

Our Local Offer for Special Educational Needs and/or Disability



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

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Our Local Offer for Special Educational Needs and/or Disability

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

How we identify and assess needs

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

- *How do you identify children or young people with SEND? (IRR)*
At Endon Hall we recognise the importance of early identification of special educational needs, and use a range of methods and assessments to achieve this. These include;
 - *Liaison with previous schools/settings*
 - *Concerns raised by parents*
 - *Ongoing teacher assessment which identifies children who are working significantly below their peers*
 - *Assessments for specific areas of concern*
 - *Advice given by external professionals*
- *After identification, what would your setting's first steps be?*
Following the assessment and identification of a special educational need, the first step Endon Hall would take would be to plan the most appropriate support, utilising the advice of any professionals involved, as well as the views and wishes of parents/carers and the child.
- *Does the setting/school/college have any programmes for early intervention/help?*
Endon Hall utilises a number of programmes and approaches for early intervention and help. Through our Graduated Approach, quality first teaching and differentiation is in place to meet the diverse needs of our learners. Any reasonable adjustments to provision will also be made at this stage and staff will liaise with families to check that sight and hearing tests are up to date, with any physical adjustments required in place. The class teacher will monitor the impact of this.

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)

- *How will I be able to raise any concerns I may have?*
If you have any concerns, then first of all please speak to the class teacher with whom your child will have the closest relationship with in school; the school SENDCo will then provide support and advice on the next steps in the Graduated Approach.

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*
Please follow the below link for Endon Hall's SEND policy and related documents.

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

How we identify and assess needs

Endon Hall SEND policy and related documents

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)*
At Endon Hall, all children with an identified special educational need have a Pupil Plan, with SMART targets to measure the success of any strategies and interventions in place. Pupil Plans are reviewed termly, and more frequently if required, in line with the Graduated Approach of assess, plan, do and review. You will receive a letter explaining this processes if your child is placed on the school's internal special educational needs and/or disabilities register.
- *How does the setting/school/college plan the support?*
Support is planned in partnership between the child, parents, class teacher, SENDCo and any other relevant professionals or agencies. The views and wishes of families and their children play an important role in formulating Pupil Plans, alongside any assessments and recommendations from professionals involved, both within and outside of Endon Hall.
- *How and when will I be involved in planning my child or young person's education? (IRR)*
Parents and carers are invited to contribute their views and wishes as part of the Pupil Plan assess, plan, do and review Graduated Approach cycle. This will be during the formulation of the initial plan and subsequent reviews which are held termly.
- *What additional learning support is available? (IRR). Include examples of personalised intervention programmes and any external teaching and learning, eg outreach*

We are a Dyslexia Friendly school (Full Status) and all staff work to ensure the environment, resources and strategies used reflect best practice in order to benefit all types of learners.

We also have staff trained to deliver structured interventions and support across all key areas of need:

Cognition and Learning

- *Accelerated Reading*
- *Cross-Peer Tutoring*
- *Chris Staunton Daily Diary*
- *National Strategies Wave 3 Mathematics*
- *Touch Typing*
- *Nessy*

Communication and Interaction

- *Nuffield Early Language Intervention (NELI)*
- *Time to Talk*
- *Brain Gym*

Teaching, Learning and Support

**Emotional Intelligence/Circle of Friends*

**Spirals*

Social, Emotional and Mental Health

**Emotional Intelligence*

**How are you feeling?*

**Meet and Greet*

**Cry, Heart But Never Break*

**Badger's Parting Gifts*

**Be the Jellyfish*

**Getting to know me*

Sensory and Physical

**Happy Hands*

**Pindora's Box*

**Motor Skills United*

**Sensory Circuits*

- *How will the setting/school/college modify teaching approaches to meet my child or young person's needs? (IRR)*
The success of teaching approaches will be measured through SMART targets set out on your child's Pupil Plan; if an approach does not suit your child's needs an alternative method will be used. Advice will be sought from external professionals such as the Staffordshire SEND HUB, District Inclusion Panel or healthcare professionals where required.

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

- *What is your approach to differentiation? How is the curriculum and learning environment adapted to meet the individual needs of children with SEND?*
Support is provided through a Graduated Approach; all children will be provided with quality first teaching that is differentiated to meet the diverse needs of all learners. Any reasonable adjustments to provision will also be made at this stage and staff will liaise with families to check that sight and hearing tests are up to date, with any physical adjustments required in place. The class teacher will monitor the impact of this.

Teaching, Learning and Support

- *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)*
At Endon Hall we offer a range of provision. We are a Dyslexia Friendly School (Full Status) and encourage the children to consider their own learning styles and preferences as part of our approach to the curriculum. Every classroom has a Help Station which is stocked with learning prompts and resources. The children are taught how to use these and an environment nurtured which encourages independence to select the best approach for their own learning.
- *What additional learning support is available?*
Staff at Endon Hall are trained in a range of approaches and interventions; where required external support and advice from other professionals such as those on the SEND HUB, Preventative District Inclusion Panel and Healthcare is utilised.
- *Who will oversee and plan the education programme?*
Class teachers and subject leaders lead planning for their classes and subjects. Senior leaders are responsible for overseeing the process.
- *What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?*
Reasonable adjustments are made as part of our Graduated Approach to support and are tailored to the needs of each child. Access arrangements are made according to individual need, based on normal classroom practice, to support children during exams.

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

- *How is your budget for SEND allocated and managed?*
The SEND budget is informed by need and numbers on the SEND register. It is allocated by school leaders and managed by the school bursar.
- *How would you secure additional funding for a pupil?*
Applications for additional funding are made based on the needs individual children. Advice from specialists would be sought prior to the applications being made and would inform at least two Graduated Approach cycles of assess, plan, do and review.
- *How does your setting further meet need?*
To ensure that we are able to support children with the most effective strategies, available funding and resources on offer, the SENDCo attends regular training, updates and networking events throughout the local authority. This includes seeking advice from specialists and working with the local SEND Hub on individual cases.

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.*
Support is provided through our Graduated Approach cycle of assess, plan, do and review and is adjusted at the end of each Pupil Plan review according to progress. The views, wishes and feelings of your child and yourself, in combination with the knowledge of professionals supporting your child will form the basis of the type and amount of support in place.

Teaching, Learning and Support

- *How will I be involved as a parent and carer? (IRR)*

Parents and carers are invited to take part in the Pupil Plan review and setting of new targets process at least three times per year with the class teacher. This process is aligned with the planned parent-teacher meetings for all children, however additional time or follow up meetings with the SENDCo are always available.

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

- *What resources are available*

We strive to follow best practice advice on supporting the children in our care and provide a range of resources to meet varying needs.

- *What is the process to secure these resources?*

Need is identified through assessment and where possible the SEN Notional budget will cover expenses. If the expense cannot be covered here, then the SENDCo will make the request to the Headteacher who will ratify decisions with the Governing Board.

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

- *How will you assess my child's progress? (IRR)*

Progress is assessed by class teachers and trained Inclusion Support Assistants. In addition to routine class based assessments, specific assessments linked to your child's Pupil Plan targets will be carried out.

- *How often will my child's progress be reviewed, and how will this be done?*

Progress against Pupil Plan targets will be reviewed once per term with your child's class teacher, with support from the SENDCo.

- *How will I know what progress they should be making?*

SMART targets will be set on your child's Pupil Plan.

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

At each review there will be the opportunity to discuss your child's progress.

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

Your child's class teacher will explain how learning is planned.

- *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)*

There are a variety of opportunities for regular contact. These include home/school books, email updates, face to face and telephone conversations.

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

We use a variety of methods to communicate with parents; letters, text, email, telephone. If an alternative is required, then please speak to our SENDCo.

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

Teaching, Learning and Support

We work with a range of specialist services to provide the most effective support for learners. This includes staff training as well specific advice for individual children where necessary.

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

- *How I can help support this at home?*
General advice about supporting your child at home is available via a video on the school website <https://endonhall.staffs.sch.uk/send-inclusion/> . Parent/Teacher Consultations also provide an opportunity to discuss ways to support your child at home and specific activities are referenced on individual Pupil Plans.
- *Do you offer any parent training?*
Opportunities for parent training is available and signposted through our newsletters. If specific support is required, please contact the school SENDCo at fairhall.g@endonhall.staffs.sch.uk

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)***
Your child will be involved in the termly review of their individual Pupil Plans where they will talk about their progress with their class teacher.

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?*
The outcomes and impact of support is monitored carefully by the SENDCo; pre and post data from interventions is measured, Pupil Plan outcomes reviewed, comparison of standardised score data and pupil voice conversations all contribute to the evaluation.
- *How will you involve parents and carers in this process?*
Parents are involved in this process through the review of their child's termly Pupil Plan, in addition to whole school mechanisms for reporting such as consultations and the end of year school report.
- *How will you involve children and young people in this process?*
Your child will be involved in the termly review of their individual Pupil Plans where they will talk about their progress with their class teacher.
- *Does the setting, school or college use feedback mechanisms or surveys?*
The school regularly uses surveys and parents are invited to feedback their views termly on individual Pupil Plans.

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?*
Staff meet the children and parents at the start and end of the day; where different or additional arrangements are required, steps are put in place on an individual basis, based on need.
- *What support is offered during breaks and lunchtimes?*
Clubs, playground leaders and buddies are in place to support children over break and lunchtimes; where adaptations are required, these will be introduced as per your child's individual Pupil Plan.
- *How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons, moving between buildings and on school trips)*
Risk assessments are carried out to ensure the safety of children outside of the classroom.
- *What are the setting/school/college arrangements for undertaking risk assessments?*
Where risks are identified, a risk assessment will be conducted, recorded in writing and shared with relevant members of staff.

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?*
A Graduated Approach to mental health and wellbeing is in place across the school. As part of this, staff take an active listening approach, with regular circle times embedded into school life. For those with greater needs, '1:1 check-ins' are provided. Pupil Voice is encouraged through the School Council and the SENDCo carries out termly consultations with children with SEND.
- *What measures are in place to prevent bullying?*
An anti-bullying policy is in place which sets out our key measures taken to prevent bullying. By taking a holistic approach to emotional as well as physical wellbeing we seek to ensure that children have a clear awareness of how to respect themselves and others. We promote this through the curriculum, our reward system and encouraging pupil voice.
- *Where can I find details of policies on bullying?*
Our bullying policy is available via the school website <https://endonhall.staffs.sch.uk/policies/>
- *How do you help children and young people to make friends?*
Friendship is nurtured through circle times, the RSHE curriculum and our buddy system.
- *Is a mentor or buddy scheme available for my child or young person?*
Yes, we have a buddy system in place.
- *How do you encourage and measure the development of good self-esteem and confidence?*
We have a range of social and emotional assessments and interventions as well as a graduated approach to mental health and wellbeing to promote good self-esteem and confidence for all.

Keeping students safe and supporting their wellbeing

- *Do you offer sibling support?*
Support is tailored to the individual needs and circumstances of our children.
- *Does the school/setting offer a counselling service or a learning mentor?*
The school SENDCo is a trained Mental Health First Aider and works with the staff and families to plan targeted emotional health and wellbeing support. We also have a team of Inclusion Support Assistants trained in a range of interventions to support differing needs.

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.)?*
We have a policy in place for managing the administration of medical needs and providing personal care with allocated roles and responsibilities to ensure needs are met.
- *What would the setting/school/college do in the case of a medical emergency?*
- *Risk assessments and individual health care plans are in place to cover key scenarios and staff have received training on the medical needs of children in the school.*
- *How does the setting/school/college support young people who have to take time off for medical appointments?*
We work with families and health care professionals to ensure that children are supported in their learning if they need to take extended time out to attend appointments/ receive treatment.
- *How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?*
Where care plans are required, we work closely with families and health professionals to take account of all key consideration. Systems are in place to ensure that the relevant staff understand the plan.

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

- *Include link to Behaviour policy.*
Our Behaviour policy is available via the school website <https://endonhall.staffs.sch.uk/policies/>
- *Support from external agencies?*
We work closely with external agencies such as Entrust Behaviour Support, our Educational Psychologist and the SEND Hub to ensure we create the best possible atmosphere for positive behaviour and encourage good attendance.

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

Children who are looked after by the local authority have their own electronic personal education plans (EPEPs). The school SENDCo writes these plans, alongside other key members of staff and professionals involved in supporting the child to ensure the best possible outcomes.

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

Working Together

Who is involved in my child's education?

- *Who will be working with my child/young person – include contact details (IRR)*
Please see our school website for details of who our class teachers are <https://endonhall.staffs.sch.uk/our-staff-2/>
- *What is the role of my child's class teacher/s?*
Your child's class teacher plays a central role in their school life. Based with that member of staff for the year, they will get to know them very well as the class teacher plans, delivers and assesses the learning activities your child takes part in.

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

SEND information is recorded centrally by the SENDCo and shared with the relevant staff. The SENDCo provides advice, guidance and training where required to ensure that all information is understood.

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)?*
At Endon Hall we have skilled practitioners who are all aware of how to support children who have a SEND; some staff have an enhanced level of knowledge.
- *Does the setting, school or college have any areas of expertise with specialist staff, and what are their qualifications?*
Mrs Fairhall (SENDCO) has completed the National Award for SEN Coordination (NASCO) at the University of Wolverhampton. This is a Masters level national award for the leadership of SEN within a school. Mrs Fairhall is also a trained Mental Health First Aider.
What ongoing support and development is in place for staff with regard to supporting children and young people with SEN?
SEND CPD (Continuing Professional Development) is planned into whole staff training by the SENDCo, with additional, specific courses and sessions for year group staff provided based on the needs of the children they support.
- *Does the setting, school or college have any formal accreditations, charter marks or awards?*
Endon Hall Primary School holds the Full Status Dyslexia Friendly Award (2021-2024) and is a Trauma Informed and Attachment Aware setting.

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

Working Together

- *Does the setting, school or college provide disability awareness training?
Endon Hall Primary School does not provide disability awareness training; this would be accessed by our staff externally where required.*

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.
At Endon Hall Primary School, we proactively work with a range of other agencies to gain expert advice to inform the planned support for children with specific special educational needs. These may include the North Staffordshire SEND Hub, Educational Psychologist, SEND advisors, Speech and Language therapists, Autism Outreach, Behaviour Support, Physiotherapists and other health professionals, the Visual and Hearing Impairment services and social services.*
- *Which health or therapy services can children/young people access on the setting/school/college premises?
There are not currently any health or therapy services based on our premises, however we welcome mobile health and therapy services in.*

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?
Initial discussions or enquiries about a child with a special educational need or disability or the school's SEN provision would be dealt with by the class teacher or the SENDCo. If you are still worried, contact should be made with the Headteacher. You can arrange to speak to any member of staff via the school office on 01782 502 645.*

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

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

Mrs Fairhall can be contacted via email or the school office (working days Wednesdays and Fridays).

Email: fairhall.g@endonhall.staffs.sch.uk

School Office Telephone: 01782 502645

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

Working Together

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

Note: must include information around looked after children

- *The governors at Endon Hall Primary School work strategically, across a spectrum of roles to ensure the best outcomes for all of our children. We have a clear focus on our vulnerable children and a link governor is dedicated to those with SEND and Pupil Premium, including looked after children. Our link SEND and Pupil Premium governor meets with the SENDCo every term and has an up to date, working knowledge of provision and progress. Support and challenge from this role ensures the most effective support is in place.*

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 being able to contribute his or her views?
The voice of all pupils is highly valued at Endon Hall; the SENDCo consults with a range of children with SEND every term to ascertain their views about school. Our School Council also offers a platform to share ideas and opinions through consultation in their monthly surgeries or on paper via the School Council post box.*
- *How will the setting/school/college support my child/young person to do this?
We understand that everyone has their own preferred method of communication so we offer a variety of ways to share thoughts, worries and ideas. The SENDCo supports children with SEND to share their views on school through 1:1 consultations each term and the School Council holds monthly surgeries and has a post box for ideas recorded on paper.*
- *How do you support children and young people with SEND/LDD in making their aspirations known?
The aspirations of all children should be nurtured; class teachers dedicate time to building strong relationships with the children in their care and through regular circle times, facilitate discussion to learn more about each other. Clubs and regular theme weeks in school provide knowledge and inspiration around many different topics which the children may not otherwise encounter.*
- *Do you have any student focus groups, councils or forums within the setting?
Our School Council also offers a platform to share ideas and opinions through consultation in their monthly surgeries or on paper via the School Council post box.*

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

We have lots of opportunities for families to be involved in school life. We organise concerts, events and celebrations both within school and the local community, where parents and grandparents are invited to share in the children's learning.

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

Working Together

We also organise and run family learning opportunities where parents can come into school and complete activities to help them to support their child. If parents are interested in volunteering in school, then they can talk to the school office about this.

Parents are encouraged to read with their children frequently at home and return the reading diary so that the class teacher can monitor the frequency of the child's reading. Homework activities are provided weekly in 'Brain-Builder' books and parents are encouraged to support their children in completing these activities. Individual Pupil Plans detail key activities for parents/carers to work with their children on to further support progress.

We have opportunities for parents to join our governing board. Please contact the school office if you are interested in a position as a governor.

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?*
- *A range of support for families is available through school. The SENDCo works with families to lead Early Help assessments and plans as well as supporting families on a case by case basis to complete SEND related forms or paperwork.*
- *What information, advice and guidance can parents and young people access eg help with completing forms or arranging travel plans? Who normally provides this help and how can they access this?*

Information, advice and guidance on accessing family support is provided by the school SENDCo, Mrs Fairhall.

Mrs Fairhall can be contacted via email or the school office (working days Wednesdays and Fridays).

Email: fairhall.g@endonhall.staffs.sch.uk

School Office Telephone: 01782 502645

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?
Following the relaxation of COVID restrictions, a growing number of clubs and activities are available for all children. These include a Book Club, Creative Arts Club, Choir, a range of sports activities and a before school Nessy Club exclusively for children identified as SEND or Pupil Premium.
Do you offer holiday and/or before and after school/college provision? If yes, please give details
Through our Phoenix Club, we offer wraparound care 7.30 am -5.30pm term time only. [Please follow this link for further information.](#)*
- *What lunchtime or after school/college activities do you offer? Do parents/students have to pay for these and if so, how much?
Following the relaxation of COVID restrictions, a growing number of clubs and activities are available for all children. These include a free lunchtime Book Club, after school Creative Arts Club and a before school Nessy Club (Nessy Club is exclusively for children identified as SEND or Pupil Premium to support reading and spelling skills). For a fee, children are also able to access music lessons and Choir. Please contact the school office on 01782 502 645 to find out costs and booking details.*
- *How do you make sure clubs, activities and residential trips are inclusive?
We strive to ensure that clubs, activities and residential trips are inclusive; the SENDCo works with staff to make any adjustments required and complete risk assessments if needed.*
- *How will you help my child or young person to be included?
Inclusion is highly valued at Endon Hall and, as part of our Graduated Approach, all staff are trained to consider adaptations and adjustments to provision and teaching to reduce and remove barriers.*
- *How do you involve parent carers in planning activities and trips?
We work closely with parents and carers to ensure all considerations are planned for in activities and trips. In addition, parents and carers may join us on pre-visits, share photographs to familiarise their child with where they will be going/what they will be doing and contribute to risk assessments.*

How accessible is the setting's environment?

- *How has the environment been adapted to support children with sensory needs.
Adaptations to the environment have been made based on specialist advice to meet the needs of our children with sensory needs; steps are edged in yellow paint to increase visibility, ramps in place in key locations, weighted doors have been loosened, and handrails installed where required.*
- *How are SEND students supported to access those facilities available to all students? Link to Accessibility Plan (As described in SEND CoP).
Children with SEND are supported to access those facilities available to all students wherever possible through adaptations with risk assessments to ensure the safety of all children and staff.*
- *How do you communicate with those whose first language is not English (including parent/carers)?*

Inclusion & Accessibility

- *We encourage families whose first language is not English to let us know their preference for communication. This is done through the SENDCo, Mrs Fairhall. Where children have English as an Additional Language (EAL) we would work with agencies such as the Minority Ethnic Inclusion Service (MEAS) to follow good practice communication advice.*
- *Does the setting encourage and make use of alternative forms of communication on a regular basis? If so, which one(s)?
Yes, we utilise a variety of communication methods which include email, text, phone call and letter, as well as face to face.*

Is the building wheelchair accessible?

Fully Accessible

Partially Accessible

Not Accessible

Details (if required)

We have been RAG rated Green by the local authority.

Are disabled changing facilities available? Yes

No

Details (if required)

Are disabled toilet facilities available? Yes

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

Inclusion & Accessibility

No

Details (if required)

Do you have parking areas for pick-up and drop-offs? Yes

No

Details (if required)

We have limited parking available; there is one disabled bay. Should any parent need to make use of this, please contact the school office on 01782 502 645.

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

Joining and moving on

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

- *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)*
Admissions information for Endon Hall Primary School can be found at <https://endonhall.staffs.sch.uk/admissions/>

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

Joining and moving on

- *Do you offer Open Days?*
- *Visits can be arranged via the school office, 01782 502 645. We offer tours in small groups or we are also able to arrange individual visits if you wish to discuss the specific needs of a child.*

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?*
Thorough preparation is key to positive transitions; discussions with parents or carers and any professionals involved in the support of a child would feed into the planning process for each child on an individual basis. Visits, opportunities to meet the staff and transition booklets with photographs and key information all serve to familiarise and reduce anxiety linked to a new start.
- *How will he or she be prepared to move onto the next stage?*
Organised transition activities are in place as children move through to their next stage. Vulnerable children receive additional transition support and this will depend on their specific needs. Examples of such support include personalised transition booklets with photographs of new adults, the classroom and any other areas which will be new to the child, time spent talking about any worries and concerns they may have about their move with a familiar adult and additional opportunities to meet new key adults. Information regarding the needs of individual children will be passed onto new class teachers and a meeting will be held in school to discuss the support and interventions that are in place. The transition programme in place for children in Year 6 provides a number of opportunities for children and parents to meet staff in their new school. These opportunities are further enhanced for children with special educational needs and are carefully tailored to suit the individual.
- *What information will be provided to his or her new setting, school, or college?*
Key information will be shared with his or her new setting. This includes any support plans in place, assessment data, any professional reports and safeguarding information.
- *How will you support the new setting, school, or college to prepare for my child or young person?*
We will work with the new setting by sharing key information, facilitating any visits required and attending any transition meetings to discuss support.
- *Do you teach life skills and/or independent travel training?*
Life skills are highly valued and built into our curriculum.
- *How will you support independent living and participating in society?*
We aim to provide additional opportunities, beyond the classroom, to learn about independent living and participation in society. The School Council play a central role in this and work to encourage all children to share their voices.
- *Do you use job coaches or careers advisors?*

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

Joining and moving on

We encourage the children to think about their futures and seek to inspire them through theme weeks and visitors who talk about their careers.

- *Will you liaise with the child or young person's previous education setting to share information?*

As part of our preparations to welcome a new child we would discuss current support with any professionals involved with the child.

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

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.)*

SEND IASS – Staffordshire Family Partnership provide information, advice and support service for families of children and young people with SEND (0-25 years) in Staffordshire.

Contact details:

Telephone: 01785 356 921

Email: sfps@staffordshire.gov.uk.

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

Must be updated annually – please provide date of latest update

Latest update: March 2022

Next update: March 2023

Additional Information

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?
Initial concerns or enquiries about a child with a special educational need or disability or the school's SEN provision should be dealt with by the class teacher or the SENDCo. If concerns remain they should then be referred to the Headteacher. There is no suggested time scale for resolution at this stage given the importance of dialogue through informal discussion.*
- *What is the setting, school or college's complaints policy? (IRR)
In the event that these informal discussions fail to resolve matters, the complainant should follow the Concerns procedure, setting out the precise nature of the concern as specified in the school's Compliments, Comments and Concerns Policy. The concern would then be dealt with in line with the policy.*

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 type="checkbox"/> Primary | <input type="checkbox"/> Secondary | <input type="checkbox"/> Post 16 | <input type="checkbox"/> Post 18 |
| <input type="checkbox"/> Maintained | <input type="checkbox"/> Academy | <input type="checkbox"/> Free School | <input type="checkbox"/> Independent/Non/Maintained/Private | |
| <input type="checkbox"/> Other (Please specify below) | | | | |

DFE Number

District

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

Additional Information

Specific Age range

- Age 2 (Rising 3's starting at the beginning of the term they turn 3) -11 years

Number of places

- Our Pupil Admission Number is 30

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

- inclusive mainstream school special school

Offer specialisms in. Tick all those that apply.

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

Other specialist support/equipment:

- Specialist technology

Comment:

- | | |
|--|---|
| <input type="checkbox"/> Rebound trampoline | <input type="checkbox"/> Hydrotherapy |
| <input type="checkbox"/> Accessible swimming pool | <input type="checkbox"/> Medical |
| <input type="checkbox"/> Outreach and family support | <input type="checkbox"/> Therapy services |
| <input checked="" type="checkbox"/> Bought in support services | <input type="checkbox"/> Hearing loop |
| <input type="checkbox"/> Sensory room/garden | |

