

Our Local Offer for Special Educational Needs and Disability (Inclusion)



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 Disability (Inclusion)

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How We Identify and Assess Needs

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

We know when pupils need help if:

- Concerns are raised by parents, carers, teachers, or the pupil's previous school
- Tracking of attainment outcomes indicates a lack of progress
- Pupil observation indicates that they have additional needs in one of the four areas below:
 1. **Communication and interaction**
 2. **Cognition and learning**
 3. **Social, mental and emotional health**
 4. **Sensory/physical**
- A pupil asks for help

If a child is then identified as not making progress the school will set up a meeting to discuss this with the child's parent(s)/carer(s) in more detail and to:

- **listen to any concerns they may have**
- **plan any additional support the child may receive**
- **discuss with any referrals to outside professionals to support the child's learning**

Following this discussion, an **Assess, Plan, Do, Review** cycle will be put into place:

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How We Identify and Assess Needs

- **Assess:** Here we record our initial assessments. This may include evidence from tests carried out in schools (such as PIRA or PUMA tests) and more standardised tests such as the BPVS (Vocabulary assessment) or the YARC (Reading and comprehension assessment).
- **Plan:** Following analysis of the assessed data, we plan which areas we are going to focus on and record what we are going to do in school to help your child to 'catch up'.
- **Do:** Here we set out specifically what staff will do in school. As this is an ongoing document, we may add to this as the term progresses.
- **Review:** Each term, we will sit down and review the progress made over the term. This information will then feed into the 'Assess' aspect of the second cycle.

You will be invited to the review meeting and will be part of the agreed second/third cycle.

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

- If parent(s)/carer(s) have concerns, they firstly discuss these with their child's teacher.
- This then may result in a referral to the school SENCo: Mr.S.Davies/ Mr.D.Crane.
- They may wish to also speak to the Head Teacher: Mrs. L. Nejrup, or The Family Liaison Coordinator: Ms.R. Barlow

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

This can be found on the school website

Teaching, Learning and Support

How will you teach and support my child with SEND?

Quality First Teaching

- All pupils will be provided with high quality teaching (Quality First Teaching) that is differentiated to meet the diverse needs of all learners and delivered using Rosenshine's Principles
 - *Teachers make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all*
 - *Teachers teach new learning in small steps*
 - *Teachers provide a scaffolded approach to learning so that pupils can build up on prior knowledge through small steps*
 - *Teachers provide models of good practise for pupils to use as good examples for which to base their own learning on*
 - *Teachers ask question often in order to assess understanding and to address misconceptions before moving learning forward. This occurs daily, weekly and monthly.*
 - *Teachers ensure that all pupils have the opportunity to recall prior learning regularly*
 - *Teachers ensure that all pupils have sufficient opportunity to practise and embed new learning*
 - *Teachers 'Think Out Loud' when modelling so that children can hear how staff are connecting prior learning with new learning*
 - *Teachers will visit particular children first, after modelling has taken place, to check understanding of instructions and vocabulary*
 - *Staff may provide split-teaching to support and challenge particular groups of children in smaller, more focused groups*
- Children identified as needing to make accelerated rates of progress in order to achieve expected levels will be have additional support put into place. This may be in the form of small group work or targeted group work.
- In addition to this, pupils may be provided additional equipment such IT equipment.

Teaching, Learning and Support

- Reasonable adjustments may need to be made to the curriculum or environment to support some pupils in accessing the curriculum.

School Support

- Children identified as needing additional support will have an ADPR (**Assess, Plan, Do, Review**) cycle created that will identify a clear set of measurable, expected outcomes. Progress towards these outcomes will be recorded, tracked and reviewed daily/weekly/half termly, with assessment data being monitored through the school's database.
- If, after monitoring progress in class (against the APDR) and despite the recommended strategies being implemented, there are still concerns regarding a child's progress, then a more specific assessment of the pupil will be undertaken in order to make an accurate assessment of their needs. The school will do this and further, more specific recommendations will be suggested and put into place.
- Parents/Carers will always be invited to this early discussion to support the identification of action to improve outcomes.
- An Assess, Plan, Do, Review Cycle will be implemented which sets about planning and actioning what we can do, as a school, to support your child.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, maths & English skills etc. specific interventions will be used to support them. Precision Teaching is one such intervention. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. This is part of our Assess, Plan, Do, Review process.

SEN Support

- If, after 6-12 months (or 2 APDR cycles) progress rates are still judged to be of concern, despite the delivery of high-quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil.
- This will only be undertaken after consultation with parents and carers and permission has been obtained.
- Though seeking additional, specialist support may seem a lengthy process, Outside Agencies (such as the SEND Team) do expect the school to have undertaken a number of APDR Cycles before agreeing to take on any new cases themselves.

Teaching, Learning and Support

- Once assessed by a *specialist outside agency*, the school will arrange regular 6/12 month reviews. As parents/carers, you will always receive copies of the Review paperwork completed.
- Outside agencies may include the Counselling Service, Speech & language Therapy, or a Paediatrician. Referral forms are completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is provided to the school.

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Specific Learning Difficulties (SpLD):-

Where a teacher is concerned that a child may be displaying tendencies linked to specific learning difficulties, the teacher will first ensure that the child's learning environment is adjusted accordingly so as not to create additional barriers.

e.g.:

- Classroom well-lit, with no flickering lights
- Child able to sit near to front to read teacher's lips if necessary and make good eye contact
- Clearly marked and arranged resources
- No requirement to copy large amounts of material from board.
- Desk prompts to provide support and increased independence for learner
- Provide student with kinaesthetic learning opportunities/provision whenever possible
- Provide opportunities for pupils to talk about their learning: to describe, reason, synthesise and evaluate

Supporting children with Specific Learning Difficulties:

- Teachers complete the **DFES Dyslexia Checklist** in consultation with the SENCO to highlight any concerns, which will then be shared with parents.

Teaching, Learning and Support

- In response to the findings, additional strategies will then be put in place within the classroom e.g. providing bespoke Dyslexia Friendly exercise books (that include tinted squared and lined paper)
- Support material for both parents and teacher is available from the SENCO.
- As part of the *Assess, Plan, Do, Review* cycle set out in the SEN Code of Practise, it may be necessary to seek additional specialist support, depending on the severity of need. The SENCO will refer specifically to the Dyslexia section of the Staffordshire Criteria and advise accordingly.

EHCP

- 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 conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.
- The EHCP, which means the Education and Health Care Plan is a document which sets out the education, healthcare and social care needs of a child or young person for whom extra support is needed in school, beyond that which the school can provide. It was formerly known as a 'statement of special educational needs'.

Communication between home and within school

- We have an Open Door Policy. If you have concerns you feel we may not have addressed or are not meeting sufficiently enough, please call and arrange an appointment or just drop in. If the SENCo is free, he will speak to you. Concerns can be shared and ways to move forward will be discussed and agreed. We see this very much as a 'Team Around the Child' type discussion and your views, opinions and thoughts are very much welcomed and valued.
- Parents and carers meet once a term for the Parent Consultation and your child's progress will be discussed. If your child has an APDR cycle in place, this will also be discussed at this time and progress shared.
- In school, Pupil Progress Meetings in are held each term by staff. The Headteacher, Deputy Headteacher and class teacher discuss each pupil's progress. This discussion may highlight any potential issues in order to plan for further support. This will be discussed and implemented by the SENCO and Class Teacher.

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Teaching, Learning and Support

- The class teacher also meets regularly with the SENCO to discuss children with SEN.

How will the curriculum and learning environment be matched to my child needs?

- Teachers plan using pupils' achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom.
- When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.
- The quality of teaching and pupil progress is monitored routinely by our Senior Leadership Team (SLT) through several processes that includes lesson observations, Book Looks and Pupil Progress Meetings.
- Classroom environments reflect current learning. All teacher modelling is pinned to working walls providing a direct reference for children during lessons.
- Classroom environments are free from clutter thus reducing unnecessary overload for pupils.
- If needed, we provide coloured overlays to support reading and books containing coloured pages to support pupils when writing.
- Resources are organised clearly in desk-top boxes which supports children's organisation and maximises learning time.
- At the time of formal end of Key Stage Assessments, the school can apply for special dispensation for children identified with additional learning needs. This can be up to 25% increase in the time allocated to complete the assessments. Enlarged texts, scribes
- If additional agencies are involved with children, they occasionally recommended reasonable adjustments are made to classrooms. These are managed carefully and sensitively and can include smaller tables to support posture or the inclusion of specialist pens for writing. All recommendations are supported.

How resources are allocated to meet children needs?

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Teaching, Learning and Support

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- If any concerns are raised on completion of assessments, the SENCO will investigate further support or advice from outside agencies if required.
- At times, additional funding may be required to support your child. We will always consult you when applying for additional funding although we hope that you will already be aware due to your involvement in your child's *Asses, Plan, Do, Review* cycle.

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

Who will make the decision and on what basis?

- The school has an open door policy and if you had a concern that you wanted addressing quickly you could pop into school, at the beginning or end of the day and see one of the SEN team or your child's class teacher.
- The class teacher may suggest ways of supporting your child's learning through messages, at parents' evenings or if you are requested to attend a meeting.
- The SENCO may meet with you to discuss how to support your child. The class teacher and/or Ms. R. Barlow (Family Liaison Officer) may meet with you discuss strategies to use if there are problems with a child's behaviour/emotional needs.
- If outside agencies e.g. The Autism Outreach Team or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can often be used at home.
- The staff in school meet every term to discuss pupils' progress. Any concerns will be discussed with parents.
- Please look at the school website. It can be found at www.silverdaleprimary.org.uk and includes [links to websites and resources](#) that we have found useful in supporting parents to help their child learn at home.

Teaching, Learning and Support

- The weekly newsletter sometimes includes a section that identifies local learning opportunities such as how to join the local library, places to visit etc.
- The class teacher or SENCo may also suggest additional ways of supporting your child's learning (e.g. through home learning tasks)
- When possible, the school arrange parent workshops e.g. Reading Workshops. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.

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

- Teaching Assistants may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If appropriate specialist equipment may be given to the pupil e.g. coloured acetate overlays, dyslexia friendly exercise books with tinted pages (to reduce glare), writing slopes, pen/pencils grips or easy to use scissors.
- The school offers a wide variety of pastoral support for pupils.
- These include:
 - Conscious Discipline.
 - Personal, Social, Health and Economic (PHSE) & promoting the 6 British Values sits at the heart of our assemblies throughout the week, and is part of our everyday ethos and practise, modelled primarily by the school staff.
 - Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.
 - Pupils who find outside class times difficult are provided with alternative small group opportunities within the school, such as Mrs.Cowie's Café and the Break Time Social Groups.
 - The school has gained *Healthy School Status*, which evidences the work undertaken within the school to supports pupils' wellbeing and mental health.

Teaching, Learning and Support

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

- Assessments are made constantly by staff in class. This happens daily as staff move around the classroom and mark work, and termly through more formal PIRA and PUMA assessments.
- For some pupils, we carry out specific, standardised testing which helps us to assess specific needs. These take place every 6 months and findings are communicated with any specialist agencies involved with children.
- Each term, you will have the opportunity to speak formally to teaching staff. However we do have an open-door policy and if you would like an update sooner, or you'd like to share concerns, please just make an appointment.
- Teaching staff report each term on whether children are working below where they should be working, working towards the expected levels, working at the expected levels or working beyond the expected levels.
- Those deemed working towards generally receive targeted support as part of our Quality First Teaching. This ensures that children remain in class through out the day.
- Those deemed as working below, will have more structured support which may involve advice from specialist agencies.
- When outside agencies are involved, you will receive full reports once they have made their assessments. This will give you an idea of what recommendations have been made and what the school plan to implement.
- If we feel progress isn't being made, despite following recommendations, you will be informed and involved in discussions about further, amended intervention.

How will you help me to support their learning?

- Parent and Carer workshops are offered usually around the start of the academic year. These workshops offer us a chance to share best practise and offer you help and guidance so that the support you provide at home is the best that it can be.
- Home learning is provided via a SWAY page although we offer home learning in paper form also.
- Home learning is generally centres around children having the opportunity to practise what they have been learning in school.

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Teaching, Learning and Support

- Staff at Silverdale are always more than willing to offer help or support to anybody who feels they need it – at any time of the year! Just make an appointment.

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

- Assess, Plan, Do Review Cycles are reviewed officially once a term although they are under constant review by staff who will make changes if they feel change would bring about more effective rates of progress.
- Parents and carers are made aware of any changes that we feel would be beneficial.
- Those with an EHCP, you will be invited to a formal review meeting once a year and an Interim review meeting every 6 months
- Your views, and those of your child, form a significant part of the review process.
- Children are always part of the review process and their voice is again, significant in planning next steps

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

- The school have excellent links with a range of professionals such as Educational Psychologists, behaviour specialists and specific learning difficulty specialists meaning we can access support for a variety of medical conditions and learning needs.
- For those children who don't have an EHCP, specialist involvement is arranged when, as a parent-school team, we feel we need additional support in enabling rapid progress for children.
- The above specialist are always involved when assessing, reviewing and planning for children with both an EHCP or identified learning difficulty.
- When Specialist are involved, re-assessment take place every 6 months and always form part of the review process.
- For those children without specialist involvement, the SENCO carries out 6-monthly assessments in school using standardised tests which can be used to assess how much progress children have made in particular areas of their learning (such as their understanding of vocabulary or their ability to comprehend what they read).

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Teaching, Learning and Support

- Children are notified of their progress. Parents, carers and staff are also informed as part of the Review section of the 'Assess, Plan, Do, Review' cycle.

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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?

- For children with an EHCP and adult support, Parents and Carers are met face-to-face where information can be communicated.
- Where face-to-face isn't possible, a home-school communication book is sent home. Other arrangements can also be made by the request of parents/carers.
- When necessary, a risk-assessment will be made and applied to ensure the safety of pupils outside the classroom.
- At break time, all children who have an EHCP are closely supervised by staff – including the child's 1-1. Staff engage children with play equipment and always encourage children to play together. For those children who don't have an EHCP but have other identified needs, staff supervise closely and facilitate any recommended strategies.
- If parents raise concerns, SLT will always provide additional support on the play ground at break times as a means of support and assessing needs.
- At Silverdale Primary Academy, we have a Health & Safety Team who meet twice a term and who review the school building from a health and safety point of view. All concerns are addressed immediately.
- Keeping Safe is a topic that all year groups to study as part of their PSHE curriculum
- *School Culture:* One of our sayings at school include 'Tidy Space, Tidy Mind' and the children themselves suggested that we keep corridors and play areas free of litter. This is displayed on our corridor display and children are regularly reminded of this.

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Keeping Students Safe and Supporting Their Wellbeing

- *School Culture:* Another one of the children's suggestions for keeping standards high in school was to have Calm Corridors. One of the ways they suggest we keep corridors calm is by encouraging children to walk. As it is their rule, we find that it is effectively enforced. Children are supervised when transitioning between classrooms and walking in corridors is part of our culture.

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

- As part of our daily routine, children take part in a **Brain, Smart Start**. This allows children to start their day experiencing a positive interaction with peers, through song or eye-contact and physical contact with each other. They also have the time to reflect on things that they may feel they need to send good wishes to. This is often personal to the child and so is rarely shared. Once they have 'wished' those close to them 'well', we believe that children are ready to start their day.
- As a school, we have invested heavily in staff CPD around Conscious Discipline. The aim of Conscious Discipline is to empower children to become aware of themselves and their feelings. We believe that, through Conscious Discipline, children will become conscious of things they find hurtful and will develop the confidence and ability to speak up and support themselves. We believe that being conscious of how they feel allows children to access their own wisdom and remain calm, managing their own thoughts, feelings and actions (self-regulation)
- We offer children a safe place to self-regulate and to collect their thoughts. Staff are trained to support children in addressing issues that are concerning them.
- As a result of our Conscious Discipline Approach, stickers have been used far less in school – if now at all. Children do the right thing because it is the right thing to do. As much as possible, an issue that arises in school is used as a teaching point from which children can learn from. They are supported in both explaining what happened and understanding why it happened before being taught the right way for dealing with issues. (Records of any incident are still made and consequences are still applied – but alongside education).
- Claims of bullying are always taken incredibly serious and are dealt with thoroughly. On hearing any claim, children and their parents/carers are spoken to instantly and investigations begin.

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Keeping Students Safe and Supporting Their Wellbeing

- All incidents that occur on a daily basis – no matter how small – are recorded on our online Safeguarding Portal, CPOMS. We believe the recording of all incidents, helps us to build up pictures of children and patterns of their behaviour. When any claim is made, we look carefully at our records as part of our investigations.
- We are very open in our conversations with both children and staff and consequences are always agreed with parents/carers.
- Following any incidents of bullying, staff monitor with extreme carer and supervision and follow-up meetings take place regularly afterwards.
- All classrooms have a worry box. This is an opportunity for children to express any worries or concerns that they have so that they can be discussed and addressed.
- The school council meet regularly and their work in class always involves shared discussions which help to give all pupils a voice.
- Children always have a voice when assessing children and when reviewing Assess, Plan, Do Review cycles.
- With the agreement of parents and carers, we have access to the Dove Counselling service when a bereavement take place within families of our pupil.

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

- Medicine can be administered by staff but only if prescribed.
- Parents/carers can meet with our Home-School Link works, Mrs Barlow, who will support you in completing the appropriate paperwork which includes detail such as how much medicine needs to be administered and how often.
- All medicines administered on site are administered by 2 staff which ensure everything – doses, times, correct medicine, etc – are double checked
- If not prescribed, parents or carers are encouraged to administer medicines before school and after school

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

- Please see attached [Behaviour Policy](#)

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Keeping Students Safe and Supporting Their Wellbeing

- We have extensive links with our local Special Educational Needs services who have a specialist behaviour team.
- All recommendations are then acted upon in school.
- Reviews take place every 6 months.

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

- At Silverdale, the children know that Mrs Nejrup's number one job is to keep the children safe.
- The children know that their job is to help Mrs Nejrup to keep the children safe.
- We have a very experienced Safeguarding team which includes Mrs Nejrup (Headteacher), Mrs Barlow (Family Liaison Officer) and Mr Davies (Deputy Head). in school (Mrs Barlow).
- Our safeguarding team meet regularly with various professionals with the main aim: To keep children safe.
- Our safeguarding team put in place various recommendations and strategies which ensure children remains safe and supported – both educationally and emotionally.
- All cases are dealt with sensitively and staff in school are only informed of any details if absolutely necessary in order to protect families. Staff will know enough to keep the child safe and all incidents are reported on our online safeguarding portal, CPOMS.

Working Together

Who is involved in my child's education?

- Headteacher: Mrs Lindi Nejrup
- SENCo/Deputy Headteacher: Mr Simon Davies
- Home-School link/Family Liaison Officer: Mrs Ruth Barlow
- Head of SEND for United Learning: Mr John Keech
- Your child's class teacher will have the responsibility for the education and progress of all children alongside the support of the SENCo
- The SENCo has excellent links with various outside agencies such as Specialist Teachers, Educational Psychologists and the Head of SEND at United Learning

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

- Pupil Progress Meetings are held termly. The Headteacher, Deputy Headteacher and class teacher discuss each pupil's progress. This discussion may highlight any potential problems for further support to be planned which will be discussed and implemented by the SENCO and Class Teacher.
- The class teacher and 1:1 staff also meets regularly with the SENCO to discuss children with SEN.
- **Transition time:** When a child's 1:1 staff member changes, a meeting is arranged with relevant members of staff, including the SENCO, so the new member of staff is aware of the child's needs, provision, progress to that point and new targets.

What expertise do you have in relation to SEND?

Our staff have received specialist training, including regular updates in:

- Precision Teaching

Working Together

- Autism Awareness
 - Teaching via Rosenshein's principles. These include teaching in small steps, thinking out loud, scaffolding learning challenges, providing regular opportunities for children to answer questions and recall and providing models of best practise.
 - 'Conscious Discipline'
 - Read Write Inc Phonics Training
 - Some have PECS (Picture Exchange Communication System) training and others are trained in delivering RWI in more specialist & personalised 1:1 situations.
 - We have excellent links to our Special Education Needs Services that specialise in Speech and Language, hearing, autism, dyslexia, dyspraxia, and various physical disabilities. We also have access to Educational Psychologists and members of the Autism Outreach Team, who support and provide advice on best current practice.

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

- Outside agencies may include:
 - The Counselling Service
 - Speech & language Therapy
 - The Educational Psychologist
 - The Dyslexia Specialist Teachers
 - The Occupational Therapists
 - School Nurse Service
 - A Paediatrician

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Working Together

- Referral forms are completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is provided to the school.

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

- If you have concerns then please contact:
- Your child's teacher
- Mr.Davies/Mr.Crane the SENCO (01782 973780) simon.davies@silverdaleprimary.org.uk
- Mrs.Barlow, the Family Liaison Coordinator ruth.barlow@silverdaleprimary.org.uk
- Mrs.Nejrup, the Head teacher (01782 973780) lindi.nejrup@silverdaleprimary.org.uk

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

- SENCO – Mr.D.Crane (until December 2021) / Mr. S. Davies (from January 2022)
- simon.davies@silverdaleprimary.org.uk
- Dominic.crane@silverdaleprimary.org.uk
- Silverdale Primary Academy: 01782 973780

What does the SEN governor do?

- Our SEN Governor holds the SENCo and our school to account
- They ask questions about the processes in school and the success of the practises we have implemented
- The SEN Governor also needs to know the impact of any additional strategies we are implementing in school.

How will my child be supported to have a voice in the school?

Working Together

- Our School Council is inclusive of all pupils and is active around school. Students with SEN are represented on the School Council forum.
- All pupils have the opportunity for to have a voice during class council meetings.
- Pupils with SEND are given opportunities to say what they think through pupil voice at time of reviews, and when additional APDR cycles are created. They share their aspirations at these times.
- All pupils are spoken to regularly and listened to in lessons. Generally this helps us to understand thought processes but it also creates an opportunity to listen to a child's point of view.
- Pupil Voice is an established part of lesson reviews and subject deep dives carried out by staff in school. During these sessions, children talk about what they have learned, what they are proud of and what they feel they need to become better at. We encourage the children to be open as it helps us, as a school, to further improve.
- All classrooms have a worry box and children are encouraged to use it when they feel the need to speak to an adult.

What opportunities are there for parents to become involved in the school or to become governors?

- As a school, we welcome support from parents and carers and facilitate this whenever possible.
- If parents and carers undertake voluntary work in school, they will need to complete a DBS check first and complete an Induction with the Head Teacher which includes aspects of safeguarding and confidentiality.
- Governor vacancies are always advertised and support again is always welcomed.

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

- We have our Home-School Link worker, Mrs Barlow, who works 4 days a week and is always happy to support families in completing and paperwork or contacting agencies. If you need any support from Mrs Barlow, just call the office on 01782 973780

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Working Together

- Likewise, you can make an appointment to speak to the SENCo who will also offer appropriate support and guidance as needed.

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Inclusion & Accessibility

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

- Activities and school trips are available to all pupils no matter their ability.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- Children can be supported 1:1 by a staff member or by a parent/carer.
- However, if it is deemed that an extra intensive level of support is required a parent or carer may be asked to accompany their child during the activity/trip.
- Forest schools.
- If needed, parents and carers are consulted before any school trips or visits in order to ensure that all of a child's needs are planned for and addressed.
- In class, reasonable adjustments are made in order to ensure that the classroom and curriculum are fully inclusive for all pupils.
- Parents and carers are included in reviewing the APDR and so have a voice in discussions around reasonable adjustments and accessibility

How accessible is the setting's environment?

- Click [here](#) for the school accessibility plan
- The school is on one level and entrances are accessible by ramps
- The front entrance has a ramp and electronic doors.
- All classrooms are clearly labelled
- We have a bathroom that is wheelchair friendly and which contains an emergency pull chord.
- All classrooms are 'clutter free' and displays within the environment contain only relevant learning

Inclusion & Accessibility

- Adaptations within the environment are always considered when considering reasonable adjustments
- For those pupils whose first language is not English, we create bi-lingual signage around the building and take time to learn key phrases in a child's first language.

Is the building wheelchair accessible?

Fully Accessible

Partially Accessible

Not Accessible

Details (if required)

Our front entrance is easily accessible for wheelchairs via a ramp
We have 2 sloped entrances at the rear of the school.
The school is set on one level and corridors are wide and free of clutter.

Are disabled changing facilities available? Yes
No

These are located in the larger wheelchair-friendly bathroom.

Are disabled toilet facilities available? Yes
No

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Inclusion & Accessibility

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

The parking area is located outside the front reception window on the main staff carpark
The front entrance to the school can be accessed via the gate situated next to the parking area.
If you wish to use the parking area for pick-ups, please contact the office so that we can ensure the gate is managed for peak drop-off/pick up times

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Joining and moving on

Who should I contact about my child joining your setting?

- You can contact our receptionist, Mrs Vernon or our Headteacher, Mrs Nejrup, on 01782 973780

How can parents arrange a visit to your setting?

- Make a phone call to our receptionist, Mrs Vernon or our Headteacher, Mrs Nejrup, on 01782 973780 and we'll be happy to arrange a visit to walk around our school.

How will you prepare and support my child to join your setting?

How will you support them to move on to their secondary setting

- We always encourage the children themselves to walk around the school with parents and carers.

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Joining and moving on

- If outside agencies are involved in supporting your child, we arrange an initial meeting where we discuss children's needs and gather information which can be used to prepare for any reasonable adjustments.
- Where possible, before children begin Silverdale, we make visits to current/previous settings to meet the children in their own environment and speak to current staff
- Once started at Silverdale, a meeting will be arranged to discuss how the child is settling in and what further adaptations need to be made, if any.
- Moving On
- When the secondary school has been named, contact is made with the establishment and arrangements made for the child to visit
- If a child has a 1:1 adult, the adult can attend the school during transition visit to support pupils also. This ensures your child has a familiar adult with them at all times.
- Staff from the secondary schools arrange additional visits and meetings in order to gather information and meet children before the new term starts in September.
- Depending on your child's needs, the curriculum can be adapted to include life-skills. Quite often, this occurs with the support of the next setting in preparation for transition.

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Additional Information

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

- SEN Report completed Nov 21
- Review Date: Nov 22

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Additional Information

Where can I find Staffordshire's Local Offer?

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

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

- Please contact the headteacher, Mrs Nejrup, or SENCo, Mr S Davies, to arrange a meeting. This will be arranged as soon as possible so that the issue can be resolved as soon as possible.

Type of Setting *(tick all that apply)*

- | | | | | |
|--------------------------------------|--|--------------------------------------|---|----------------------------------|
| <input type="checkbox"/> Mainstream | <input type="checkbox"/> Resourced Provision | <input type="checkbox"/> Special | <input type="checkbox"/> Post 16 | <input type="checkbox"/> Post 18 |
| <input type="checkbox"/> Early Years | <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Secondary | <input type="checkbox"/> Independent/Non/Maintained/Private | |
| <input type="checkbox"/> Maintained | <input type="checkbox"/> Academy | <input type="checkbox"/> Free School | <input type="checkbox"/> Other (Please specify below) | |

DFE Number

860/2007

District

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Additional Information

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

Specific Age range

4-11

Number of places

180

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

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Additional Information

Comment:

- Rebound trampoline
- Accessible swimming pool
- Outreach and family support
- Bought in support services

- Hydrotherapy
- Medical
- Therapy services
- Hearing loop