

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



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## How we identify and assess needs

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

Children with Special Educational Needs and Disabilities (SEND) are identified as early as possible within our school through discussion with Classteachers, Teaching Assistants (where appropriate) and parents. Pre-visits to Nursery settings and home visits are conducted before pupils commence Nursery and Reception years, gathering information regarding specific needs of pupils. Initial identification typically comes from school staff working directly with the child or from concerns brought by parents or carers. These concerns might be based on a pupil's wellbeing, their emotional or behavioural presentation, their academic progress in comparison to their peer group or their profile against recognised characteristics of specific forms of SEND. Pupils can be discussed with members of the SLT, including SENDCo at any time. Ongoing learning conversations are regular between the relevant staff.

More formally, we hold termly Pupil Progress meetings to assess the progress of the pupils and identify pupils who may not be making expected progress against their starting point. Pupils who are not making the expected progress are discussed in detail to enable us to identify any barriers to learning which may include learning styles, specific difficulties, change in circumstances or subject specific needs. All pupils are assessed and standardised scores are tracked. Termly meetings specifically for pupils with SEND take place between the Parents or Carers, Classteacher and SENDCo.

Once a pupil is identified as needing support, (or potentially needing support), teaching staff will work with the Special Educational Needs Coordinator to assess the needs of the child so that the right support is given. Parents or Carers will be invited to discuss the needs. This discussion focuses on the desired outcomes for the child and looks at what provision might be necessary to enable the child to reach those outcomes. Parent voice along with pupil voice is an important step in the process and these views will help to inform the approaches and strategies to be applied and any interventions which need to be implemented. A Pupil Progress Plan is developed in consultation with the pupil, Parents or Carers and the Classteacher with individual targets based on specific needs. Sometimes it helps to use other professional services to help inform the first steps. For some pupils, in addition to Quality First Teaching, a package of out of class interventions might be offered. Those pupils with the highest levels of need might be referred to other agencies for further advice and support, such as an Educational Psychologist, Autism Inclusion Team, Behaviour Support Team.

In every class, the lessons are taught with individual pupil's needs in mind. Learning is differentiated in order that all children are appropriately challenged but are able to participate at their level. In order to support children with additional needs, class based approaches may include:

- Alternatives forms of recording work;
- Visual prompts;
- Specialised equipment;
- Small group or individual teaching;
- Additional time to complete work.

If the needs of the pupil require a higher level of support that cannot be accommodated within Quality First Teaching, small group or individual

**How we identify and assess needs**

interventions may be offered.

For children with more complex needs, a more personalised programme may be appropriate. This could include group or individual interventions on an academic or social level. Examples of this could be; Speech and Language, Precision Teaching, Social Stories.

Outside Agencies -

For those with significant or complex needs, the school seeks the advice of specialists such as Educational Psychologist, Autism Inclusion Team, the Local SEND Hub or support for Social, Emotional and Mental Health.

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

If you have concerns then please discuss these with your child's Classteacher. This may result in a referral to the school's SENDCo whose name is Mrs Sue Fuller. She can be contacted by making an appointment through the school office on 01543 278071. All parents will be listened to. Parents and Carers views and aspirations for their child will be central to the assessment and provision that is decided upon by the school.

Throughout the academic year, all Parents and Carers are encouraged to discuss their child's education with the Classteacher.

This may be through formal parent consultation meetings or discussions with the Classteacher on an informal basis. If parents would like to arrange a formal meeting with their child's Classteacher, this can be arranged through the school office on 01543 278071.

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

Five Ways SEND Policy and other related documents can be found of the school website.

Paper copies of these policies are available on request from our school office.

## Teaching, Learning and Support

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

There are four broad areas of SEND needs:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

Teachers deliver quality first teaching, planning their lessons to ensure all childrens' needs are met. This may include additional general support by a Teacher or Teaching Assistant. If a child's needs relate to more specific areas of their education, such as spelling, handwriting, literacy and numeracy skills, etc then they may be placed in a small focus group or receive some 1 to 1 support. This will be delivered by the Teacher or Teaching Assistant. The length of time of the intervention will vary according to need. The interventions will be reviewed regularly by all involved to ascertain the effectiveness of the provision and to inform future planning.

#### SEND Support

Where it is determined that a pupil does have Special Educational Needs and Disabilities (SEND), parents will be formally advised of this and the decision will be added to the pupil's school records. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so barriers to learning are removed.

The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

#### Assess

This involves analysing clearly the pupil's needs using the classteacher'' assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's' information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is

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matched to need, that barriers to learning are identified clearly and overcome, and that the interventions being used are developing and evolving as required. Where external support services are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; as well as the impact on progress, development and or behaviour that is expected. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies or approaches that are being employed and the outcomes that are being sought.

### Do

The classteacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class. They will work closely with the teaching assistant and or specialist staff to plan and assess the impact of support and interventions. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

### Review

Reviews will be undertaken in line with agreed dates, usually termly. The review process will evaluate the impact and quality of support and interventions. It will also take account of the views of the pupil and their parents. The classteacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents/carers and the pupil. Parents/Carers will be provided with the next steps.

### Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for a statement will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

### Parents

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Teachers  
SENDCo  
Social Care  
Health Professionals  
Educational Psychologist

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an Educational, Health and Care Needs Assessment.

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

Five Ways Primary School is an inclusive mainstream Primary School catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. We support pupils with a range of needs including Cognition and Learning needs, Communication and Interaction Difficulties, Visual and Hearing Impairments, Speech and Language Disorder and Delay and Social, Emotional and Mental Health Difficulties. All pupils are afforded equal rights of access to all areas of the curriculum through teacher planning, differentiation, support and relevant resources where necessary. A variety of teaching styles and teaching groups are adopted to suit the needs of the individual.

Where learners are working at an attainment level below that of their peer group, classteachers will adapt teaching to ensure that gaps in learners' knowledge are covered, for example by revisiting objectives that are covered in previous year groups. We encourage independence in all learners and this is promoted by ensuring that independent work is matched as far as possible to the strengths of the learners. If appropriate, specialist equipment may be given to the child, e.g. writing slopes, Reading Rulers, pen / pencil grips or easy to use scissors. This may also include dictionaries for dyslexia, or specialist seating / desks.

For those learners requiring a more specialist approach to learning, classteachers are encouraged to discuss approaches to differentiation with specialist staff in and outside the school. For example, the SENDCo or an external agency. Any recommendations from external agencies are used to inform future targets. All additional provision for pupils with SEND is overseen by the SENDCo and monitoring of pupils' progress takes place at regular SEN meetings held between the classteachers and the SENDCo.

We will make all reasonable adjustments to ensure that all pupils with SEND can take part in all whole school activities, as well as activities which enhance the wider life of the school. We aim to offer all our pupils the same learning opportunities. The school has a range of equipment and resources to support children with SEND, e.g. coloured overlays, writing slopes, wobble cushions, theraputty.

In the context of school trips, outside activities (including residential), we are open to discussion in order to include our children with SEND. This may include the provision of additional staff and individual risk assessments.

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We have a range of after school activities that welcome all pupils from our school.

For formal assessments such as End of Key Stage Statutory Tests, reasonable adjustments are made in line with those that the pupil experiences on a day to day basis, such as additional time, seating arrangements, and where suitable, the use of a reader or a scribe. Five Ways Primary school follows the guidance from the Access Arrangements published by the DfE.

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

The SEND budget is managed by the Headteacher with the support of the Governing Body. It is allocated on a needs basis and reviewed every financial year.

If there is a need to apply for additional funding for pupils, this is done by applying to the Local Authority for Additional Educational Needs funding, or by working with the local SEND Hub.

Budget is not a barrier to supporting pupils and if there is a need to use additional funding from our own budget this will be assessed and if appropriate, used to support pupils' needs or resources.

### **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?**

We ensure that we support the needs of each child as an individual. We have high aspirations for all our children to achieve the best that they can for their ability and personal needs. Children have access to high quality teaching within the classroom, focused interventions and support where needed as well support from specialist services if and when appropriate. When a child is identified by their classteacher as having additional needs, we use a graduated approach to support and identify the additional support a child may require.

- First Concerns – a teacher has recognised a child may have certain needs and additional interventions may be offered.
- SEND Support – children who have been identified as having special educational needs and who require provision that is additional to and different from the mainstream curriculum.
- Complex - children who have been identified as having complex and significant needs and may be in the process of an Education, Health and Care Needs Assessment or have an EHCNA plan already in place.

Pupils' needs are assessed and the proposed provision is discussed with the classteacher, SENDCo and could involve external reports and support. Each child is assessed on an individual basis. Parents/Carers and pupils are involved in how and what the provision for the pupil is through discussions and sharing of new targets or reviewing completed cycles of intervention. Any decisions about provision is a shared process however, it is the Headteacher who finalises provision including use of teaching assistants.

## Teaching, Learning and Support

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

For pupils with specific learning or medical needs, we seek the support of specialist teachers, including visual impairment, hearing impairment to assess as to whether equipment such as radio aids, magnifiers need to be in place. For pupils with sensory and physical needs, equipment such as cushions, writing slopes and pencil grips will be sought by the school. Occasionally there is the need to work with pupils with sensory needs that require equipment for sensory circuits. If this is the case and we do not have the required equipment, we have close links to the local special school through our SEND Hub and arrangements can be made for equipment to be loaned.

Each pupil is assessed individually as to their needs and requirements, and once needs have been identified and/or advice from specialist teachers or support workers has been given, necessary steps will be taken to ensure that pupils are supplied with the necessary equipment needed. This will take place in conjunction with parents and the pupil to ensure that all parties are comfortable with the adjustments that might be needed.

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

The Headteacher reports to Governors in the Headteacher's Report on a termly basis. All pupils are assessed on a formative basis using the school's assessment and tracking system. Where needed, children are tracked using small step progression on an individual basis dependent on the child's needs. When programmes are implemented with groups of SEND pupils, impact is measured by assessing pupils before and after the programme where appropriate. This ensures that the provision is effective for the individual pupil. SEND pupils are discussed at termly pupil progress meetings, where progress and attainment for all SEND pupils is reviewed and provision from the previous term is evaluated. Targets on their SEND Pupil Progress Plans are reviewed termly and then set for the term ahead.

We understand that not all parents and carers may feel confident or comfortable to discuss sensitive issues and we endeavour to provide support on an individual basis for this. Parents will have regular opportunities to discuss their child's progress with their classteacher and/or SENDCo. The children and their parents will play a leading role in reviewing the targets from identifying progress made to discussing the next steps. We aim to work in partnership with parents and carers. We have an open door policy and encourage parents to make contact immediately with any queries. In addition to our parent consultation meetings, the classteacher and the SENDCo are available regularly to discuss any concerns.

Five Ways work with external agencies to support with carrying out assessments and target setting, these include an Educational Psychologist, Autism Outreach, Speech and Language support. We also use specialist support including Occupational Therapists and Paediatrician where needed. Where English as an additional language is impacting on learning, we will access specialist support from Minority Ethnic Achievement Service (MEAS). To provide additional support for pupils and families who may need support with Social, Emotional and Mental Health we can access Action for Children and Children and Adolescent Mental Health Service (CAMHS). Should any pupil come from a traveller background, we use the Traveller Support Service.

When an external agency has worked with a pupil, often a written report will be available and this is shared with parents and carers. The report may



## Teaching, Learning and Support

contain recommendations for targets in school and at home. The recommendation will be discussed and implemented as appropriate. Parents will receive copies of the targets set by the school on their individual Pupil Progress Plan. At the end of a cycle of intervention, targets are reviewed with the pupil and new targets are set. These will be discussed with parents/carers at parent consultation sessions, or if required an additional meeting. The classteachers will invite parents to discuss the targets and the appropriate level of work that will be set in order for the targets to be achieved. Classteachers are available before and after school to share any important day to day information. If a more detailed meeting is required this can be arranged.

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

Following identification of concerns by a classteacher, they will meet with the pupil's family for a discussion, along with the SENDCo where appropriate. This discussion focuses on the desired outcomes for the child and identifies which provision may be necessary to enable the child to reach those outcomes. This includes how parents can support the child at home.

All Year Groups deliver workshops to parents covering phonics, maths or English. The workshops take place in the autumn term and they explain how we support the children with their learning and how parents can support their child at home. Welcome meetings for pupils in all classes take place in the summer term previous to the pupils moving to the next year group in September. Classteachers outline the learning for the next academic year. Where parents wish to discuss other areas of the curriculum from EYFS to KS2 an open door policy is in place for parents to discuss these needs and how they can support at home.

We have a virtual learning platform in 'Google classroom' where parents can access homework, giving them an opportunity to see the learning styles from the classroom. Home readers are sent home to all pupils each week.

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

A Pupil Progress Plan (PPP) is developed in conjunction with parents and the pupil who has been identified as having SEND. At the end of an intervention session or as part of a whole class lesson where a target has been addressed, pupils will be given feedback either verbally or through written marking.

Pupils with a Pupil Progress Plan will be given the opportunity to talk about their learning and their targets when the targets are set and reviewed and their comments are recorded on their PPP. Ongoing feedback is a regular part of classroom life and pupils are encouraged to talk to their classteachers about their own progress and areas for development.

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

SEND pupils' attainment and progress is tracked and monitored through termly assessments. Book trawls evaluate how effectively SEND children are accessing the curriculum. When programmes are implemented with groups of SEND pupils, impact is measured by assessing pupils before and after the programme where appropriate. This ensures provision is effective and only used if it results in pupil progress.

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### **Teaching, Learning and Support**

Parents and pupils are able to discuss the SEND provision provided. Pupils are able to discuss their progress towards their targets at any point during the school day. Their initial and final thoughts on their Pupil Progress Plan is recorded termly.

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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?**

All staff are kept up to date with current safeguarding measures. Staff in school ensure that they take the most appropriate form of action to promote the welfare of children and protect them from harm, ensuring children grow up with the provision of safe and effective care. Staff ensure that the appropriate action is taken to enable all children and young people to have the best outcomes.

Children are greeted at the beginning of the day by an adult who is present on each entrance door. They enter and exit the building via their designated year group door. If pupils are anxious at the beginning of the day, there is always a recognisable face to greet them. We encourage parents to call the school in the morning or pass on a message to the adult on the door, if there are any concerns or important information we need that may support us in supporting their child. Staff will equally contact parents at the end of the day if they would like to hear about their young person's day. Parents can also pass messages on to the classteacher via their child's Home-Link book (Year 1 to Year 6 pupils only).

We recognise the challenges that unstructured times can present to pupils with challenging behaviour or social and emotional difficulties. There is a range of activities to support these pupils. All lunchtime staff are briefed on the pupils who may need additional support on the playground and if they have specific targets or strategies to support their needs these are shared with them.

All activities for school trips are risk assessed and staffing ratios are fulfilled accordingly. Staff are always selected carefully to ensure pupils are fully supported. School undertakes risk assessments in line with National recommendations. An experienced member of staff has the responsibility for conducting and recording all risk assessments. These can be viewed at any time by those who are taking part in the activities.

Physical Education is an important part of the curriculum. All P.E. staff are made aware of any needs and given the necessary targets and strategies to support pupils.

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

Five Ways staff are confident and skilled in supporting our children pastorally. Staff are supported with regular CPD in this area including staff meetings and sharing appropriate resources. There are well established practises and procedures within school to help identify children who may need extra pastoral support. The well-being of all pupils is of primary concern at Five Ways. We strive to build positive relationships whereby parents, pupils and teachers can share ideas and information together to make school a safe and happy place for everyone. This does not just apply to those pupils who are registered as SEND.

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

Children are supported with their social and emotional development throughout the school day through the curriculum and extra-curricular activities. Personal, Social and Health Education (Healthy lifestyle lesson) are an integral part of our curriculum. In school we teach about protective behaviours to help enhance the childrens' awareness of how to stay safe. Children's views are sought via pupil voice, school council and other forums. Their ideas are listened to and valued. Pupils in Year 6 act as Peer Mediators for younger pupils at lunchtimes.

Additional pastoral support from our Pastoral Officer can be accessed if felt appropriate. A child does not have to be registered as SEND to access this support.

Our Behaviour Policy, which includes guidance on expectations is fully understood and in place by all staff. The Anti-Bullying Policy also indicates the expectations of pupils in our school. Our school does not tolerate incidents of bullying however, if incidents take place, they are dealt with immediately. Policies can be found on the website and paper copies can be requested from the school office.

We monitor attendance regularly and take appropriate steps to encourage punctuality and prevent unauthorised absence.

We are very aware that often, SEND pupils need additional pastoral support. We recognise and understand that the pastoral needs of each SEND pupil will often be specific to each child therefore, we tailor the support to their individual needs. We ensure that the pastoral needs of SEND pupils are discussed with the Senior Leadership Team (SLT), classteacher, SENDCo and other members of staff who are connected to the pupil.

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

We have lockable cabinets which are kept secured within the KS1 and KS2 Medical rooms. When a pupil enrolls at Five Ways Primary school, parents are asked to complete a medical form so we are aware of any conditions that the pupil may have. In the event a pupil requires any medication, we request that this is handed into the school office by the parent or carer. The parent/ carer will be asked to complete a medicine administration form and staff will administer the medicine at the appropriate time.

If a pupil has a specific condition such as diabetes, asthma or cystic fibrosis etc, we will ensure that those staff working directly with the child are fully trained in any specific needs. All school staff will be given an overview of individual needs. If medical appointments cannot be made outside of the school day, we will endeavour to support the child if they are out of school for a period of time with work that can be done at home, if the child is well enough to do so. The Headteacher and SENDCo provides medical information to the relevant staff so that they are all fully aware of each pupil's need. Care plans are kept up to date and are made available to all staff. This may be done in conjunction with outside agencies but it will always involve parents.

If there was a medical emergency, we would call 999 and a trained first aider would administer first aid where appropriate. A member of staff would accompany the young person in the ambulance. Parents would be informed as soon as practically possible.

## Keeping students safe and supporting their wellbeing

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

For pupils who need additional support linked to behaviour, we first seek the support of our SENDCo. Where a pupil requires more specialist support, a referral to The Behaviour Support Service can be actioned.

Where an external agency has been involved, school will endeavour to implement the recommendations.

For more severe behaviour, and in order to avoid fixed term or permanent exclusions, school may refer pupils to the local SEND Hub. Five Ways are also able to access support from an alternate setting where pupils may spend part or all of their week there to support their specific needs. This will only be the case if school have tried all other options, which may include a managed move. For more information please read the behaviour policy.

Five Ways Behaviour and Discipline Policy can be found on the school website.

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

The Children & Young Persons Act 2008 places a duty on school Governing Bodies "to designate a member of staff (the designated teacher) as having the responsibility to promote the educational achievement of Looked After Children (LAC), including those aged between 16 and 18 who are registered pupils at the school". For Five Ways Primary School, this is the Deputy Headteacher, Mrs Sue Fuller.

The responsibility of the Deputy Headteacher is to:

Ensure that other school staff are aware of the individual needs of Looked After Children (while maintaining appropriate confidentiality) and promoting high aspirations.

Track the attendance, attainment and progress of their Looked After Children.

Put together the Personal Education Plan (PEP) that all Looked After Children should have, in partnership with the Child, their Carer and their Social Worker.

Provide a consistent source of support to the child. That consistency alone can be invaluable.

Children will have access to the Pastoral Officer and will be provided with a support package for entering the school.

## Working Together

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

Responsible Persons for SEND:

Mrs Labon is the Governor for SEND, under the guidance of the Chair of Governors and the Headteacher. Mrs Fuller is SENDCo (Special Educational Needs and Disabilities Co-ordinator).

Roles & Responsibilities of the SENDCo:

The SENDCo is responsible for the operation of the Special Educational Needs Information Report and the co-ordination of specific provision made to support individual children with SEND.

The SENDCo liaises with staff to monitor the children's progress and plan further interventions where progress is slower than expected.

The SENDCo has contact with a wide range of external agencies that are able to give more specialised advice.

The Headteacher and the Governing Body has ultimate responsibility for SEND within the school.

The day to day education of your child will be delivered by the classteacher and other adults who may be deployed within the classroom, this may include a Teaching Assistant. The classteacher will plan work for your child that enables them to work within the classroom as part of a whole class teaching and where needed, differentiation for specific targets, which may be taught in small groups or individually.

The point of contact for all parents/carers of pupils with SEND is Mrs Fuller who can be contacted via the school office on 01543 278071. Alternatively, parents can email the school office at: [office@fiveways.staffs.sch.uk](mailto:office@fiveways.staffs.sch.uk).

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

Pupil information is held securely on our school electronic drive and all pupil files are accessible by the Headteacher, SLT and SENDCo. Classteachers and Teaching Assistants have access to files regarding the pupils in their care. At the beginning of the academic year the Headteacher shares any relevant safeguarding issues with the individual teachers and the SENDCo shares information regarding their SEND need.

When reports from external providers are received these are checked by the SENDCo and shared with the relevant teaching staff and discussed to ascertain the next steps. If as a result of these, or any issue arising throughout the academic year, relevant training is required it will be sought for the staff working with particular children.

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

Teachers and Teaching Assistants attend training courses delivered by a range of outside agencies. They include:

## Working Together

Safeguarding Level 1 and 2  
Epi-Pen Training  
Asthma Awareness  
Speech and Language  
Precision Teaching  
Attachment Training  
Emotional Coaching and Support  
Autism Awareness Training Tier One  
How to support pupils with hearing impairments/visual impairment  
Medical training for specific conditions that a child in our setting may have.

Miss Andrews has gained the Early Years SENDCo qualification.

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

We work closely with a number of local services to help consider and select a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support childrens' progress.

The following agencies are accessed by the school as required:

Educational Psychologist (EP)  
Physical Disabilities Support Service (PDSS)  
Speech and Language Therapist (SALT)  
Occupational Therapist (OT)  
Visual Impairment Service (VI)  
Diabetic Nurse.  
0-19 Paediatric Service.  
Multi Ethnic Advisory Service (MEAS)  
Hearing Impairment Service (HI)  
Behaviour Support Team (BST)  
Paediatricians and Paediatric Specialist Nurse  
Autism Inclusion Team (AIT)  
Education Welfare Officer (EWO)  
Child and Adolescent Mental Health Service (CAMHS)  
Social Services  
Physiotherapy  
Family Support Service

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### **Working Together**

Saplings Project.  
Cannock Mental Health Support Team.  
Traveller Services (for pupils of the travelling community)

We are also part of the Local SEND HUB.

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

For any concerns regarding SEND or your child's education, your initial point of contact is your child's classteacher. An appointment to speak with the classteacher can be made by contacting the school office.

Should you have a more specific concern, you are always welcome to speak to the school SENDCo.

Please contact the school office on 01543 278071. Our school office email is: [office@fiveways.staffs.sch.uk](mailto:office@fiveways.staffs.sch.uk).

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

The School SENDCo is Mrs S Fuller.

To contact Mrs S Fuller, please liaise with the school office on 01543 278071.  
Our school office email is: [office@fiveways.staffs.sch.uk](mailto:office@fiveways.staffs.sch.uk).

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

Ensuring the ongoing achievement and success of SEND pupils is a collective responsibility of the Governing Body, although this comes under the responsibility of a specific SEND Governor.

The Governing Body will ensure that a SENDCo is appointed along with a Governor with specific responsibility for SEND. Within this role it is vital that the Governors ensure compliance with the legal responsibilities for schools. The Governors expect the SENDco and Headteacher to report on the steps being taken to ensure compliance and they challenge leaders to ensure that SEND remains high on the school's agenda.

The Governor for SEND will review the SEND provision, including staff, by meeting with the SENDCo on a regular basis to ask questions and raise awareness relating to SEND and inclusion provision at Governing Body meetings.  
Governors will have a good understanding of the Looked After Children Policy and its application across the school and ensure that LAC are having the same opportunities as other children across the school. They will also ensure that teachers for LAC children receive the appropriate training for pupils in their care along with any supervision that may be needed.

For all pupils in vulnerable groups, the Governing Body will review regularly the outcomes for these pupils and monitor how well are they are

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achieving and progressing in comparison with other pupils. They will ensure that the additional monies through Pupil Premium Plus and top up funding provided, improves the outcomes and opportunities for that young person.

Mrs A Labon is the Governor for SEND, under the guidance of the Chair of Governors and the Headteacher. Mrs A Labon can be contacted by arranging an appointment at the school office. Mr M Birch is the Governor for Safeguarding. He can be contacted by arranging an appointment at the school office.

School contact number is: 01543 278071 or email office@fiveways.staffs.sch.uk.

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

Pupil voice is a vital part of school life. The contributions from pupils are vital. We have a range of pupil committees that all children are invited to stand for election. Representatives from each class/year group are elected onto the various committees, including Junior Governing Body, Eco Reps, Sports Ambassadors. All pupils are given the same opportunity to become part of these groups and are encouraged to do so.

SEND pupils have regular opportunities to discuss their own targets and offer opinions on their likes, dislikes and hopes. These are recorded on their Pupil Progress Plan.

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

We encourage parents to become involved in the school and become a Parent Governor when vacancies arise. At least one parent Governor is represented on the Governing Body at all times. Nominations and elections take place in accordance to current Governor terms or when a Parent Governor decides to stand down.

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

A range of staff are available to help parent's complete paperwork. Parents can contact the school office to arrange a time for this to happen. This would usually be carried out by the Deputy Headteacher/SENDCo. Five Ways Primary has an open door policy and encourages parents to come into school and work with us to complete any paperwork and discuss any additional support which can be offered.



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## **Inclusion & Accessibility**

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

All pupils are given equal rights of access to all areas of the curriculum via teacher planning, differentiation, support and relevant resources where necessary. A variety of teaching styles and teaching groups are adopted to suit the needs of the individual. SEND pupils are involved in all aspects of school life. SEND pupils are taught alongside their non-SEND peers, exposed to the same experiences but with the level of support they require. Intervention will be delivered additionally to Quality First Teaching. We have a number of after school clubs which cover a range of interests. Pupils with SEND are welcomed and included.

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate where reasonably possible. If a health and safety risk assessment suggests that an intensive level of 1-1 support is required, a parent or carer may be asked to accompany their child during the activity in addition to the usual school staff.

We provide activities and opportunities for pupils to develop their interests and talents through enjoyment and raising self-esteem. We have a breakfast club and after school club. There are also opportunities for pupils to be involved in various local sporting events during the school day and after school hours. During the summer holidays, there is provision for care during the working day provided by JCAcademy. This is a paid for club and must be booked in advance. Details of this are shared with all parents and available on our school website.

Pupils are also taken on various educational trips which develop and extend their interests and skills. All activities are subject to a fee, but where needed and if eligible, parents can seek the support of school for subsidy.

All pupils are included in all events and there is no exclusion because of medical or behavioural needs. If your child has a need that may need additional support on the trip, a member of staff will contact you to discuss this and arrangements will be made to ensure that your child can take part.

Parents and carers may be invited to accompany children on the trip. This is subject to the necessary safeguarding arrangements and will be arranged by the visit leader. For any parent concerned about educational trips they should contact their child's classteacher.

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

We have an Accessibility Plan in place and, where feasible, make reasonable adjustments to improve the accessibility to our environment to meet individual needs. Our policy and practice adheres to the Equality Act 2010. A copy of this plan is available on the school website or on request via the school office.

Individual access requirements may be required and we can discuss these if they arise.

Facilities include;

Ramps for access into the school

## Inclusion & Accessibility

A toilet adapted for disabled users

A parking space in both car parks is allocated for disabled users

Equipment and resources are available for children who have specific needs

All classrooms have a ramp or access to a portable ramp if required.

Our main entrance is wheelchair friendly and our doors are wide enough for wheelchair access.

### Is the building wheelchair accessible?

Fully Accessible

Partially Accessible

Not Accessible

Details (if required)

Are disabled changing facilities available? Yes

No

Disabled changing facilities can be found in the Key Stage 1 building near the office and in the new Key Stage 2 mobile.

Are disabled toilet facilities available? Yes

No

## Inclusion & Accessibility

Disabled toilets can be found in the Key Stage 1 building near the office and in the new Key Stage 2 mobile.

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

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)? Yes   
No

Details (if required)

N/A

Pupils with sensory needs are given the same opportunities as all pupils. Should they need specific equipment, learning aids, these will be made available to them. Should adaptations need to be made to the environment, for example use of radio aid equipment.

We provide support for children with a hearing, visual or multi-sensory impairment by liaising with the Hearing Impairment and Visual impairment Teams. Information about the child's difficulties is shared with relevant staff, in partnership with parents. Individual targets are agreed and monitored, following discussion with the child and parents, to share advice on successful strategies and set targets. We use visual supports, develop organisational skills, technology is used to support with adapting/ accessing specific content or materials, and we provide physical resources to support pupils with sensory needs.

## Joining and moving on

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

Strategies are in place to enable the pupil's transition to be as smooth as possible.

These include;

Parents/Carers and pupils are invited to view Five Ways Primary prior to joining for a tour of the school. Nursery and Reception pupils in EYFS are invited to spend some time in the classroom to meet their new classteacher and Early Years Practitioner through Stay and Play sessions. Nursery and Reception staff also visit pupils' current setting or complete home visits. New Nursery and Reception Parents are invited to an Induction Evening during the summer term prior to their child starting Five Ways.

Pupils who join Five Ways mid-way through the year and invited for a tour of the school by a Senior Leader and they are able to answer any questions or queries. Transition visits are arranged if required.

Year 6 pupils moving on to secondary school are visited in the summer term by staff from their new school. SEND files are delivered to the SENDCo of a receiving school to ensure continuity. When transferring to secondary school, children will take part in transition days, organised by the new school during the summer term.

How will my child be supported during transition between year groups?

We understand that transitions can be difficult for a child with SEND and we work to ensure it is as easy as possible. When moving into Nursery or Reception: pupils will receive a home visit from our Nursery/Reception staff. When moving into a new year group, your child will have 2 transition sessions during the summer term, where pupils can meet their new classteacher in their new classroom and enjoy activities together.

If necessary, a Pupil Passport will be created with your child. Photographs will be taken of their new classroom, key members of staff, corridors and cloakrooms. The Pupil Passport will also include information on your child's interests, dislikes, how they learn best. All information will be passed onto the new classteacher in advance during a transition meeting.

Admission Policies can be found on the school website under 'Information for Parents' tab and 'Admissions'.

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

Our school offers an annual Open Day usually in the summer term. Visits to the school can be arranged at any time and we actively encourage visits to see what our setting has to offer. Sometimes a child may be offered a classroom visit where they can spend some time meeting their new friends and teachers prior to their start date.

Parents can ring the school office on 01543 278071 to arrange a visit to the school.

### 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

----- [Click here to return to the front page](#) -----

## Joining and moving on

### adult life (as applicable for setting)?

If a pupil joins from another school all relevant information is passed on via transition. This information comes directly from the previous school and is shared with the appropriate members of staff in school. It may be necessary to make further contact with the previous school to obtain more information and we will arrange for this to happen as necessary.

When moving to a new school:

We will contact the new school to ensure they know about any special arrangements/support that needs to be made for your child along with ensuring all relevant records are passed on as soon as possible.

When moving to secondary school:

During the summer term, the SENDCo and Year 6 teachers will meet the SENDCo from the different secondary schools that our children will be attending in September. These meetings ensure that the secondary school SENDCo has a clear understanding of the needs of the children who will be joining them. A number of the secondary schools also run additional transfer days for children on the SEND Register which we support.

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## Additional Information

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

At times it may be necessary to consult with external agencies to receive their more specialised expertise.

The agencies used by the school include:

Educational Psychologist (EP)

Speech and Language Therapist (SALT)

Occupational Therapist (OT)

Visual Impairment Service (VI)

Diabetic Nurse

0-19 Paediatric Service

Multi Ethnic Advisory Service (MEAS)

Hearing Impairment Service (HI)

Behaviour Support Team (BST)

Paediatricians and Paediatric Specialist Nurse

Autism Inclusion Team (AIT)

Education Welfare Officer (EWO)

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### Additional Information

Child and Adolescent Mental Health Service (CAMHS)  
Social Services  
Physiotherapy  
Family Support Service  
Saplins Project  
SENDIASS 01785 356921 sfps@staffordshire.gov.uk  
Cannock Mental Health Support Team  
Traveller Services (for pupils of the travelling community)

Details of other services can be found by visiting the Local Offer on the link below or by visiting the Staffordshire Connects website.

The Local Offer is a Local Authority's publication of all the provision "they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans." (Section 4.1 SEND Code of Practice, January 2015)

Staffordshire's local offer provides information and services for children and young people aged 0-25 with special educational needs and disabilities (SEND) and their families.

The Local Offer website aims to help families by gathering the information that they need to know in order to make informed choices about the support they receive.

### Links to other support

[Local Offer](#)

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

Updated: 5<sup>th</sup> September 2024

Review date: 5<sup>th</sup> September 2025

### Where can I find Staffordshire's Local Offer?

Staffordshire's SEND Local Offer can be found at [www.staffordshireconnects.info](http://www.staffordshireconnects.info)

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

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the

**Additional Information**

Headteacher or SENDCo, who will be able to give advice on formal procedures for complaint.

Our complaints procedure follows the LA guidelines. Such is our partnership with the children and parents; we would hope that all concerns would be dealt with at the earliest opportunity.

A copy of the complaints policy is on the school website or a paper copy can be obtained by contacting the school office.

**Type of Setting** (tick all that apply)

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

**DFE Number 2180**

**District**

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

**Specific Age range**

3 years old to 11 years old

**Number of places**

695 places (90 places per year group from Reception to Year 6 and a 65 place Nursery.)

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

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> inclusive mainstream school | <input type="checkbox"/> special school |
|---|---|

### Additional Information

Offer specialisms in. Tick all those that apply.

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

#### Other specialist support/equipment:

- Specialist technology

**Comment:**

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