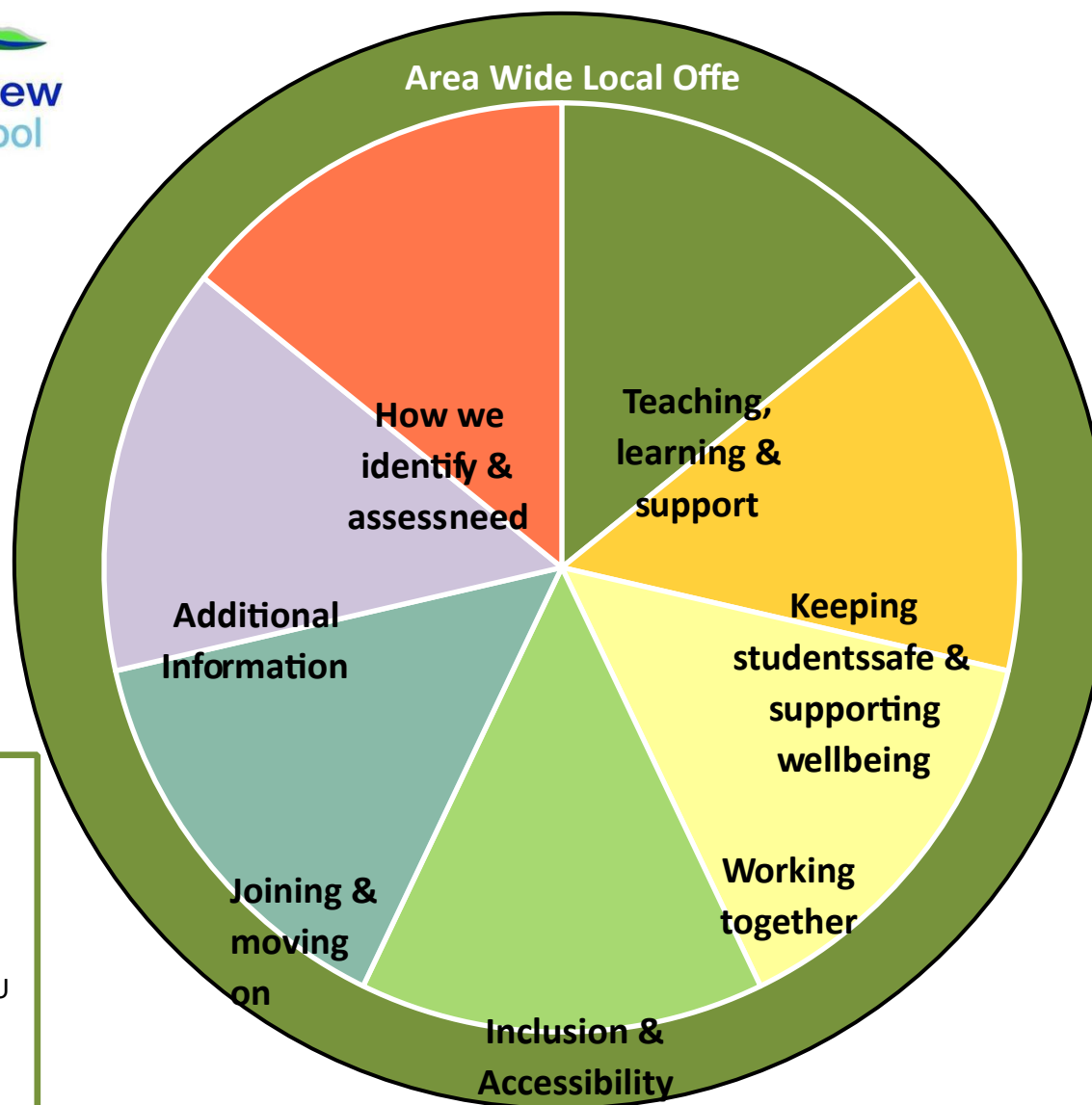
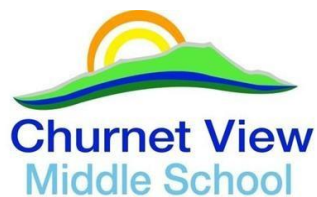


## Our Local Offer for Special Educational Needs and/or Disability



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

Headteacher S Fryer

School address:

Churnet View Middle School

Leek, Staffordshire, ST13 6PU

Telephone number: 01538  
384939

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How we identify and assess needs

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

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

At Churnet View Middle School, the well-being and development of each child underpins all that we do. Our aim is to develop children into confident, regulated learners, so that they can develop a love of learning and achieve the very best that they are capable of. We work closely as a team and aim to identify any pupil who has a Special Educational Need as early as possible and build the identification of SEND into the overall approach to monitoring the progress and development of all pupils.

Our school vision is to inspire, nurture and enable every child to excel and fulfil their potential. This vision underpins our commitment to inclusive practice and ensuring that pupils with SEND are supported to achieve their best possible outcomes.

**Indicators could include:**

- Concerns raised by parents/carers;
- Concerns raised through liaison with feeder schools/previous school;
- Concerns raised by a teacher using a SEND referral form, e.g. for behaviour or self-esteem if this is affecting performance;
- When attainment outcomes (such as standardised scores) indicate a lack of progress;

Changes in behaviour;

- If a pupil begins to ask for help more frequently;
- Liaison with external agencies;
- Health diagnosis by a paediatrician;
- Pupil observation indicates that they may have additional needs in one (or more) of the four areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health (SEMH)
4. Sensory/Physical Needs

The identification and assessment of needs in school would be done in line with the Staffordshire Local offer <https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx> using the Assess, Plan, Do and Review cycle.

Where a pupil requires more intensive assessment, planning or multi-agency involvement, the school may use Staffordshire's Enhanced Assess, Plan, Do, Review (EAPDR) process to further explore needs, outcomes and provision.

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**How we identify and assess needs**

- If concerns are raised or identified, school staff would complete a referral form identifying the concerns, gathering evidence and documenting strategies they have used as part of high-quality teaching. This is where we will begin to follow the Graduated Approach of Assess, Plan, Do and Review.
- Monitoring and assessment will then take place to identify needs and challenges to success. Desired outcomes will be identified, including the expected progress and attainment and the views and wishes of the pupil and their parents. This will be recorded on an Individual Support Plan and this is a part of the Assess, Plan, Do and Review cycle. Parents and pupils will be invited to discuss these early stages so that they can voice their views and develop an understanding of the strengths and areas of need of the pupil.
- Additional action to increase the rate of progress will then be identified and recorded. This involves seeking to identify which of the four areas of need it is (this may be more than one).

|                                                                                    |                                            |
|------------------------------------------------------------------------------------|--------------------------------------------|
|   | <b>Cognition and Learning</b>              |
|   | <b>Communication and Interaction</b>       |
|   | <b>Social, Emotional and Mental Health</b> |
|  | <b>Sensory and Physical</b>                |



Please see further information on the Staffordshire Local Offer  
[https://www.staffordshire.gov.uk/Education/Access-to-learning/Graduated-](https://www.staffordshire.gov.uk/Education/Access-to-learning/Graduated-response.aspx)

[response toolkit/Graduated-response.aspx](https://www.staffordshire.gov.uk/Education/Access-to-learning/Graduated-response.aspx)

## How we identify and assess needs

- There will then be a review of the impact of the strategies being used to further support the success of the pupil. The first action taken after the identification of a need should be high quality teaching targeted to the pupil's area of need. If review of the action taken shows that more than high quality teaching is needed, then the views of all involved, including the pupil and the parent, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the subject teachers or Inclusion Team with advice from the SENDCo/Assistant SENDCo.
- All pupils access the school's Universal Offer, which consists of high-quality teaching, adaptive classroom practice, pastoral support and an inclusive curriculum designed to meet the needs of all learners. For many pupils, this Universal Offer will be sufficient to support progress and participation in school life. Parents will be informed where the school considers that a pupil may require SEND support and their views will be sought throughout the process. Pupils who require additional monitoring may be placed on the school's SEND Monitoring Register whilst further assessment and review takes place. Where it is identified that a pupil requires provision that is additional to or different from that ordinarily available through high-quality teaching, they will be placed on the SEND Register and an Individual Support Plan will be implemented.

Support is delivered through Staffordshire's Graduated Response and may be provided at:

- Tier 1 - Targeted Support
- Tier 2 - Targeted Plus Support
- Tier 3 - Specialist Support

The level of support is determined through the Assess, Plan, Do, Review cycle and may change over time depending on a pupil's individual needs and progress. Progress towards agreed outcomes is reviewed regularly with parents, carers and pupils fully involved throughout the process.

- The strategies will then be reviewed to see if they have worked. If these strategies meet the needs of the child, feedback to parents will be given and the need will be considered met. If these strategies do not meet the needs of the child, the school will return to the Assess, Plan, Do, Review cycle and seek alternative strategies, diagnostics tools or outside agencies. Where assessment and review demonstrate that a pupil requires provision that is additional to or different from that ordinarily available through high-quality teaching, they may be placed on the SEND Register and allocated an appropriate layer of support within Staffordshire's Graduated Response framework.
- This will only be undertaken after parental consent has been obtained. The school may need to seek outside agency support to identify the specific needs of a pupil. Again, this can only be done with the consent of the parent/carers. This may include referral to:
  1. Staffordshire SEND/Inclusion Hub
  2. Special Educational Needs Support Service (SENS)
  3. Behaviour Support Service

4. Autism Outreach Team – where a child already has a diagnosis
5. Hearing Impairment Team
6. Visual Impairment Team
7. Educational Psychologist Service
8. Local Authority Attendance Support Service
9. Social Services
10. School Nurse
11. CAMHS – Child & Adolescent Mental Health Service
12. MIND Counselling Service (In-house)
13. Mental Health Support Team (MHST)

For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the Local Authority to complete an Education, Health and Care Plan.

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Assessment (EHCP). The school may seek to apply for AEN funding from the Local Authority first to determine whether a pupil would benefit from ongoing additional funding.

\*The identification of a SEND need is not always linked to academic progress. A need may also be identified where a pupil needs to make additional progress with wider development or social needs in order to prepare them for life after school.

#### Information Report Regulations

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

To begin with, please ring, e-mail or arrange to come in to school to speak with your child's Form Teacher, Subject Teacher or Head of Year. This may then result in a referral to the school SENDCo, Mr J Edwards whose contact details are: 01538 384939 or [JEdwards@ttl.org.uk](mailto:JEdwards@ttl.org.uk) or the Assistant SENDCo, Mrs H. Dow whose contact details are: 01538 384939 or [hdow@ttl.org.uk](mailto:hdow@ttl.org.uk)

More general concerns can also be raised with our SEND Governor who can be contacted through the clerk of Governors [cvm.office@ttl.org.uk](mailto:cvm.office@ttl.org.uk)

At Churnet View Middle School we pride ourselves on building positive, working relationships with parents. We are very open and honest with parents/carers and we hope that parents/carers feel that they are able to be open and honest with the school too. All parents/carers will be listened to. Their views and their aspirations for their child will be central to the assessment and the provision for their child.

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

- Please see other relevant Churnet View Policy documents here:

<https://cvm.ttl.org.uk/policies/churnet-view-policies/>

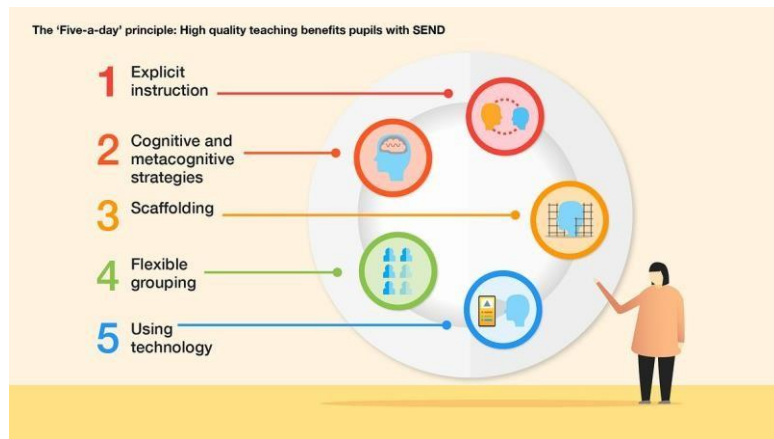
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#### Teaching, Learning and Support

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

We are an inclusive school and will use our best endeavours to make sure that our pupils get the support they need and have access to a broad and balanced curriculum. Pupils are currently taught in flexible teaching groups and teachers adapt their high-quality teaching to cater for their pupils' needs. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support. This may include the use of specialist equipment or resources, ICT and/or additional adult help.

We use the EEF guidance 'Five-a-Day' and embed the key principles into all our lessons.



Pupils with a disability will be provided with reasonable adjustments in order to prevent disadvantage, prevent discrimination, promote equality of opportunity and foster good relations. The quality of teaching and learning is monitored through a number of processes that includes:

- Classroom observation by Middle Leaders, the Senior Leadership Team, the SENDCo/Assistant SENDCo and external verifiers
- Ongoing assessment of progress made by pupils in lessons and specific intervention groups
- Scrutiny of planning
- Whole school pupil progress tracking
- Attendance and behaviour records

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- Learning walks by Middle Leaders, the Senior Leadership Team, the SENDCo/Assistant SENDCo and Heads of Department
- Newly Qualified Teachers are monitored and supported throughout their initial year with additional lesson observations where required.

Individual Support Plans are reviewed with parents throughout the academic year. During these reviews, it is decided what action is required to support increased rates of progress, the assess, plan, do and review cycle for the pupil will be revisited and reviewed. This can be progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. We also seek advice and equipment from outside agencies as and when the need arises.

Individual Support Plans are attached to a pupil's individual profile so that information is centralised and easily accessible. All staff can access the key information required to support a pupil's needs and support the Assess, Plan, Do, Review process by adding strategies and reviewing targets on an ongoing basis.

The school aims to have interventions in place to support varying needs. Provision mapping identifies the main areas of need within the current cohort of pupils and resources are then allocated to support those needs. The school also identifies patterns with specific areas of need and targets those areas. For example, where pupils face barriers accessing some high frequency words, comprehension and decoding, they may receive Precision Teaching intervention, or if phonics intervention is needed, pupils may access a phonics programme or the school's literacy intervention. Evidence has been sought from sources such as the Education Endowment Foundation and the school has worked alongside the local authority to pilot its evidence-based literacy intervention. Parents are informed about any interventions their child is involved with and given the opportunity to provide feedback. Where possible, support is embedded in the classroom as part of high-quality teaching. Subject teachers are responsible for ensuring that appropriate support is given in the classroom on a daily basis. If a Teaching Assistant is used to support a pupil's needs, members of teaching staff work closely with them to plan and assess the impact of support and interventions. The SENDCo/Assistant SENDCo are on hand to ensure that the correct support is in place and it is having the desired impact on outcomes for the pupil.

**How and when will I be involved in planning my child or young person's education?**

## Teaching, Learning and Support

At Churnet View Middle School, we work closely with parents and carers. We recognise that they have much to contribute to our support for children with SEND. Our approach is aimed at ensuring everyone understands the agreed outcomes sought for the child. Our methods of communication include: Initial visits to the school; Early transition visits; Introductory meetings; Home/School Link Book for information exchanges and key messages (where requested); Parent/Carer Consultation Meetings; coffee mornings and availability at parents' consultation evenings. During these sessions, we gather parent feedback on SEND provision, direct to training courses and support groups, and offer opportunities to engage with external agencies. For children who have an Education, Health and Care Plan or an Individual Support Plan, we review targets and provisions during each term with parents/carers. These meetings are used to celebrate your child's learning, look at progress they have made against targets set, create new targets and discuss next steps.

During the year parental views are sought for Individual Support Plan reviews and Annual Reviews for EHCPs. We also send out a parental questionnaire to gain views on the school and the SEND provision.

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

### What is your approach to adaptive learning? How is the curriculum and learning environment adapted to meet the individual needs of children with SEND?

Subject assessments and baselines inform adaptive learning for individual pupils. Teachers use success criteria to set appropriately challenging lesson objectives for pupils. Staff have high expectations of all pupils and provide the support or scaffolding needed so that all pupils access a broad and balanced curriculum. Tiered vocabulary is also identified for pupils. A range of strategies and resources are used in the classroom to support SEND pupils with achieving the same outcomes as their peers. Examples of adaptive learning may be: making worksheets accessible, breaking down larger more complex texts into manageable chunks, using flexible groupings, allowing additional time for processing, repeating instructions separately to a pupil, providing scaffolding or using a peer mentor to support and encourage. The school bases its adaptive learning approach on the EEF 'Five-a-day' guidance. Resources from Nasen's Handbook also underpins departmental approaches/ Staff have also received training on Rosenshine's 10 principles of instruction and Tom Sherrington's 'Teaching Walkthrus'



## 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)**

We ensure that staff are aware of the needs of the pupils and that they have enough information and tools to meet those needs. Where appropriate and where funding allows, the school provides additional staff to support pupils in accessing the curriculum fully. The school also works with external agencies to develop a full picture of the needs of a pupil and work together to make sure there is a holistic approach to the support put in place. Staff aim to provide high quality teaching and resources that pupils can access which will encourage independent learning. Such agencies may include: Autism Inclusion Team, Hearing Impairment Team, Visual Impairment Team, Educational Psychologist Service, CAMHS, Occupational Therapy, Education Welfare Workers, Family Support Workers, School Nurse, School Counsellor, SEND Hub referrals.

A positive learning environment based on positive relationships is also key in making sure that the environment is suitable for all learners.

### **What additional learning support is available?**

The school has a Reconnect Hub where a team of Inclusion staff, including Teaching Assistants, are based and work with pupils to provide additional support. This can be social and emotional support or academic support. Pupils can access this at planned times or have a strategy built into their support where they can access it when they need to.

Access arrangements are made in line with a pupil's need as identified through the assessment process, a pupil's Individual Support Plan or EHCP. For example, it may be specified that a child needs additional time to complete an assessment. The SENDCo/Assistant SENDCo work with teaching staff and SLT to provide alternative arrangements for these pupils. These arrangements should be the norm for pupils who should experience them during routine classroom testing. These arrangements are made between the class teacher and the SENDCo/Assistant SENDCo/Appropriate Head of Department.

Curriculum information is available for each subject on the school website <https://cvm.tlt.org.uk/curriculum/> Examples of curriculum adaptations are: visual timetables, task boards, peer mentoring/buddies, assistive technology, peer marking, use of live marking, self-assessment, word banks, knowledge organisers and creating a suitable environment based on positive relationships.

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

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

As part of our budget planning, a clear picture of the total amount of resources available is established. The school receives funding to respond to the needs of pupils with SEND from several sources: a proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); and The Notional SEN budget

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## Teaching, Learning and Support

In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding as the result of a pupil having an EHCP or when the school has applied for AEN funding. This funding is used to provide the equipment and facilities to support pupils with special educational needs and disabilities through (this is not an exhaustive list and offers some of the uses of the funding):

- In-class support from teaching assistants
- Small group or one-to-one support from teaching assistants e.g. nurture groups, literacy and numeracy support, social, emotional and mental health support
- Specialist support from teachers e.g. 1:1 tuition
- Support from external agencies e.g. access arrangement assessment, speech and language support ·

Provision of specialist resources e.g. assessment software

- CPD relating to SEND for staff

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

The school will gather evidence as part of the graduated approach over of time. This will be done through the Assess, Plan, Do and Review (APDR). If this demonstrates that further support is needed for a pupil beyond that which could be provided as part of high-quality provisions, then an application for AEN funding or an EHCP application can be made after consent from parents/carers.

- *How does your setting further meet need?*

Churnet View Middle School has systems in place to identify children who need support, and we aim to assess, monitor and secure appropriate support for any pupils with SEND that we have within the best of our capability. In line with Section 66 of the Children and Families Act 2014 we aim to: *"If a registered pupil or a student at a school or other institution has special educational needs, the appropriate authority must, in exercising its functions in relation to the school or other institution, use its best endeavours to secure that the special educational provision called for by the pupil's or student's special educational needs is made."*

**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.*

When deciding the type of support and how much support your child will receive, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will then use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

- *Who else will be involved?*

The views of parents/carers, pupils, appropriate staff in school and external agencies if necessary.

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

The views and wishes of parents and carers will be taken fully into consideration as they will be consulted as part of the process. This may be via meetings, phone calls and e-mails.

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## **Teaching, Learning and Support**

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

*What resources are available?*

The school has a departmental budget set each year to support equipment for pupils with SEND. If a pupil qualifies for funding to secure equipment and facilities beyond the school's budget constraints, the school will work with the local authority and external agencies to assess what equipment is needed, apply for funding and install it in school for our pupils.

*What is the process to secure these resources?*

If equipment is needed for a physical disability, the school works alongside healthcare professionals who source and gain quotes for equipment before funding is then applied for by the school to the local authority.

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

It is the responsibility of every class teacher to monitor the progress and development of every pupil in their class. Progress is reviewed by teaching staff, Heads of Department and the Senior Leadership Team on a termly basis. Subject staff identify pupils who are not making the progress they should. Heads of Department seek to support staff in ensuring that strategies, planning and teaching is adapted to ensure that any concerns with progress can be addressed. The Senior leadership team identify patterns in data. Individual Support Plans are reviewed with parents/carers and pupils on a termly basis.

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

**We evaluate the effectiveness of provision for pupils with SEN by:**

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions termly or half termly
- Using pupil questionnaires
- Monitoring by the SENDCo
- Holding annual reviews for pupils with EHC plans
- *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 Churnet View Middle School, parents are fully included and involved in the process of working with their children. This includes Parent/Carer Consultation Meetings, Individual Support Plan reviews, Education, Health and Care Plan Reviews and Coffee Mornings/Afternoons • *How will you explain to me how learning is planned?*

Curriculum information can be found on the school website for the individual subjects. All classes are designed to be mixed ability and therefore planning is differentiated for each lesson accordingly.

- *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)*

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**Teaching, Learning and Support**

We have a layered approach to communication, which starts with a pupil's author group member of staff. If requested or deemed necessary, home/school link books can be set up to aid communication between staff and parents/carers. We also use a communication app, which sends e-mails and text messages to parents/carers and subject staff also communicate via e-mail and telephone when necessary. The Assistant SENDCo and the SENDCo are also available to contact parents/carers if further communication is necessary. Please see the school website for pastoral information for each year group: <https://cvm.ttl.org.uk/yeargroup-information/> There is also a weekly school newsletter which keeps parents/carers up-to-date with the latest news and events.

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

We encourage communication with the SENDCo/Assistant SENDCo and the Teaching Assistants linked to pupils via phone call, e-mail or through the school app. Parents/carers are encouraged to contact their child's author group or subject teacher in the first instance as that is often the most appropriate cause of action. We also use the school App; the school Newsletter and hold SEND Coffee mornings.

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

We advocate a multi-agency approach. The school attends the Staffordshire Moorlands Send and Inclusion Hub and the SENDCo leads the Talentum Trust SEND Network meeting. We also hold meetings via Teams or face-to-face with agencies and parents/carers to ensure there is a holistic approach when necessary. The school aims to have an open dialogue with external agencies and support their work with families in the most productive way possible to meet the needs of our pupils.

### **How will you help me to support their learning?**

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

Please look at the Staffordshire Local Offer:

<https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>

Please see the 'Curriculum' and 'Parental Information' sections on the school website. Please also see section on 'Teaching, Learning and Support'

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

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

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school. Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

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

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## Teaching, Learning and Support

- *How does the setting, school or college measure outcomes and the impact of the support provided to children or young people with SEND?*

At Churnet View Middle school, we welcome and encourage feedback from parents/carers and pupils. Outcomes are measured through formal assessments in the classroom, through observations of pupils and also through having an awareness of the well-being of individual pupils.

- *How will you involve parents and carers in this process?*

Parents/carers views are encouraged in EHCP review meetings, Individual Support Plan reviews, Parent Consultation events and SEND Coffee mornings.

- *How will you involve children and young people in this process?*

Pupils views are sought for Individual Support Plan Reviews EHCP reviews and through pupil voice surveys.

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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?

We are an inclusive school; we welcome and celebrate diversity. Our staff believe that high self-esteem is crucial to a child's well-being. We adopt a restorative and relational approach to positive relationships and feel that these relationships are the foundation to successful outcomes for pupils. We have a caring, understanding team looking after our children. The author group teacher is the parents' first point of contact and if further support is required the class/author teacher liaises with the Head of Year, SENDCo or the Assistant SENDCo for further advice and support. This may involve working alongside outside agencies, such as Health & Social Services, Special Educational Needs Support Services, Educational Psychologist or the Behaviour Support Team.

- *What handover arrangements are offered at the start and end of the school day?*

If a pupil has an EHCP and has funded hours of support, it may be appropriate for the TA to communicate at the beginning and the end of a school day.

Communication can also be done through home/school link books or via e-mail, the school app or a telephone call. This support is often personalised and based on the individual needs of the pupil.

- *What support is offered during breaks and lunchtimes?*

The Reconnect Hub is accessible before school and during break and lunchtimes for pupils to access should they need to. Where necessary, pupils may be supported by their TAs during unstructured times. This will be the case if this type of support is built in to an Education, Health and Care 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)*

Standard risk assessments are completed in school to ensure that activities in the various lessons and behaviour around the school building is conducted within the relevant health and safety regulations. The school also has a clear behaviour policy in place which supports the safe movement of pupils and staff around the school. If a pupil has a specific need that requires a risk assessment, this is completed in conjunction with parents/carers, external agencies, where appropriate, and the school's health and safety officer.

- *What are the setting/school/college arrangements for undertaking risk assessments?*

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### **Keeping students safe and supporting their wellbeing**

All children are encouraged to go on our trips.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. school council, house group leaders, technical team etc. No child is ever excluded from taking part in these activities because of their SEND or disability.

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

We recognise that some children have additional social and emotional needs. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety, and being uncommunicative. All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. We have three author group periods throughout the day for pastoral time: Check In, Check Up and Check Out. Please see pastoral information for each year group here: <https://cvm.ttlit.org.uk/year-group-information/> For those children who need further support, we offer:

- Access to The Reconnect – Churnet View's Nurture Room which is available before school and during unstructured time at break and lunch – this is always supervised by teaching assistants or Inclusion Staff.
- In some cases, a referral to the school counselling service, MIND, may be made after discussions with parents or a referral to the CAHMS Mental Health Support Team.

• *What measures are in place to prevent bullying?*

The school has robust Behaviour and Safeguarding policies in place, which is also supported by the Anti-Bullying Policy. Together, they support the prevention of bullying and provide a framework to deal with concerns swiftly and constructively. The school's approach is outlined in these policies and they can be found under the policy section of the school website. Author group teachers, Heads of Year, Inclusion Staff and SLT are there to support with the measures in place to prevent or support with bullying; this includes listening to the views of pupils with SEND. This includes a school flowchart in relation to child-on-child abuse. The school is currently working in partnership with the local authority to develop as a restorative and relational school. The focus on positive relationships serves to create an environment where incidents of bullying are reduced and dealt with swiftly. The school also has Restorative Practice Ambassadors and Prefects who act as role models and peer support. This adds another layer in for pupils who may be reluctant to raise a concern.

We provide support for pupils to improve their emotional and social development in the following ways: Pupils with SEND are encouraged to be part of the school council, sports council or become a Restorative Practice Ambassador; Pupils with SEND are also encouraged to be part of the various extra-curricular clubs to promote teamwork/building friendships. This is supported by the fact that we offer a broad range of extra-curricular provisions to encourage as much participation from pupils with varying interests.

*Where can I find details of policies on bullying?*

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**Keeping students safe and supporting their wellbeing**

In the Anti-bullying policy on the school website in the policies section.

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

Considerable communication is done when pupils transition to the school in order to place pupils in a class with other pupils that they feel comfortable with. The school organises transition activities so that pupils can get to know each other in a less formal environment. Class teachers also use group work where pupils are encouraged to work with others who they are not familiar with. The Teaching, Learning and Care Base is also open before school, and during break and lunchtimes for pupils to access if they are struggling during unstructured time. Form teachers also follow a carefully planned Relationships (RSC) curriculum every Friday afternoon to support pupils with building positive relationships. School prefects, peer reading mentors, the school council and the sports council also encourage pupils to participate in events and in activities outside of their usual friendship groups.

- *Is a mentor or buddy scheme available for my child or young person?*

School prefects and Restorative Practice Ambassadors act as mentors and buddies for pupils across the school.

*Does the school/setting offer a counselling service or a learning mentor?*

The school has a CAMHS Mental Health Support Team counsellor linked to the school, who we are able to refer our pupils into. The school also buys the services of MIND Counselling who come into school on a weekly basis. Some of our Inclusion/Pastoral staff are trained in certain therapies such as Elsa Emotion Coaching and Lego Therapy. Therefore, there is a certain amount of in school support available.

**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.)?*

The school has a policy regarding the administration and managing of medicines on the school site. Parents should contact the office staff if medication is recommended by Health Professionals to be taken during the school day. On a day-to-day basis the Admin staff generally oversee the administration of medicines after a consent form has been completed. As a whole staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

- *What would the setting/school/college do in the case of a medical emergency?*

See First Aid Policy including an assessment of First Aid provision at the school

- *How does the setting/school/college support young people who have to take time off for medical appointments?*

The school works closely with Local Authority Attendance Support Service to ensure that we are giving current advice on attendance to parents and pupils. We encourage all parents/carers to make medical appointments outside of school hours where possible so reduce the impact of absence on a pupil's attendance. However, we fully understand that this is not always possible and aim to have regular communication with parents/carers where pupils need to take time off. We do ask for evidence of appointments, which allows the school to work and communicate with the local authority if a pupil's percentage attendance becomes a concern.

- *How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?*

The school will work closely with the relevant health care professional to ensure that if a care plan is necessary for a pupil that it is relevant to our setting. Once this has been created, the care plan will be shared with staff and any other necessary relevant agencies.

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**Keeping students safe and supporting their wellbeing**

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

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

The school's behaviour policy can be found on the school website in the policy section. Churnet View has also committed to becoming part of Staffordshire's Initiative to become a Restorative Authority, where approaches to behaviour for learning are not punitive and seek to secure the best outcomes for all pupils. The school has added a layer of support in the form of the Teaching, Learning and Care Base, where internal layers of pastoral and behavioural support are provided for pupils. This allows the school to have a tiered preventative approach in order to prevent behaviours from escalating too quickly. Inclusion and SEND staff are part of the same team and work together to identify any underlying barriers which may be contributing to negative behaviour in school. The team is then able to more easily signpost a pupil or identify the most relevant support.

The school ensures that a safe and stable teaching and learning environment is provided for our pupils, which provides stability for our SEND pupils. The school works closely with the Local Authority Attendance Support Service through the Service Level Agreement and follows its own attendance procedures to identify pupils whose attendance may be causing concern. We work collaboratively with parents/carers to remove barriers to attendance and provide appropriate support where required.

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

As a group, looked after children are nine times more likely to have an Education, Health and Care Plan than the general pupil population. The majority of looked after children have SEND. It is important that all children with SEND receive the educational provision which meets their needs. Churnet View Middle School recognises that many looked after children will have had difficult and unstable home and school lives before being placed in care and therefore understand that it is imperative that their needs are quickly and efficiently assessed and provided for. This should ensure that the effect of any instability is reduced to a minimum. Churnet View Middle School's approach to encouraging and supporting the educational achievement of looked after children is based on the following principles:

- Listening to the looked after children, working closely with home, voluntary and statutory agencies;
- Promoting attendance, through a programme of early intervention, priority action, reducing exclusions and promoting stability within a positive learning environment;
- Identifying need and targeting support, including accessing resources from other agencies as well as provision from other sources, including in-school intervention;
- Having high expectations.

## Working Together

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

- *Who will be working with my child/young person – include contact details*

Miss K Buxton is the school's designated member of staff for LAC pupils. She liaises with staff to ensure that the needs of pupils who are LAC are met across the school and she also liaises with the appropriate external agencies to ensure the school supports a multi-agency approach to meet needs and address any barriers.

- *What is the role of my child's class teacher/s?*

The role of your child's class teacher is to understand the needs and barriers of individual pupils and to provide a safe classroom environment which meets those needs. If those needs cannot be met within the classroom, it is the responsibility of the class teacher to seek support from the relevant department in school so that needs can be met.

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

A pupil's Individual Support Plan, along with other key information, is attached to a pupil's profile. Staff are trained in the use of this and can access the information readily. The SENDCo/Assistant SENDCo then conduct training on Inset days or in staff meetings to share the information and provide staff with opportunities to ask questions. Information is re-shared and updated at regular points throughout the school year so that staff have access to the most current and relevant information to inform their teaching and care of individual pupils.

### What expertise do you have in relation to SEND?

The SENDCo is working towards a National Award for SEN Coordination. Staff have received whole school training on Positive Handling which supports positive relationships and pupils with SEMH needs. Churnet View has also received Restorative Practice Training as a whole school from the local authority and the SENDCo and Inclusion Managers are trained to facilitate the training of others.

Individual or groups of staff have also received training on:

- dyslexia interventions and approaches
- SEMH STOPP behaviour training
- Attachment and Trauma Aware training
- ELSA Emotion Coaching
- Selective Mutism
- Phonics-Little Wandle
- Local Authority EPS Literacy Approach
- Precision Teaching Training
- Supporting pupils with speech, language and communication difficulties
- Lego Therapy
- The Decider Skills

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**Working Together**

- Attendance at the termly SENDCo update
- The school has regular visits from SENSS specialist teachers, the Autism Inclusion Team and the Educational Psychologist who are able to provide advice to staff on how to support the success and progress of individual pupils.
- Key staff have received refresher diabetes training
- *What type of knowledge do staff members have in relation to SEND (awareness, enhanced or specialist)?*

At each Inset day and built in to the school training calendar are opportunities for staff to be provided with training on the key areas of need: cognition and learning, communication and interaction, Social, emotional and mental health and physical and/or sensory. Staff also have focused sessions on adaptive learning in the classroom, the use of Teaching Assistants and information on the school's tiered approach to SEND is regularly shared with staff.

- *Does the setting, school or college have any areas of expertise with specialist staff, and what are their qualifications?*

J Edwards, the school's SENDCo, is completing a National award for SEND co-ordination and has also completed relevant training in SEMH interventions and Cognitive and Learning based interventions. H Dow, the school's Assistant SENDCo, has completed Dyslexia Code Breaker training and Elsa Emotion Coaching. S Critchlow (KS2 Inclusion Manager) & M Sharrock (KS3 Inclusion Manager) have completed various training in SEMH based approaches.

- *What ongoing support and development is in place for staff with regard to supporting children and young people with SEN?*

There is a current focus on phonics training with the view to all Inclusion Staff and whole school staff receiving training. The School uses Power BI to help support in development of SEND practice and to support on-going development.

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

afPE- distinction and the Sports Mark Gold

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

- *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.*

Where appropriate and necessary, Churnet View Middle School adopts a multi-agency approach. This is a pupil centred approach, which focuses on making sure that all agencies involved in the care of an individual pupil are aware of all of the barriers they are faced with and can work together to address them. This involves regular liaison with agencies, multi-agency meetings or regular communication on the progress of the pupil in school, both academically and socially. Termly reports on SEND are shared with the governing body, as are key documents.

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

- Special Educational Needs Support Service (SENSS)- if the school has deemed it necessary to make a referral
- SALT (speech and language therapy service)
- Behaviour Support Service- where a pupil has been referred in to the service

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### **Working Together**

- Autism Inclusion Team – where a child already has a diagnosis
- Hearing Impairment Team
- Visual Impairment Team
- Educational Psychologist Service
- Social Services
- School Nurse
- CAMHS and CAMHS Mental Health Support Team
- MIND Counselling Service (In-house)
- Cicely Haughton Outreach Service- where a referral has been made
- Family Support worker
- Ginger Bread Tier 2 Family Support

Some of these services offer face-to-face meetings, video calls or a blend of the two.

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

If you have an initial concern about your child, the best place to start would be with your child's author group teacher or class teacher as they are the members of staff who know them best. Otherwise, you are able to contact the SENDCo and Assistant SENDCo on the contact details below.

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

Mr Edwards is the school SENDCo and you are able to contact him via e-mail **JEdwards@tltt.org.uk** or by ringing the school office 01538 384939. Mrs Dow is the Assistant SENDCo and can be contacted via e-mail **hdow@tltt.org.uk** or by ringing the school office 01538 384939.

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

The SEND governor (Juliet Thompson) will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development and provision in the school

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**Working Together**

**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?*

Pupils on the SEND register and with EHCPs are asked their views on the provisions in place for them during Individual Support Plan reviews or Annual Reviews for their EHCPs. Views are gathered through the use of questionnaires and by meeting with pupils. Pupil voice questionnaires are also used to establish the views of pupils in the school.

- *How will the setting/school/college support my child/young person to do this?*

Pupils meet with the Assistant SENDCo, Inclusion Managers or the SENDCo so that the school can establish their views. This is often done alongside the pupil's TA, if they work with one specifically.

- *How do you support children and young people with SEND/LDD in making their aspirations known?*

The school's approach is to always begin by ensuring that pupils have positive relationships with key members of staff who they feel comfortable expressing their wishes and thoughts to. We then ensure that pupils understand what it is we are asking from them. The school always shares the relevant questionnaires with parents/carers too as pupils sometimes prefer to complete their wishes with their family. We do our best to ensure that all staff involved with individual pupils understand the agreed outcomes and strategies to support them, which facilitates making their aspirations known.

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

The school has a School Council, A Year 8 Prefect Team, Restorative Practice Ambassadors and a Sports Council.

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

Any Governor vacancies are advertised to parents/carers. The school also has a PTA.

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

- *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?*

The school office is able to signpost parents/carers to the most appropriate members of staff to support with this. If there is not a member of staff in school who is able to support, we will always direct the parent/carer to the most appropriate agency.

- *What information, advice and guidance can parents and young people access e.g. help with completing forms or arranging travel plans? Who normally provides this help and how can they access this?*

If the school is not able to support with completing forms or it is not appropriate, parents/carers will be directed to the Staffordshire Local Offer where they may be able to find the most appropriate support. For example, SENDIASS.

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0&lousetype=parents> Parents are also able to access advice through the Staffordshire SEND Local Offer on Facebook.

## 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?*

We have a range of extra-curricular activities for all of our pupils. We work with parents/carers and pupils to make adjustments if necessary so that pupils with SEND can attend these activities. We aim to make all extra-curricular activities inclusive.

- *Do you offer holiday and/or before and after school/college provision? If yes, please give details* Not currently.
- *What lunchtime or after school/college activities do you offer? Do parents/students have to pay for these and if so, how much?*

Unless extra-curricular activities are delivered by an outside company, all of these activities are free of charge. An extra-curricular timetable is shared with parents/carers and pupils and is available from the school office on request.

- *How do you make sure clubs, activities and residential trips are inclusive?*

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- Where a risk assessment identifies that additional support may be required, the school will work closely with parents and carers to agree the most appropriate arrangements to enable participation.

- *How will you help my child or young person to be included?*

The school will always, within the resources available, endeavour to plan and risk assess trips so that all pupils can be included. This process will also involve careful consultation with parents/carers and the pupil.

- *How do you involve parent carers in planning activities and trips?*

Parents/carers will be consulted as part of the risk assessment process and will be fully informed of all activities on the trip.

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

- *How has the environment been adapted to support children with sensory needs.*

Staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability within their classroom. Based on information received from feeder schools or transition information in school between year groups, if pupils have specific sensory needs, adjustments will be made within the classroom. If appropriate, this will be done in conjunction with external agencies such as: Staffordshire SEND Team, Outreach Services, Health Professionals and the Educational Psychology Service. The SENDCo and the Assistant SENDCo manage the Education, Health and Care Plan process, ensuring that additional resources, including staffing, are allocated where appropriate.

The following adaptations have been made to the school environment: · Disabled parking spaces marked and located next to the school reception · Ramps are in place to ensure access to the main school building · A ramp is installed to provide access to the school fitness suite and external buildings · Three toilets are located around the school to ensure accessibility for visitors with a disability · A medical room is provided in order to enable a safe place for insulin

## Inclusion & Accessibility

testing/injections · There is wheelchair access throughout the building · The school is based on a single story site · Steps have been painted yellow along the edges to assist with depth perception

- *How are SEND students supported to access those facilities available to all students? Link to Accessibility Plan (As described in SEND CoP).*

The school's Accessibility Plan can be found on the policy section of the school website and is reviewed regularly by governors.

- *Does the setting encourage and make use of alternative forms of communication on a regular basis? If so, which one(s)?*

We use a range of communication methods in school: phone calls, e-mail, text messaging or app service, letters and information on the school website or newsletter.

### Is the building wheelchair accessible?

Fully Accessible ☒

Partially Accessible ☐

Not Accessible ☐

#### Details (if required)

The school is based on a single storey site

Ramps are in place to ensure access to the main school building

There is wheelchair access available throughout the building

A ramp is also installed to provide access to the School's mobile buildings.

Are disabled changing facilities available? Yes ☒

No ☐

Accessible changing facilities are available within the school's accessible toilet provision.

Are disabled toilet facilities available? Yes ☒

No ☐

## Inclusion & Accessibility

Three toilets are located around the school to ensure accessibility for visitors with a disability.

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

No ☐

Details (if required)

Disabled parking spaces are marked and located next to the school reception.

Do you have disabled parking spaces for students (post-16 settings)? Yes ☐

No ☐

Details (if required)

N/A

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## Joining and moving on

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

Admissions information can be found on the school website.

You are also able to contact via e-mail [cvm.admissions@ttl.org.uk](mailto:cvm.admissions@ttl.org.uk) or phone into school on 01538 384939

There is also more information on primary and middle school applications on the Staffordshire website <https://www.staffordshire.gov.uk/Education/Admissions-primary/Apply/Overview.aspx>

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## Joining and moving on

*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 information about admissions in our Admissions Policy on the school website

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

Appointments can be made by contacting the school office for a tour via e-mail [cvm.office@ttl.org.uk](mailto:cvm.office@ttl.org.uk) or by ringing the school on 01538 384939

## 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)?

- *What preparation will there be before my child or young person joins you?*

A number of strategies are in place to enable effective pupil's transition. These include:

On entry:

- A planned programme of visits provided in the Summer Term for pupils starting in September
- Parents/carers are invited to a meeting at the school during the transition days to allow them to meet their child's form teacher, the school SENDCo and the Senior Leadership Team
- All school records are transferred from the previous school Transition to the next school
- The transition programme in place for pupils in Y8 provides a number of opportunities for pupils and parents/carers to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and additional visits are arranged, where it is in the best interests of the pupil.
- The annual review in Y7/Y8 for pupils with an Education, Health and Care plan begins the process where parents are supported in making decisions regarding secondary school choice.

- *How will my child be prepared to move onto the next stage?*

- Parents/carers will be encouraged to consider options for the next phases of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.

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**Joining and moving on**

· Parents/carers will be enabled to consider options for the next phases of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at:

**<https://www.staffordshire.gov.uk/Education/Choosingsomewhere-to-learn/Choosing-a-school.aspx>**

· Accompanied visits to other providers may be arranged as appropriate.

· For pupils that are transferring to local schools, the SENDCOs of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition. Transition visits will also be arranged as appropriate for pupils to have the opportunity to meet new key staff and become familiar with their new setting.

- *What information will be provided to my child's new setting, school, or college? How will you support the new setting, school, or college to prepare for my child or young person? Will you liaise with the child or young person's previous education setting to share information?*

· The records of pupils who leave school mid-phase will be transferred within five working days of the parents notifying us that their child has been enrolled at another school.

- Key information will be collated by the pupil's Head of Year in conjunction with the SENDCO/Assistant SENDCO and any other relevant members of staff. This will be shared with the new setting and a meeting will be held to ensure appropriate strategies and support will be transferred over or adapted according to the new setting.

- *Do you teach life skills and/or independent travel training?*

We have recently developed a life skills room within school which is timetabled for use of pupils with SEND who need to develop key areas of their life skills.

- *How will you support independent living and participating in society?*

Our aim is to support our pupils in being as independent as possible in school. TAs are trained to have this approach when supporting pupils and we work with parents/carers identify areas where pupils can be more independent and encourage this in school. This is done in lessons and in any additional interventions that are deemed as necessary as part of the support package for a pupil.

- *Do you use job coaches or careers advisors?*

Our Year 8 pupils have careers lessons built in to their curriculum each week which supports them in preparing for the next phase of their education and for life after education.

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#### Additional Information

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

For information on further support, see the Staffordshire Local Offer website: <https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

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

Reviewed: September 2026

Next review: September 2027

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

You can find Staffordshire's Local Offer on their website: <https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

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

What is the procedure to deal with complaints? The procedure for dealing with complaints follows the same process whether the complaint relates to special educational needs or any other aspect of the work of the school. The first point of contact will be your child's author group teacher/subject teacher or Head of Year. If further support is necessary the SENDCo Mr Edwards, or Assistant SENDCo, Mrs Dow, can be contacted either through the school office or an appointment can be made via email: [JEdwards@ttl.org.uk](mailto:JEdwards@ttl.org.uk) If you are still unhappy with the level of provision being provided for your child, further guidance can be sought from the Headteacher, Mr S. Fryer, who can direct you to our school SEND Governor, and/or an appropriate contact from the Local Authority.

*How can parents give feedback to the setting, school or college?*

We periodically send out parent/carers voice questionnaires

We welcome positive feedback: verbally, through e-mail or via the school messaging service

- *What is the setting, school or college's complaints policy? (IRR)*

The Complaints Policy and Procedures can be found on the school website by following this link: <https://cvm.ttl.org.uk/policies/trust-policies/>

Parents/carers are also able to contact SEDIASS (Staffordshire Family Partnership) who will provide impartial and confidential advice. They can be contacted through Facebook, by ringing 01785356921 or e-mailing [sfps@staffordshire.gov.uk](mailto:sfps@staffordshire.gov.uk)

##### **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 checked="" type="checkbox"/> Secondary - deemed | <input type="checkbox"/> Post 16                            | <input type="checkbox"/> Post 18 |
| <input type="checkbox"/> Maintained            | <input checked="" type="checkbox"/> Academy  | <input type="checkbox"/> Free School                   | <input type="checkbox"/> Independent/Non/Maintained/Private |                                  |

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#### Additional Information

Middle School Setting

☐ Other (Please specify below)

DFE Number: 860/4160

#### District

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

#### Specific Age range

9-13 Years

#### Number of places

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

☒ inclusive mainstream school

☐ special school

Offer specialisms in. Tick all those that apply.

☐ Resource for autism

☐ Resource for cognition and learning difficulties

☐ Deaf friendly

☐ Resource for physical disability

☐ Resource for severe learning difficulty

☐ Visual impairment friendly

☐ Resource for social, emotional and mental health

☐ Fully accessible environment – for pupils with physical or sensory needs

☐ Resource for moderate learning difficulty

☐ Resource for profound and multiple learning difficulty

☐ Resource for speech, language and communication needs

**Other specialist support/equipment:**

☐ Specialist technology

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#### Additional Information

**Comment:**

☐ Rebound trampoline

☐ Accessible swimming pool

☐ Outreach and family support

☐ Bought in support services

☒ Sensory room/garden

☐ Hydrotherapy

☐ Medical

☒ Therapy services

☐ Hearing loop