware of the next steps that the children need. These reports may come from Family Support, Speech and Language, Autism services, doctors, pediatricians, Educational Psychologists, Physiotherapists and Occupational Therapists.

How will you help me to support their learning?*

Ensure that you include:

- How I can help support this at home?
- Do you offer any parent training?

We have websites and useful documents that we can share with parents. We also offer parent workshops during the year for calculations, phonics, reading, new starters and we have leaflets explaining how we teach the main academic subjects in school. Our policies are also available for parents to look through from our websites.

Homework is given to children each week for Literacy and Maths. They also receive differentiated

weekly spellings and times table practise. We encourage parents to read regularly with their children at home as well. Home reading books are sent home for this process. Children are also encouraged to use a range of online subscriptions including Purple Mash, TT Rockstars and Nessy.

If a child needs further support, Class teachers may provide further support and information on an individual basis.

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

Ensure that you include:

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

Each term, when reviewing and setting targets, the children are asked to give their opinion on their learning and their progress. We use the 5 point face scale and ask the children to give their opinions on this. This can help guide conversations and adjust classroom managements and procedures to meet the needs of the children.

The SENDCO has meetings with children with SEND to discuss how they feel about school and about their learning. Their comments and suggestions are then given to staff to ensure the happiness of the children is paramount in our minds when planning the school curriculum.

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

Ensure that you include:

- How does the setting 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?

In school, when completing classroom observations and book trawls, we consider SEND as a separate section to ensure and comment on the provision in place for these children.

Termly, the children with SEND complete assessments specific for SEND to show small steps of progress as well as classroom assessments (if appropriate). Parents are informed of these during parents evenings and progress and attainment are discussed.

We complete Pupil Voice questionnaires for all children and for children with SEND to consider their feelings and suggestions for their education and provision.

Inclusion and SEND provision forms part of all monitoring and an integral part of our provision and CPD. We have a dedicated SEND governor and SEND is a regular feature of governor meetings.

Safety and wellbeing

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

Ensure that you include:

- What handover arrangements are offered at the start and end of the school day?
- What support is offered during breaks and lunchtimes?
- What happens during PE lessons, moving between buildings and on school trips?
- What are the settings arrangements for undertaking risk assessments?

School children line up on the playground at the start of the day and class teachers lead children in when the bell goes. If the children are struggling with this arrangement, then they can walk in with the class teacher, a TA or they can come in through the office entrance if this is arranged with staff. If

the children require a settling in period with specific activities then these are also available on an individual basis, based on the child's needs. At the end of the day, children are seen out by class teachers to ensure that their parents are waiting on the playground for them. Should it be necessary for a child to be walked to their parent, then this would be done by a class teacher or a Teaching assistant available in the school. During breaktimes and lunchtimes, we have plans for any children that may find these difficult. These children may be supported by key staff or have a member of staff that is available for them if necessary.

During PE, children with specific plans may have adult support or adapted equipment. On school trips, the ratio of adults to children is considered by the EVC and appropriate support on trips would be provided. This may be 1:1 support or small group support for certain children.

Risk Assessments for children are written by class teachers, SENDCO's and Senior Leadership Team to ensure plans are in place as keeping children safe is the top of our priority list.

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

Ensure that you include:

- 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 setting offer a counselling service or a learning mentor?

Policies for bullying, safeguarding and SEND are available on the school website.

The Croft has a PSHE curriculum that we follow to support all children in the school understanding relationships, their roles in school and the wider world, safety and social understanding.

Class Teachers and support staff are on playground duties and the children are encouraged to interact with each other and play during playtimes and lunchtimes. We observe and intervene when necessary and we encourage the children to speak to an adult if they have trouble making friends or playing a game.

Individual children with difficulties in socializing, will have strategies planned out for them on the Learning Plans and Passports and all staff are aware of these areas. Some children work well having a buddy, whereas other children prefer to make the decisions on who to play with in adult support. We make these decisions on an individual basis to support our children.

In school we run nurture sessions as interventions during the week and children who need further guidance and support especially in understanding feelings and emotions. The children that take part in these nurture sessions are selected based on need, by class teachers and organised by the SENDCO and Leadership team.

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

Ensure that you include:

- How does the setting manage the administration of medicines and providing personal care where necessary (e.g. toileting, eating etc.)?
- What would the setting do in the case of a medical emergency?
- How does the setting 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?

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.

Care plans detail actions for specific children in a medical emergency. If the medical emergency is not linked to a known condition, school staff would follow the Health and Safety Policy and ensure that medical assistance is sought and parents informed.

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

Ensure that you include:

- Support from external agencies?
- A link to your behaviour policy.* (add links using the link options at the bottom of the page)

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. They may also need an individual risk assessment. The child's needs would be considered on a case-by-case situation ensuring that all reasonable routes of support are explored. Further support may be requested from:

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

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

- Stay Well
- Early Help
- Dizzy Heights

Links to Behaviour policy and external agencies

Please provide a link to your Behaviour policy and links to relevant external agencies sites.

[Staffordshire Local Offer. Links to support available in staffordshire.](#)
[The Croft Primary School policies](#)

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 relevant support teams. 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. They liaise with virtual school, carers and social teams to ensure the child's needs are met.

Working together

Who is involved in my child's education?*

Ensure that you include:

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

At The Croft we have a team of dedicated staff. There are 7 classes, teacher who will be supporting your child in their education. There is a large group of teaching assistants that work across the school in various roles. 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 programs 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.

In school we also have a variety of staff members who are heavily involved in each child's education. These include:

- Mental Health lead
- SENDCo
- Phase Lead
- Deputy Head
- Headteacher

For contact details - please see the school website.

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 and the SENDCO'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. Information regarding parent meetings, behavioural concerns is also logged on our online platform CPOMS.

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?*

Ensure that you include:

- What type of knowledge do staff members have in relation to SEND (awareness, enhanced or specialist)?
- Does the setting 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?
- Does the setting have any formal accreditations, charter marks or awards?
- Does the setting provide disability awareness training?

Mrs Sarah Richards is a qualified SENCo and completed her post graduate SEND qualification in 2022.

All staff have training in:

- Autism Level 1
- Dyslexia awareness
- Working memory

Other staff are qualified in:

- Forest school
- ELSA
- Lego therapy

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)?*

Ensure that you include:

- 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?
- Which health or therapy services can children/young people access on the setting/school/college premises?

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 Inclusion
- SENSS
- EP services
- Behaviour support
- Malachi
- School nursing team
- Staywell
- Dizzy Heights
- 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.

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

Ensure that you include:

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

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.

All information regarding contact details are on the school website.

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

Note: colleges – no legal duty for SENCO, but should have named co-ordinator for SEN support

SEND Coordinator – Mrs Sarah Richards
 Email – staff15@croft.staffs.sch.uk
 Telephone – 01543 490261

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

Note: must include information around looked after children

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
- Pupil/Staff Voice

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

SEND is always an item at full governors.

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

Ensure that you include:

- How will my child/young person be able to contribute his or her views?
- How will the setting 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?

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.

Each term when the children review their learning targets, the children discuss areas for learning and review their progress for last term.

If a child has a diagnosis, we also encourage the children to create a passport style plan considering their needs, what helps them, how we can help them and how they can support themselves.

What opportunities are there for parents to become involved in the setting 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?*

Ensure that you include:

- Do you offer help with completing forms and paperwork or travel plans?
- Who normally provides this help and how can they access this?

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

- Facilitating meetings

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

Inclusion and accessibility

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

Ensure that you include:

- 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?

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. They work closely with families to ensure that the provision they provide is appropriate and adaptive to the child's needs.

Provide details of the physical accessibility of the setting?*

Provide details of the following (this question relates to options available on the search form)

- Wheelchair accessibility of the setting.
- Details regarding accessible toilets and changing facilities
- Facilities for parking (including drop off/ pick up points and student parking where applicable)

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

- Disabled toilet
- Wide opening doors
- Disabled changing station
- Removal of steps
- Disabled car parking spot

The building is partially accessible to wheelchairs.

How accessible is the setting's environment?*

Ensure that you include:

- 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?

In school, we have many children who may need sensory breaks, sensory circuits or a sensory diet within the classroom. These are either encouraged for the children to access independently or are delivered by staff in school.

In class, children may need seating arrangements to be adaptive or to use adaptive equipment such as table wedges, supportive chairs etc. Staff are trained and supported to use these strategies by the Leadership Team to ensure all children have equal access in the classroom.

We also ensure that we have close communication and contact with Parents and Carers to ensure that they update us on relevant information. These are then added to care plans and staff are informed.

Links to accessibility Plan

Where available, please provide a link to your accessibility plan

[Equality and Accessibility Plan at The Croft](#)

What forms of communication does the setting use to ensure inclusivity?*

Ensure that you include:

- 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)?

We are a fully inclusive school and children whose first language is not English and supported in a variety of ways:

- Fully emersed in the English Language in classroom
- daily support booklets including translations of key words/phrases e.g. toilet, drink, lunch, help.
- Google translate to support and develop independence
- Google keyboard adaptations.
- Putting parents in touch with other parents who would be able to support
- Seeking guidance from Local Authority e.g. Minority Ethnic Achievement Services.

Joining and moving on

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

Ensure that you include (add links using the link options at the bottom of the page):

- 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)

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.

Links to information

Please provide links to pages in your website or external sites where the parent can obtain this information.

[School website link to policies](#)

How can parents arrange a visit to your setting?*

Ensure that you include:

- What is involved?
- Do you offer Open Days?

Prearranged visits are welcomed at The Croft. We like to give parents individual attention during school visits where they can ask any questions that they may have. Parents are shown around by the Headteacher or a member of the Senior Leadership team and should parents wish to speak to the SENDCO during their visit, this can be prearranged and will be managed if possible.

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

Ensure that you include (as applies to your setting):

- What preparation will there be before my child or young person joins you?
- Will you liaise with the child or young person's previous education setting to share information?
- 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?

Prior to pupils starting in the EYFS:

- The Reception teacher and SENCO (if necessary) 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
- Support materials and equipment transferred.
- Support summer plans in place if necessary e.g. key items to keep, visits just before the children return if deemed necessary.

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

Additional information

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

Ensure that you include (add links using the link options at the bottom of the page):

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

If you feel like you need further support please access:

- School nursing team
- Staywell
- Malachi
- SENDIASS
- GP

Links to other support

Please provide links to relevant websites which contain additional support information.

[School Nurse information](#)

[SENDIASS](#)

[Stay well](#)

[Malachi - Family Support](#)

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

NOTE: Must be updated annually. Include last updated date in long form (to avoid any confusion)

Report Updated - October 2025

Due to be Reviewed - October 2026

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

Ensure that you include:

- How can parents give feedback to the setting?
- What is the setting complaints policy?*

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

Links to complaints policy

Where available, please provide a link to your settings complaints policy.

[Policy link on School Website](#)

Links to any other relevant sites

Please provide any links to any other pages in your website or any external site which you feel may be beneficial to the parent when making their school choice.

No links provided

Confirmation and Declaration

Please ensure that you have completed the form fully. Click on the 'Submit' button at the bottom of the page to submit this form. Once submitted you cannot alter any of the details on the page.

- ☐ I confirm that all details provided are accurate to the best of my knowledge. I have checked the form and provided all relevant information