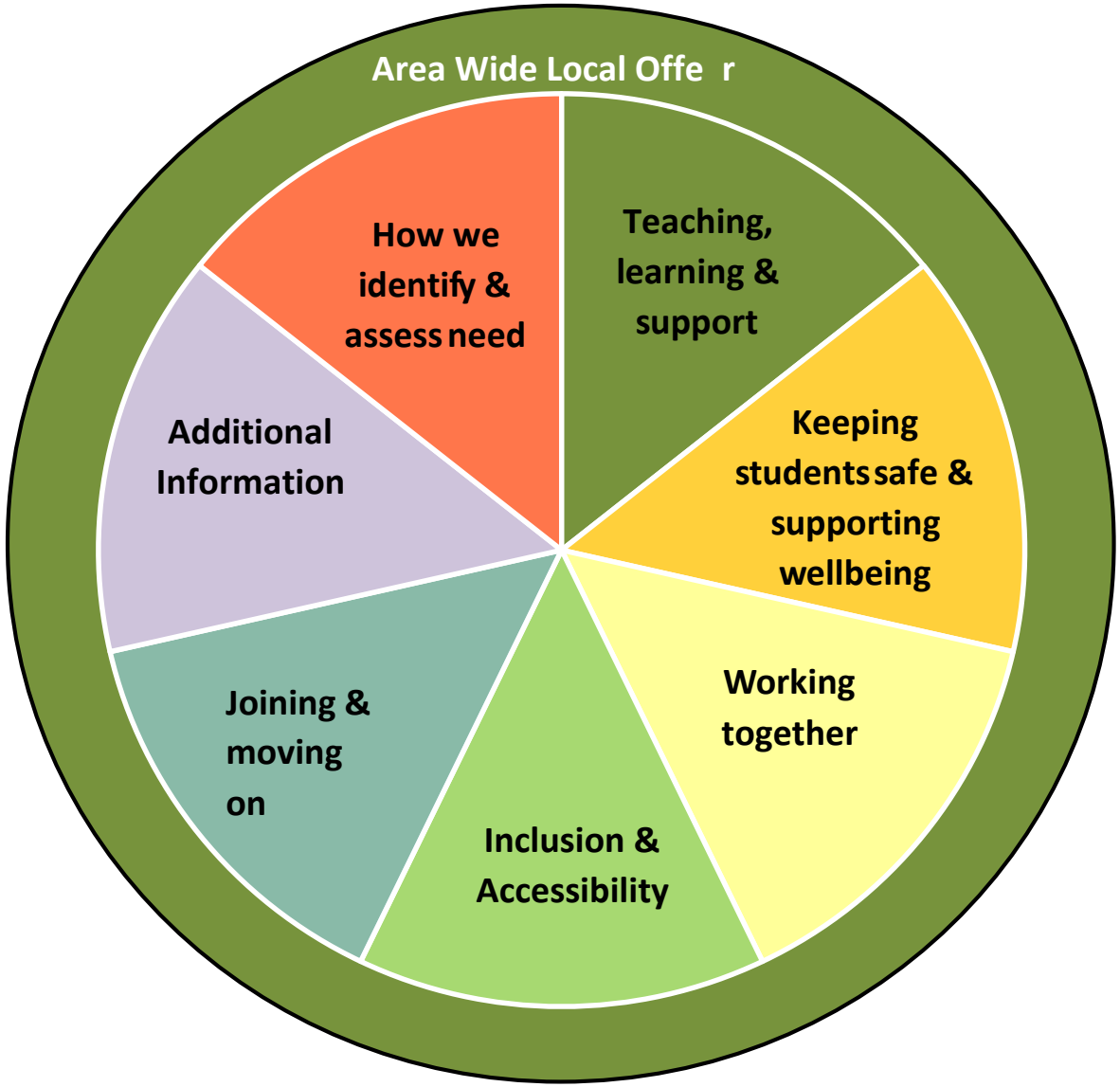
Stoneydelph Primary School

SEND Information Report

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1.3	October 2026		

Local Offer for Special Educational Needs and/or Disability



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STAFFORDSHIRE CONNECTS
SEND LOCAL OFFER

Stoneydelph Primary Academy: Local Offer for Special Educational Needs and/or Disability

How we identify and assess needs

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

Identifying Children's Needs at Stoneydelph

At Stoneydelph, we are committed to early and accurate identification of children's Special Educational Needs and Disabilities (SEND). We use a variety of methods to build a complete picture of each child's needs:

How We Identify SEND Needs

- Pre-transition communication: We liaise with nurseries and previous schools to gather information about a child's needs before they join Stoneydelph.
- Early visits and transition planning: For children known to have SEND, we visit their early years' settings and participate in the EY Transition Hub during the summer term to support a smooth transition into Reception.
- In-school assessment: Our staff carry out observations, checklists, and formal assessments to identify learning needs within the school environment.
- Information from professionals: We receive and consider reports from health professionals and other external specialists to inform our understanding of each child's needs.
- Parent and SENCO collaboration: We communicate with the SENCO at the previous school and meet with parents/carers to ensure we gather as much background information as possible.
- Ongoing progress tracking: We continuously monitor academic progress through teacher observations, informal feedback, and formal assessments.

First Steps in the Identification Process

When concerns arise, we take the following steps:

- Initial concern: Concerns may be identified through teacher observation, progress tracking, internal assessments, and external or medical information. Children are assessed at the end of each lesson, half-termly, and termly. We use a variety of tools, adapting assessments where necessary for children with SEND.
- Parent/carer communication: The class teacher will contact parents/carers, either by phone or in person, to discuss concerns and agree on a series of initial strategies or next steps.
- Implementation of strategies: Teachers implement tailored strategies in the classroom. After an approximate period of six weeks, the impact of these strategies is reviewed.
- SENCO involvement: Where necessary, ongoing discussions take place between the class teacher and the SENCO as part of a graduated response process.

Early Help and Intervention

We offer a range of early help and intervention strategies to support our pupils:

- Graduated Response: We follow a structured Graduated Response model to ensure each child receives the appropriate level of support when they need it.
- External support services: We work with a range of external agencies to meet children's individual needs, including:
    - Action for Children
    - Malachi
    - Speech and Language Therapy (SALT)
    - Educational Psychology
    - Behaviour Support
    - SEND Specialist Teachers
    - NHS services and other relevant agencies

How we identify and assess needs

- Early Help Assessments: Where appropriate, we can carry out Early Help Assessments (EHAs) to identify areas where you and your family may require additional support. These assessments help ensure that the right help is provided at the right time.
- Safeguarding and Child Protection: Safeguarding is a top priority at Stoneydelph. We are fully committed to promoting the welfare of all children and follow the guidance set out by the Staffordshire Safeguarding Board. Our safeguarding practices are aligned with the Department for Education's statutory guidance, *Keeping Children Safe in Education*, which can be accessed here: Keeping Children Safe in Education (DfE).

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

Extra Help for Your Child

If you believe your child may have Special Educational Needs and Disabilities (SEND) or needs additional support, we encourage you to take the following steps:

Initial Contact

- Speak with your child's class teacher. You can do this by contacting the school office to arrange an appointment:
  01827 896666
  office@stoneydelph.staffs.sch.uk
  Or message your child's teacher directly via Class Dojo.

Preparing for Your Meeting

Before meeting with your child's class teacher or the SENCO, it may be helpful to consider the following questions:

- What are your specific concerns about your child's development or learning?
- Why do you think your child may have SEND?
- How does your child's learning compare to other children of the same age?
- Were there any complications during pregnancy or birth?
- Did your child meet their early developmental milestones (e.g. at the 2-year check)?

- In what ways do you feel the school could support your child?
- How are you able to support your child at home?
- Do you have any reports, assessments, or documentation that could help us understand your child's needs better?

Please bring any relevant information or reports to your meeting.

<u>If You Still Have Concerns</u>

If, after speaking with your child's class teacher, you still have concerns:

- Contact the school SENCO:
  Mrs. Sharon Garlick
  01827 896666
  office@stoneydelph.staffs.sch.uk
  Or message via Class Dojo
- If concerns remain unresolved:
  Please contact our Headteacher, Mrs. Parsons, via the school office or Class Dojo.

SEND Code of Practice (2014)

Stoneydelph Primary Academy follows the guidance set out in the SEND Code of Practice 2014.

Under this Code, a child is identified as having a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age
- Have a disability or difficulty that prevents or hinders them from making use of the educational facilities generally provided for children of the same age
- Have a long-term* and substantial** physical or mental impairment that affects their ability to carry out normal day-to-day activities

Note:

Long-term = lasting more than one year

Substantial = more than minor or trivial

How we identify and assess needs

Pupils are assessed using **standardised scores** each term. In addition, **reading fluency assessments** are carried out every half term. These results are reviewed alongside our school's existing assessment methods to provide a comprehensive view of each child's progress.

- Where appropriate, **further diagnostic assessments** may be carried out to better understand a child's individual needs and ensure tailored support is in place to help them make progress.
- **Phonics assessments** are conducted regularly to monitor early reading development.
- Pupils receiving additional support—including those with SEND and **Looked After Children**—who are part of intervention programmes, will complete **baseline assessments at entry and follow-up assessments at exit** to evaluate the impact and effectiveness of the intervention.
- In some cases, pupils may be required to undertake **external assessments** recommended by outside agencies. Parents and carers will be informed of these assessments, and **consent will be sought** where required.

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

- SEND Code of Practice:
  The Department for Education's *SEND Code of Practice: 0 to 25 years* can be accessed here:
  SEND Code of Practice – GOV.UK
- Community Academies Trust (CAT):
  Information about our Trust can be found on the Community Academies Trust website:
  www.communityacademiestrust.org
- Stoneydelph Primary Academy Policies:
  All school policies can be accessed via our website by clicking the 'Policies' icon on the homepage or by visiting the direct link:
  Stoneydelph School Policies

Key policies include:

- SEND School Information Report
- Accessibility Plan
- Assessment Policy
- Admission Arrangements

SEND Information on Our Website:
For more details on SEND provision at Stoneydelph Primary Academy, visit the *Special Educational Needs* section of our website:
SEND at Stoneydelph

Teaching, Learning and Support

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

Supporting Children and Young People with SEND (With or Without an EHCP)

At Stoneydelph Primary Academy, we support all children with Special Educational Needs and Disabilities (SEND), whether or not they have an Education, Health and Care Plan (EHCP).

Support begins with Wave 1 Quality First Teaching (QFT) — high-quality, inclusive classroom teaching that is differentiated to meet the needs of all learners. Throughout their time at school, some children may require additional targeted support, either within a lesson or over a longer period, depending on their individual needs.

This support may include:

- Access to a broad and differentiated curriculum
- Scaffolded support (e.g. physical resources and visual aids)
- Additional adult support, either within the classroom or in small group settings

Planning the Support: The Graduated Response

Where a child requires more significant or sustained additional support, we implement a Graduated Response, in line with the SEND Code of Practice. This ensures support is tailored to the level of need and reviewed regularly. The process follows a minimum termly cycle of:

Assess – Plan – Do – Review

Step 1: Assess / Do

- The class teacher carries out observations and/or formal assessments. If the child is not making expected progress, initial reasonable adjustments are made (e.g. additional resources, classroom strategies, or targeted interventions within Wave 1 teaching).
- The class teacher:
    - Informs the parents/carers of their concerns, usually through a verbal conversation
    - Notifies the SENCO of the concern and outlines the actions taken so far

Step 2: Assess / Do (Continued)

- If the concern persists, further targeted support or adjustments are introduced by the class teacher for a minimum of six weeks.
- The teacher monitors and reviews the impact of these interventions.
- If progress remains limited, the teacher discusses the child's needs during:
    - Pupil Progress Meetings with the Headteacher, and/or
    - SEND Meetings with the SENCO

      These meetings are held termly, but teachers can raise concerns at any time.

Step 3: Review / Plan

- The SENCO reviews all available evidence (teacher observations, assessment outcomes, external reports) in collaboration with the class teacher.
- If the child meets the criteria for SEND:
    - The SENCO contacts parents/carers to arrange an initial meeting to discuss the child's needs and the support required.

- Following the meeting, the class teacher may draft a Support Plan.
- Parents/carers are asked to review, sign, and return the Support Plan.

- The SENCO records the provision on EduKey (the school's SEND tracking system) and adds the child to the school's SEND Register.
- Additional support is then implemented and monitored through ongoing review.

Teaching, Learning and Support

Step 4: Monitoring or Formal Registration of SEND and Support Plan (Do)

- If, following the review meeting, the child does **not meet the criteria** for the SEND Register, they may be added to the **Monitoring List** instead. In this case, the SENCO will work collaboratively with parents/carers and staff to consider appropriate next steps. This may include referrals to external agencies for further support or advice.
- If the child **does meet the SEND criteria**, they are formally added to the **SEND Register**, and a **Support Plan** is created.

The Support Plan:

- The **Support Plan** outlines the child's current needs, agreed targets, and the support strategies in place.
- It serves as a **working document** used by class teachers, support staff, and parents to ensure consistent understanding and support for the child.
- The Support Plan is shared with all relevant staff and uploaded to our secure online system, **EduKey**, where it is accessible to all staff through their login.

Step 5: Review

- The **Support Plan is reviewed at least three times per year**—typically in **October**, **February**, and **June**—by the class teacher.
- It is discussed and shared with parents/carers during **Parents' Evenings** and as part of the **summer term transition process**.
- These reviews provide an opportunity to reflect on the effectiveness of the support, update targets, and adjust the support pathway as needed based on the child's progress.

Possible Outcomes of a SEND Review Meeting:

A SEND review meeting may result in one of the following:

- Movement of the child to the **Monitoring/Vulnerable Register** (no longer requiring a Support Plan)
- Continued SEND support with **new or revised targets**, agreed between the teacher and SENCO
- A **referral to an external agency** for additional support or specialist assessment

- Consideration and submission of an **Education, Health and Care (EHC) Plan application**, if there is sufficient evidence to meet **Staffordshire's EHCP criteria**

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

Adaptive Teaching at Stoneydelph

At Stoneydelph Primary Academy, adaptive teaching is a key approach to ensuring that all children can access learning, regardless of their ability. It is designed to make sure every child feels both supported and appropriately challenged. Adaptive teaching can take place in a variety of formats, including whole class teaching, small group work, or 1:1 support.

We use a range of strategies as part of adaptive teaching, including:

Scaffolding

Scaffolds are physical or visual learning aids that help children access and engage with learning tasks. These may include:

- Word mats or vocabulary lists
- Modelled examples or writing frames
- Partially completed tasks
- Multiplication grids or number lines
- Visual images, diagrams, or practical resources

It's important to note that the use of scaffolds does not necessarily indicate that a child has SEND. These are universal strategies used to support learning for all pupils when needed.

Support

Support refers to personalised assistance provided by an adult or peer. This can include:

- Leading or extending discussions through targeted questioning
- Providing prompts or cues
- Offering additional explanations or demonstrations (modelling)

Support may be temporary or ongoing, depending on the needs of the child and the context of the learning task.

Teaching, Learning and Support

Challenge

At Stoneydelph, we believe that challenge is essential for all learners, regardless of ability. It is embedded into our teaching to stretch pupils' individual potential and promote deeper thinking. Challenge may take the form of:

- Investigative or open-ended tasks
- Opportunities to explain, justify, or prove a thought or idea with supporting evidence
- Tasks that require pupils to apply their skills and knowledge in new or unfamiliar contexts
- This approach supports continued progress and fosters independence and resilience in learning.

Provisions to Facilitate Access to the Curriculum

- To ensure all pupils can access the curriculum and develop as independent learners, Stoneydelph provides a wide range of tailored support, including:
- Differentiated teaching strategies within the classroom
- Targeted use of additional staff support
- Input from external agencies and professionals (e.g. speech and language therapists, educational psychologists)
- Use of specialised or adaptive equipment, where required

Oversight of Curriculum and Intervention Provision

- Our provision across the three waves of support is monitored as follows:
- Wave 1 – Quality First Teaching:

Overseen by the Senior Leadership Team (SLT) and subject leaders, ensuring high-quality, inclusive teaching in every classroom.

- Wave 2 – Targeted Small Group Interventions:

Monitored by the Headteacher, SENCO, and relevant core subject leaders, ensuring effective support for children who require short-term or targeted assistance.

- Wave 3 – 1:1 Support:

Supervised by the Headteacher and SENCO, for children requiring more intensive, individualised support.

Reasonable Adjustments for Examinations

- Stoneydelph makes reasonable adjustments for pupils during formal assessments and statutory tests, where required. These adjustments are put in place in advance of assessments and may include:
- Modified seating arrangements
- Reading support (where permitted)
- Use of a scribe or an amanuensis
- Additional time or rest breaks
- All examination access arrangements are based on criteria set by the examination board and must be applied for by the school within specific external deadlines. Approval and provision of these adjustments are subject to the board's guidance and evidence of need.

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

SEND Budget Allocation

Funding allocated to Stoneydelph Primary Academy for Special Educational Needs and Disabilities (SEND) is used to ensure that pupils with additional needs receive the support required to access the curriculum and make progress.

The SEND budget is allocated to support:

1. SENCO Provision

The Special Educational Needs Coordinator (SENCO) plays a vital role in:

- Supporting staff, parents, and pupils
- Coordinating SEND provision across the school
- Leading the implementation of the Graduated Response and ensuring compliance with the SEND Code of Practice
- Overseeing the assessment, planning, delivery, and review of SEND support

2. Specialist Resources

Funding is used to provide specific resources and equipment to support children with SEND in the classroom, aligned with our adaptive teaching strategies. This may include visual aids, assistive technology, sensory tools, or modified learning materials.

3. External Agencies and Professional Services

A portion of the budget is allocated to purchasing the services of external professionals and agencies. These services offer expert advice, assessment, or direct support for individual pupils or for broader staff development. Examples include:

- Educational Psychologists
- Speech and Language Therapists (SALT)
- Behaviour Support Services
- Specialist SEND advisory teachers

Teaching, Learning and Support

- **Teachers:** All teachers at Stoneydelph are teachers of SEND and receive regular training to equip them to meet the diverse needs of pupils through **Quality First Teaching**. This training ensures they are confident and skilled in adapting their teaching to support all learners effectively.
- **Teaching Assistants:** Additional classroom support is provided by **Inclusion Assistants**, who work with identified pupils either within the whole class, in small groups, or on a 1:1 basis as directed by the teacher or SENCO.
- **Resources:** A variety of scaffolded resources and equipment are available to support children with identified needs. These include literacy and maths prompts, physical aids such as pencil grips and writing slopes, and SEMH (Social, Emotional, and Mental Health) resources like social stories.
- **Support Programmes:** Individualised support programmes are provided where needed, including specialised pastoral care, social and emotional support, lunchtime supervision, and physical assistance.
- **Education, Health and Care Needs Assessments (EHCNA) and EHCPs:**

For children with significantly higher levels of need, the school, in partnership with parents and external agencies, may request an **Education, Health and Care Needs Assessment (EHCNA)** following county criteria.

If the local authority agrees to formally assess the child, this may lead to an **Education, Health and Care Plan (EHCP)**.

When an EHCP is in place, the school allocates resources to meet the plan's objectives and prioritises pupil progress. The school is responsible for providing the first £6,000 (approximately 10 hours) of support before any additional funding is provided by the local authority.

- **Graduated Response and Local Support Networks:**

Stoneydelph meets further SEND needs through a **Graduated Response**, which involves graduated levels of in-school support managed via our SEND review process and access to external agencies when necessary.
This is further supported by the **District SEND and Inclusion Hub** in Tamworth, where SENCOs collaborate to share expertise and coordinate responses to local needs.
At these meetings, the team may agree to apply for an **Enhanced Assess, Plan, Do, Review (EAPDR)** process, which provides additional targeted support before considering an EHCP application.

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?

Decisions About My Child's Support

At Stoneydelph, children are supported within the classroom as part of our inclusive, whole-school approach. If your child requires support that is "additional to" or "different from" the usual classroom curriculum and strategies, we will communicate with you directly to discuss their needs and the next steps.
Communication may take place through one or more of the following:

- A conversation with your child's class teacher, either by phone, in person, or via Class Dojo
- An invitation to attend a meeting or drop-in session with school staff
- Direct contact from the SENCO, inviting you to an initial SEND meeting to discuss your child's needs in more detail

If your child is identified as having SEND, a Support Plan may be developed with you during this meeting. This plan outlines the specific targets and support strategies in place for your child. A copy of the plan will be shared with you for your reference.

Ongoing Involvement for Parents/Carers of Children with SEND

Parents and carers of children with identified SEND will also be invited to participate in:

- Termly SEND review meetings, led by the class teacher and/or SENCO
- Discussions to review and update your child's Support Plan, ensuring it continues to reflect their current needs and progress

These meetings provide an opportunity for collaborative decision-making, shared understanding, and ongoing support tailored to your child.

Teaching, Learning and Support

Annual Review of EHCPs

Children with an **Education, Health and Care Plan (EHCP)** have an **Annual Review** each year. This meeting is held to evaluate the impact and effectiveness of the EHCP, ensuring that the support in place continues to meet the child's needs.
If at any point you feel that the provision is no longer appropriate or effective, either **you as a parent/carer or the school** can request an **early review**.

Working in Partnership with Parents

At Stoneydelph, we value the vital role parents and carers play in supporting their child's education. **Your opinion matters to us.**
We encourage you to **contact the school at any time** if you:

- Have a concern about your child's support
- Are worried about their progress or wellbeing
- Would simply like to discuss how your child is doing

Open communication between home and school is key to ensuring the best outcomes for all children.

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

At Stoneydelph Primary Academy, we are committed to ensuring that children and young people with Special Educational Needs and Disabilities (SEND) have access to the appropriate equipment, facilities, and resources they need to succeed. This is achieved through the following measures:

- Well-Resourced Curriculum:
  The wider curriculum is supported by scaffolded aids and high-quality resources that align with the National Curriculum, ensuring accessibility for all learners.
- Evidence-Based Programmes:
  Schemes of work and intervention programmes are carefully selected based on recognised educational research, including guidance from the Education Endowment Foundation (EEF), to ensure their effectiveness.
- Targeted Provision:
  Small group and targeted intervention sessions are structured around recommended and research-backed programmes, tailored to meet individual needs.
- Implementation of External Recommendations:
  Where possible, the school acts on specialist advice from external agencies, including the purchase of recommended resources and equipment to support individual learning needs.
- Speech and Language Resources:
  Additional communication aids are sourced via the NHS Speech and Language Therapy Service, based on recommendations from qualified therapists.
- Physical Aids and Adaptations:
  Equipment and adaptations required for physical access or support are sourced through Physiotherapy and Occupational Therapy Services, following clinical assessment and recommendation.
- Funding and Budget Planning:
  Resources and equipment for SEND are funded through the school's annual budget planning, with additional funding accessed via:
  - Top-up funding linked to Education, Health and Care Plans (EHCPs)
  - Additional funding applications where eligible

This approach ensures that all pupils with SEND have the tools they need to access learning, participate fully in school life, and achieve their full potential.

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

Pupil Learning at Stoneydelph

At Stoneydelph Primary Academy, children's learning is carefully planned to ensure it is engaging, inclusive, and progressive. Full details of our curriculum can be found on the school website under the Curriculum tab.

Our approach to learning includes:

- Phonics:
  Pupils in the early years and Key Stage 1 follow the Super Sonic Phonics programme, a systematic approach to developing strong phonic awareness and early reading skills.
- Reading:
  As children progress, they move on to Accelerated Reader, a structured reading programme that supports reading comprehension and encourages reading within each child's Zone of Proximal Development (ZPD).
- Thematic Curriculum:
  Our curriculum is delivered through a thematic, cross-curricular approach, allowing children to explore key concepts through a range of subjects. You can view our two-year rolling programme of learning overviews by year group on our website.

Pupil Assessment

We assess children's progress using a variety of methods to build a clear and accurate picture of learning. These include:

- Ongoing Teacher Assessment and Feedback:
  Regular in-class observations, questioning, and feedback help teachers identify progress and next steps for learning.
- Formative Assessment:
  A range of informal assessments are used throughout lessons and units to monitor understanding and guide teaching.

These approaches ensure that all pupils, including those with SEND, receive the appropriate support and challenge to help them achieve their full potential.

Teaching, Learning and Support

- At Stoneydelph, pupil progress is tracked using a combination of assessment methods to ensure a well-rounded understanding of each child's development:
- Summative Assessment:

Periodic evaluations at the end of units or terms to assess overall learning and attainment.

- Standardised Score Assessments:

Formal assessments used to compare pupil performance against national expectations and age-related norms.

- External Assessments:

Where appropriate, specific assessments recommended by external agencies are used to identify and support individual learning needs.

Monitoring Your Child's Progress

- Children are expected to make progress in line with the following:
- National Curriculum End of Key Stage Expectations

National Curriculum Information

- Key Learning Indicators relevant to each subject and year group
- You can support and track your child's progress through a range of school communication channels and involvement opportunities, including:
- Talking to your child about their schoolwork
- Supporting them with homework tasks
- Noticing Class Dojo points, certificates, and awards
- Receiving feedback via telephone, Class Dojo messages, or face-to-face conversations
- Reading written school reports
- Attending parents' evenings
- Participating in additional meetings with the class teacher or SENCO to discuss targeted support or interventions

Additional Ways to Stay Informed

- Parents and carers can stay connected to their child's learning journey by:
- Reviewing your child's Reading Diary
- Using Home/School Communication Books for identified pupils
- Attending school performances and celebrations
- Participating in information workshops and parent sessions
- Contacting school directly to discuss your child's progress or raise any concerns

How will you help me to support their learning?

Supporting Communication

We understand that clear communication is essential, and we are here to support you in accessing the information and help you need. Support with communication may include:

- Providing additional or clarified information
- Offering reading support if needed
- Supplying letters and documents in larger print
- Assisting with completing forms
- Contacting specialist services on your behalf when appropriate
- Signposting you to relevant external agencies or support services for further help

If you require support with any aspect of communication, please don't hesitate to contact the school office or speak with a member of staff.

Teaching, Learning and Support

Supporting Your Child at Home

Working in partnership with families is key to a child's success. You can support your child's learning and development at home by:

- **Ensuring regular attendance** at school so your child can benefit from consistent learning and routines.
- **Preparing your child for changes or new experiences** at home or school, helping them to feel calm and secure.
- **Sitting with your child and offering encouragement** as they complete homework tasks such as reading, spellings, or times tables.
- **Attending parent workshops** to better understand how subjects are taught and how you can support learning at home.
- **Joining SEND drop-in sessions** to speak with the SENCO and find out more about support available.
- **Using Class Dojo** to stay in regular contact with school, receive updates, and communicate directly with your child's teacher.
- **Familiarising yourself with the school website** to stay informed about school policies, the curriculum, and available support.
- **Providing enrichment opportunities**, such as club participation, family days out, or visits to local parks, to support your child's social and cultural development.
- **Keeping medical appointments**, ensuring your child receives the necessary health support and avoids being discharged without review.
- **Supervising your child's online activity**, including gaming, social media, and the use of mobile phones or tablets, to ensure their safety and wellbeing.
- **Contacting your child's class teacher** at any time for tailored advice or support to help with learning at home.

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

Involving SEND Children in Planning and Reviewing Their Education

At Stoneydelph, we value the voice of every child. Children with SEND are actively involved in planning and reviewing their education to ensure they feel heard, supported, and included in their learning journey. This is achieved through:

- Regular opportunities to share their views about their learning and classroom experience with their teacher.
- Individual discussions with the SENCO, where children can talk about what is working well and what additional support they may need.
- Meetings with external professionals, where appropriate, to help identify and understand their learning needs in greater depth.
- Ongoing verbal and written feedback in class to help them stay informed about their progress and next steps in learning.

By involving children in these ways, we help build their confidence, promote independence, and ensure their education is tailored to their individual needs.

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

Effective Provision

- The SENCO maintains a whole-school provision map using EduKey, which outlines all additional and targeted support in place for pupils with SEND.
- Provision is reviewed regularly to ensure it remains appropriate and effective, with the impact and outcomes of interventions carefully monitored and evaluated.

This approach helps ensure that support is both strategic and responsive to the evolving needs of individual pupils.

Teaching, Learning and Support

Working in Partnership with Parents and Pupils

- **Parents/carers of children with SEND** are kept informed of their child's progress through their **Support Plan**, which outlines specific targets. This plan is discussed with the class teacher and/or SENCO at the **start of each term**.
- **Children with SEND** receive regular feedback from their teachers and teaching assistants. They are encouraged to **share their thoughts and ideas** about their learning and highlight areas where they feel they need more support. This input helps shape the provision they receive.
- **Parents are encouraged to share their views** at any time, either in person or via **Class Dojo**. They are also invited to complete the **Parental Contribution** section of their child's Support Plan. This provides valuable insight into their child's strengths, interests, areas for development, and any concerns they may have.

Keeping students safe and supporting their wellbeing

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

Handover Arrangements at the Start of the School Day

- Children enter and exit through designated school gates and are accompanied by a teacher or teaching assistant.
- Children receiving 1:1 support are met by their assigned staff member.
- Children who arrive late must go to Reception to be signed in.
- Parents and carers are encouraged to communicate via Class Dojo rather than at the school gate to avoid delays in registration and ensure effective supervision.

Break and Lunchtime Supervision

- Teachers supervise classes during break times, while lunchtime supervisors oversee pupils during lunch.
- Quiet areas are available on the playground for children who prefer a calmer space.
- Children with an Education Health Care Plan (EHCP) that includes lunchtime supervision have a designated staff member to ensure their safety during these times.
- All lunchtime supervisors and staff are trained in first aid.
- Staff are alerted promptly if support is needed during lunchtime.
- Individual arrangements are made for children with medical needs, allergies, or other significant conditions on a case-by-case basis.

Moving Safely Between Classrooms

- Children's movement between classrooms is minimised whenever possible.
- Pupils are regularly reminded to walk calmly and safely in the corridors.

Keeping students safe and supporting their wellbeing

- Movement between classrooms is supervised whenever possible.
- Children with physical needs are carefully supported during transitions, such as moving at the back of the line or receiving assistance when necessary.
- Children with Social, Emotional, and Mental Health (SEMH) needs may have alternative arrangements to support their wellbeing.
- Pupils are expected to move safely and quietly around the building when changing lessons, going to break or lunchtime, or attending assemblies.
- As children mature, they are gradually given more responsibility, including unsupervised trips to the library to change books or use the toilet.
- All external doors are secured with key codes or electronic fobs to ensure the safety of all children on site.

Educational Visits & Risk Assessments

- Risk assessments are completed for all educational visits.
- Additional risk assessments are conducted for children with significant medical or social/emotional needs.
- The school maintains generic risk assessments for daily activities such as classroom safety, PE lessons, and personal care.
- Individual risk assessments are prepared for some children to ensure that educational visits and activities are as safe as possible. If an assessment identifies an activity as unsafe for your child, you will be informed and the concerns discussed.
- Parents are encouraged to inform the school of any specific considerations or risks relating to their child before school visits, regardless of whether their child has identified needs.
- Occasionally, risk assessments may result in a child being unable to attend a visit. In these cases, the school will discuss the situation with parents to explore possible solutions.
- When required, individual risk assessments are written on a case-by-case basis to address specific pupil, event, or personal needs.

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

Pupil Well-being

- All pupils, including those with SEND, are listened to and their views are taken seriously.
- All staff have received professional development training focused on pupil well-being.
- Stoneydelph is committed to being a bullying-free school, where children are taught that bullying is not tolerated.
- Children are encouraged to report any incidents of bullying to a staff member they feel comfortable with, such as their class teacher.
- A worry box is available for children to anonymously submit concerns without needing to speak directly.
- All children participate in the school's Jigsaw programme, which supports well-being alongside social and emotional development.
- The school's anti-bullying policy is available on the school website.

Making Relationships at School

- Staff 'Meet, Greet, and Seat' pupils at both morning and afternoon sessions, with class teachers taking responsibility for their pupils' social and emotional development and well-being.
- If staff observe a child struggling with their social, emotional, or mental health (SEMH), or notice a change in mood, the child will be referred to our in-school Emotional Literacy Support Assistant (ELSA) for additional support.

Keeping students safe and supporting their wellbeing

- All children are encouraged to be friendly and are expected to remain polite to others throughout their time at school.
- Classes participate in weekly circle time and discussions as part of the school's Jigsaw programme, which focuses on personal, social, and health education. Additional sessions are arranged when needed to address any arising issues.
- Children have many opportunities to build confidence, such as reading aloud, taking on roles and responsibilities, or becoming a school councillor or librarian.
- Staff closely monitor children for signs of stress or distress and will communicate with parents/carers to address any concerns.
- The school's behaviour and bullying policies are available on the school website.
- Peer support plays an important role in meeting social and emotional needs, reflecting the school's ethos.
- The school can provide access to external family and individual counselling services. Please contact Mrs. Garlick if you feel your child or family could benefit from this support.

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

Medicines and Personal Care Needs:

Any medicines that need to be administered during the school day must be reported to the school office, where you will be given the latest advice and requirements.

- Parents of children with medical needs must complete an Individual Health Care Plan (IHCP). Their child will be added to the school's internal medical register, which is shared with relevant staff along with the care plan.
- Children requiring significant care plans may be invited to meet with Mrs. Garlick (SENCo) and/or Mrs. Bevan (Home-School Link Worker) to discuss their needs.
- Specialist support services provide the school with care plans for children with specific conditions, such as Type 1 Diabetes. Staff receive rigorous training for these medical needs and update their training annually.
- All teaching staff are trained in asthma awareness and the use of EpiPens.
- Parents of children requiring personal care support are encouraged to discuss their child's individual needs with the school so that a support plan can be developed and a risk assessment completed.
- Copies of care plans and any permitted medicines are kept in a medical folder within the child's classroom to ensure quick access by staff when needed.
- Parents will be contacted by phone if their child has a medical need while at school.
- Parents are encouraged to arrange medical appointments outside school hours. If this is not possible, parents/carers should notify the school office in person, by phone, or via Class Dojo.

Keeping students safe and supporting their wellbeing

- Please refer to the 'Supporting Pupils with Medical Conditions' policy for further information, or contact the school office to discuss your child's needs.
- In the event of an emergency, parents/carers will be notified promptly. It is essential that emergency contact details are kept up to date at the school office. An ambulance may be called if necessary.

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

Attendance & Exclusions

- Attendance is closely monitored by Mrs Parsons and the school's attendance officer.
- Please refer to the school's Attendance Policy on the website for the most up-to-date information.
- Parents receive red, amber, or green letters each term based on their child's attendance.
- Exclusions at Stoneydelph are extremely rare. If an exclusion is necessary, Mrs Parsons will contact you directly.
- If you have any concerns about your child's attendance, please contact the school office on 01827 896666 for guidance and support.
- Depending on the severity of the concern, you may be contacted by your child's class teacher, a senior leader, or Mrs Parsons to discuss attendance.

Behaviour

- Positive behaviour at Stoneydelph is encouraged through verbal praise, Class Dojo points, and certificates.
- If the school has any concerns about your child's behaviour, they will contact you.
- For children struggling to regulate their behaviour, the school is happy to discuss available support, which may include referrals to external agencies.
- Please refer to the school's Behaviour Policy for the latest information: https://www.stoneydelph.staffs.sch.uk/web/policies_/648496

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

Looked After and Previously Looked After Children

- We work closely with Staffordshire Local Authority's Virtual School, as well as the Virtual Schools of any relevant out-of-county authorities, to support looked after and previously looked after children.
- Each looked after child has a Personal Education Plan (PEP), which is reviewed by the local authority each term. Additionally, an independent review takes place bi-annually. The school collaborates closely with all involved external agencies to ensure these reviews are completed on schedule.
- Mrs. Garlick is the designated teacher responsible for liaising with external agencies regarding looked after children.

Working Together

Who is involved in my child's education?

People Responsible for My Child at School

- Your child's class teacher is the primary person involved in their education.
- They may be supported by other teaching or support staff, but the class teacher remains the main point of contact.
- Your child may also have lessons with a PE teacher during the week and may be taught by a different teacher when the class teacher is on PPA (Preparation, Planning, and Assessment) time.

Others Responsible for My Child

- Adults with parental responsibility are legally responsible for their children.
- If your child is subject to a care order or court order, please inform the school so that appropriate safeguarding arrangements can be made to ensure your child's safety while at school.
- Children will only be released at the end of the school day to adults designated on the school collection form. It is the responsibility of parents/carers to keep the school informed of who is authorized to collect their child.
- While grandparents and family friends may care for your child at times, they do not have parental responsibility unless granted through special guardianship or a court order. Therefore, information about your child will not be shared with them without your consent.

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

Information Sharing

- The school strictly follows GDPR guidelines to ensure data protection and confidentiality.
- The SENCO ensures that all staff have relevant and up-to-date information about the pupils in their care.
- Parents are encouraged to share information with their child's class teacher, but they may also communicate directly with the SENCO. Information shared with one will be communicated to the other.
- Communication takes place via email and face-to-face meetings, both formally and informally throughout the term.
- If your child has a diagnosis known to the SENCO or staff, every effort will be made to ensure relevant staff are aware of your child's needs. Your input as a parent is highly valued to help staff understand these needs better.
- Medical information about your child will not be shared by medical professionals without your explicit consent. Therefore, it is important that you inform the school of any medical needs, as the school will not automatically receive this information.
- Information from previous schools or high schools is shared verbally by telephone or face-to-face before transition, so staff are aware of your child's known needs. This process complies with GDPR regulations. Written records will only be transferred once your child is officially registered with the school.

What expertise do you have in relation to SEND?

Expertise in Relation to SEND

The SENCO has over 15 years of experience as a class teacher and is currently completing the National Professional Qualification for SEN Coordination (NPQ for SENCO).

Working Together

- The SENCO undertakes termly training to stay informed about SEND-related issues at both local and national levels.
- The SENCO works closely with the District SEND and Inclusion Hub in Tamworth.
- The SENCO collaborates with specialist SEND services to ensure that pupils at Stoneydelph receive the most effective support.
- All staff participate in regular professional development focused on SEND and child protection.
- All staff are familiar with the SEND Code of Practice, with particular emphasis on Section 6.
- Selected staff receive targeted training in priority areas such as autism and social, emotional, and mental health (SEMH) needs.
- Identified staff also undertake specific training related to SEND support programs, such as speech and language interventions.
- The school has a designated mental health champion.
- The SENCO attends termly local authority network and update meetings, participates in the District SEND and Inclusion Hub (which meets twice per term), and engages with the Community Academy Trust's Professional SENCO Network to maintain up-to-date knowledge of children's needs and local, district, and national developments.

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

Relationships with External Agencies

- The school actively develops and maintains strong relationships with a wide range of external services, including:
  - Universal medical services such as paediatricians, well-being services, occupational therapists, and physiotherapists
  - Speech and language therapy services
  - Local Authority Early Years Forum
  - Family Support Services
  - Specialist SEND Teachers
  - Action for Children
  - Local Authority Autism Outreach Service, Virtual School, and outreach support services including Cornerpost and Rainbow Room
  - Child Protection Services

Relationships with School Governors

- The SENCO has a close working relationship with the school's SEND Governor, Mrs. Turford. They meet annually to discuss progress and developments related to the SEND Learning Improvement Plan. Additionally, the SENCO reports to the governing body once each term on the SEND Learning Improvement Plan.

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

SENCO, Mrs. Sharon Garlick 01827 8966666 via the school office; Email the SENCo via s.drake@stoneydelph.staffs.sch.uk or use class Dojo.

Working Together

- If you think your child may have SEND or require additional support, please first speak with your child's class teacher. You can contact the school office to request an appointment at 01827 896666, email at office@stoneydelph.staffs.sch.uk, or communicate via ClassDojo.
- If you still have concerns after speaking with the class teacher or wish to speak directly with the SENCO, Mrs. Sharon Garlick, please contact the school office at 01827 896666, email s.drake@stoneydelph.staffs.sch.uk, or use ClassDojo.
- If you feel your concerns remain unresolved, please contact Mrs. Parsons, our Head Teacher, through the school office at 01827 896666, via email at headteacher@stoneydelph.staffs.sch.uk, or through ClassDojo.

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

SENCO, Mrs. Sharon Garlick 01827 8966666 via the school office; Email the SENCo via s.drake@stoneydelph.staffs.sch.uk or use class Dojo.

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

The SEND governor is Mrs Louise Turford, contactable through the school office.

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

Having a Voice

- Your child can share their views with class teachers during lessons.
- Your child may request to speak with any member of staff at a convenient time, which will be arranged for them.
- Your child can volunteer for various roles and responsibilities within the school, such as joining the school council or becoming a librarian.
- Your child can submit suggestions through their school council representative.
- Your child is welcome to write directly to Mrs. Parsons at any time with their ideas or feedback.
- Your child can actively participate in their own parent's evening.

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

Parental Involvement

- We always welcome parents' views and active involvement.
- Parents interested in becoming a school governor are encouraged to contact the school office to arrange an informal chat with Mrs. Parsons.
- We are continually seeking parent volunteers to support various activities within the school.

Working Together

- We welcome your ideas and suggestions.
- Contact the school office to learn more about our PTA.
- To find out more about the school governors, please visit our website: Meet the Governors.

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

Family Support

- Families are encouraged to attend school events and share any worries or concerns with their child's class teacher or with Mrs. Garlick, the school's SENCO.
- If you have concerns about your family or family relationships, Mrs. Garlick can refer you to the Family Support service, which can provide further assistance or signpost you to other resources.
- If you need additional help with completing forms or paperwork, please inform the school, and we will explore ways to support you.
- If you're unsure who to contact or how to access help and support, please reach out to Mrs. Garlick by calling 01827 896666 via the school office, emailing s.drake@stoneydelph.staffs.sch.uk, or messaging through ClassDojo.

Inclusion & Accessibility

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

Inclusion and Accessibility

- All children with SEND are encouraged to participate fully in the curriculum. We strive to make the entire curriculum as inclusive as possible to meet your child's individual needs.
- Individual risk assessments may be carried out for specific activities or events to inform staff and parents/carers, enabling open discussions and well-informed decisions.

How accessible is the setting's environment?

School Environment Adaptations

- The school has limited adaptations but includes disabled toilets, ramp access in some areas, and partial accessibility overall.
- Where some pathways are not accessible, alternative routes are available, which may involve travel outside the main buildings.

Wheelchair Accessibility

- Is the building wheelchair accessible? Partially
- Are disabled changing facilities available? No
- Are disabled toilet facilities available? Yes
- Are there parking spaces for disabled pick-up and drop-offs? Yes

Joining and moving on

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

Admission

- **Visit our website or contact our school office on 01827 896666 or email office@stoneydelph.staffs.sch.uk**

Joining and moving on

Moving during the year

- **Please contact our school office on 01827 896666 or email us at office@stoneydelph.staffs.sch.uk**

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

Open Days:

- **Please contact our school office on 01827 896666 or email us at office@stoneydelph.staffs.sch.uk**

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)?

Transition

- Transition arrangements are made to support children moving between all phases of their primary education.
- Parents receive information and are invited to meetings about transition during the summer term.
- Children starting Early Years are invited to attend play sessions and meet staff during the summer term.
- Parents and carers of children moving between phases are provided with relevant information and asked to attend a transition meeting.
- Teachers communicate and/or visit the new school to share important information about pupils before their move between settings.
- Teachers also meet during the summer term to share information between classes before transition.
- The SENCo holds additional discussions with other settings to share relevant information and may arrange meetings with parents during this period.
- External agencies may be involved in transition discussions during the summer term to provide additional support.
- Visits to the new setting take place during school hours, with additional visits arranged or encouraged as needed.
- Information about your child's next phase of education will be shared during the summer term. Further details are available on the school's website or your child's new school's website.
- During the first few weeks of the new term, children experience settling-in periods to help their new class teacher get to know them.

Additional Information

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

- Stoneydelph Primary: 01827896666
- NHS support services - GP: Contact your registered GP
- Special Educational Needs and Disabilities information Advice Support Service (SENDIASS) - *https://www.staffs-iass.org/*
- Staffordshire Connects (Local Offer): *https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page*
- Staffordshire Cares Website http://helpyourself.staffordshirecares.info/localoffer
- SEND Family Partnership: 01785 356921 https://www.staffs-iass.org/home.aspx
- Code of Practice for SEND 2014: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- British Dyslexia Association: http://www.bdadyslexia.org.uk/
- Equality Act 2010 guidance: https://www.gov.uk/guidance/equality-act-2010-guidance
- Staffordshire County Council Single Point of Access: 0300 111 8007
- SEND Assessment and Planning: 0300 111 8007
- Family Support Service (Tier 2 support): 07741 655709
- Local Support Team (Tier 3 support): 01543 510196 Community Paediatrician (East): 01283 505160
- Autism Outreach Team via the Single Point of Access.

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

- **Updated 03 July 2025**
- **Reviewed June 2027**

Where can I find Staffordshire's Local Offer?

Staffordshire's SEND Local Offer can be found at
https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0&lousertype=parents

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

- First, discuss your concern with your child's class teacher.
  If you remain dissatisfied, please contact the SENCO, Mrs. Garlick, to discuss the issue further.
- If the complaint is still unresolved, contact the Headteacher, Mrs. Esther Parsons.
- Should your concern remain unresolved, you may escalate it to the Chair of Governors, Mrs. Ebrey, or the designated SEN Governor, Mrs. Turford, via the school office.
- For more information, please refer to our website under the 'CAT Complaints' Policy.

Additional Information

Type of Setting *(tick all that apply)*

☒ Mainstream ☐ Resourced Provision ☐ Special
☒ Early Years ☒ Primary ☐ Secondary ☐ Post 16 ☐ Post 18
☐ Maintained ☒ Academy ☐ Free School ☐ Independent/Non/Maintained/Private ☐ Other
(Please specify below)

DFE Number

- **DFE: 850/ 2374**

District

☐ Cannock ☐ Lichfield ☐ East Staffordshire x Tamworth
☐ Newcastle ☐ Moorlands ☐ Stafford ☐ South Staffordshire

Specific Age range

- Primary Age range plus Early Years including Nursery and Daycare Provision

Number of places

- PAN = 30

Which types of special educational need do you cater for?

☒ 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:

Additional Information

☐ Specialist technology

Comment:

☐

Rebound trampoline
☐ Accessible swimming pool
☒ Outreach and family support
☒ Bought in support services
☐ Hydrotherapy
☐ Medical
☐ Therapy services
☐ Hearing loop