

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



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

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**School address:**  
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**Telephone number:**  
01782 502645



# 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?

*At Endon Hall we recognise the importance of early identification of special educational needs, and use a range of methods and assessments to achieve this.*

*These include;*

*\*Liaison with previous schools/settings*

*\*Concerns raised by parents*

*\*Ongoing teacher assessment*

*\*Assessments for specific areas of concern. These include but are not limited to; the Salford and Vernon standardised tests, the British Picture Vocabulary Assessment (BPVS), IDP Dyslexia Checklist and Early Years Checklist, Neurodiverse SpLD Checklist, Staged Pathway Toolkit, Boxall Profile, Strengths and Difficulties Questionnaire, the Sensory Toolkit and the Sensory Checklist.*

*\*Advice given by external professionals*

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

*If you have any concerns, then first of all please speak to the class teacher with whom your child will have the closest relationship with in school; the school SENDCo will then provide support and advice on the next steps in the Graduated Approach (APDR).*

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

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

**[Endon Hall SEND policy and related documents](#)**

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## How we identify and assess needs

## Teaching, Learning and Support

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

*At Endon Hall, all children with an identified special educational need have a Pupil Plan, with SMART targets to measure the success of any strategies and interventions in place. Pupil Plans are reviewed termly, and more frequently if required, in line with the Graduated Approach of Assess, Plan, Do and Review (APDR) cycle. You will receive a letter explaining this processes if your child is placed on the school's internal special educational needs and/or disabilities register.*

*Support is planned in partnership between the child, parents, class teacher, SENDCo and any other relevant professionals or agencies. The views and wishes of families and their children play an important role in formulating Pupil Plans, alongside any assessments and recommendations from professionals involved, both within and outside of Endon Hall.*

*Parents and carers are invited to contribute their views and wishes as part of the APDR cycle. This will be during the formulation of the initial Pupil Plan and subsequent reviews which are held termly.*

*We are an Inclusion Friendly school and all staff work to ensure the environment, resources and strategies used reflect best practice in order to benefit all types of learners. We recognise that children with SEND have the greatest need for excellent teaching and therefore staff training is regularly updated based on the evidence-based research recommendations published by the Education Endowment Foundation. This focusses on a range of adaptive teaching approaches including explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and use of technology. Reasonable adjustments are made to provision where required.*

*We also have staff trained to deliver structured interventions and support across all broad areas of need which includes neurodiverse needs such as dyslexia, ASC (autism spectrum condition), ADHD (attention deficit hyperactivity disorder) and DCD (developmental co-ordination disorder).*

### **Cognition and Learning**

*\*The Staffordshire Educational Psychologist Recommended Literacy Approach (Accelerating Reading and Spelling)*

*\*Cross-Peer Tutoring*

*\*National Strategies Wave 3 Mathematics*

*\*Touch Typing*

*\*Nessy*

*\*Precision Teaching*

## How we identify and assess needs

### **Communication and Interaction**

- \*Comic Strip Conversations (Carol Gray)*
- \*Social Stories (Carol Gray)*
- \*Nuffield Early Language Intervention (NELI)*
- \*Time to Talk*
- \*Time to Listen*
- \*Brain Gym*
- \*Emotional Intelligence/Circle of Friends*
- \*Spirals*
- \*Lego intervention*

### **Social, Emotional and Mental Health**

- \*Sunshine Circles*
- \*Emotional Intelligence*
- \*How are you feeling?*
- \*Meet and Greet*
- \*Cry, Heart But Never Break*
- \*Badger's Parting Gifts*
- \*Be the Jellyfish*
- \*Getting to know me*
- \*Circle of Friends*

### **Sensory and Physical**

- \*Happy Hands*
- \*Pindora's Box*
- \*Motor Skills United*
- \*Sensory Circuits*

*The success of teaching approaches will be measured through SMART targets set out on your child's Pupil Plan; if an approach does not suit your child's needs an alternative method will be used. Advice will be sought from external professionals such as the Staffordshire SEND HUB, District Inclusion Panel or healthcare*

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### **How we identify and assess needs**

*professionals where appropriate. Where further support is required, the SEND HUB may recommend an Enhanced Assess Plan Do and Review (EAPDR) cycle is accessed where additional advice and support can be provided from a range of professionals such as; Educational Psychologists, SEND Specialist Teachers, the Enhanced Autism Project, mainstream/special school outreach support or various Enhanced Provision depending on the area of need, Staffordshire Enhanced District Inclusion Support provisions (SEDIS) and provision from the Staffordshire Children and Young People's Flexible Framework.*

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

*Support is provided through the Graduated Approach (APDR cycle); all children will be provided with quality first teaching which is adapted to meet the diverse needs of all learners. Any reasonable adjustments to provision will also be made at this stage and staff will liaise with families to check that sight and hearing tests are up to date, with any physical adjustments required in place. The class teacher will monitor the impact of this.*

*At Endon Hall we offer a range of provision. We are an Inclusion Friendly School and encourage the children to consider their own learning styles and preferences as part of our approach to the curriculum. Every classroom has a Help Station which is stocked with learning prompts and resources. The children are taught how to use these and an environment nurtured which encourages independence to select the best approach for their own learning.*

*Staff at Endon Hall are trained in a range of approaches and interventions; where required external support and advice from other professionals such as those on the SEND HUB, Preventative District Inclusion Panel and Healthcare is utilised.*

*Regular, in-house training for both teaching staff and our Inclusion Support Assistants utilises evidence-based research recommendations published by the Education Endowment Foundation. This focusses on ensuring that all children are taught with the most effective teaching approaches which includes a range of adaptive teaching methods including explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and use of technology.*

*Reasonable adjustments are made as part of the Graduated Approach (APDR cycle) to support and are tailored to the needs of each child. Access arrangements are made according to individual need, based on normal classroom practice, to support children during exams.*

*Class teachers and subject leaders lead planning for their classes and subjects. Senior leaders are responsible for overseeing the process.*

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

*The SEND budget is informed by need and numbers on the SEND register. It is allocated by school leaders and managed by the school bursar.*

*Applications for additional funding are made based on the needs individual children. Advice from specialists would be sought prior to the applications being made and would be informed by at least two Graduated Approach cycles (APDR).*

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### **How we identify and assess needs**

*To ensure that we are able to support children with the most effective strategies, available funding and resources on offer, the SENDCo attends regular training, updates and networking events throughout the local authority. This includes seeking advice from specialists and working with the local SEND Hub on individual cases.*

### **How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?**

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

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

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

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

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

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

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

*Progress against Pupil Plan targets will be reviewed once per term with your child's class teacher, with support from the SENDCo. SMART targets will be set on your child's Pupil Plan. At each review there will be the opportunity to discuss your child's progress. This will be explained through a face to face meeting. Your child's class teacher will explain how learning is planned.*

*There are a variety of opportunities for regular contact. These include home/school books, email updates, face to face and telephone conversations. A range of methods to communicate with parents are used; letters, text, email, telephone. If an alternative is required, then please speak to our SENDCo.*

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### **How we identify and assess needs**

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

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

*General advice about supporting your child at home is available via a video on the school website <https://endonhall.staffs.sch.uk/send-inclusion/> . Parent/Teacher Consultations also provide an opportunity to discuss ways to support your child at home and specific activities are referenced on individual Pupil Plans.*

*Opportunities for parent training is available and signposted through electronic communication system. If specific support is required, please contact the school SENDCo via the school office at [office@endonhall.staffs.sch.uk](mailto:office@endonhall.staffs.sch.uk)*

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

*Your child will be involved in the termly review of their individual Pupil Plans where they will talk about their progress with their class teacher. We also use regular pupil voice to gather the views and opinions of the children to help us to plan and review our approaches.*

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

*The outcomes and impact of support is monitored carefully by the SENDCo; pre and post data from interventions is measured, Pupil Plan outcomes reviewed, comparison of standardised score data and pupil voice conversations all contribute to the evaluation.*

*Parents are involved in this process through the review of their child's termly Pupil Plan, in addition to whole school mechanisms for reporting such as consultations and the end of year school report.*

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

*The school regularly uses surveys and parents are invited to feedback their views termly on individual Pupil Plans.*

## Keeping students safe and supporting their wellbeing

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

*Staff meet the children and parents at the start and end of the day; where different or additional arrangements are required, steps are put in place on an individual basis, based on need.*

*Clubs, playground leaders and buddies are in place to support children over break and lunchtimes. Where adaptations are required, these will be introduced as per your child's individual Pupil Plan.*

*Risk assessments are carried out to ensure the safety of children outside of the classroom. Where risks are identified, a risk assessment will be conducted, recorded in writing and shared with relevant members of staff.*

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

*A Graduated Approach to mental health and wellbeing is in place across the school. As part of this, staff take an active listening approach, with regular circle times embedded into school life. All classes have their own 'Worry Boxes' for any worries a child may need support with, including from home. The School Council have introduced 'Problem Passes' which are available for 1:1 adult listening time for problems which have arisen in school. For those with greater needs, '1:1 check-ins' are provided. Pupil Voice is encouraged through the School Council and the SENDCo carries out termly consultations with children with SEND.*

*An anti-bullying policy is in place which sets out our key measures taken to prevent bullying. By taking a holistic approach to emotional as well as physical wellbeing we seek to ensure that children have a clear awareness of how to respect themselves and others. We promote this through the curriculum, our reward system and encouraging pupil voice.*

*Our anti-bullying policy is available via the school website <https://endonhall.staffs.sch.uk/policies/>*

*Friendship is nurtured through circle times, the RSHE curriculum and our buddy system.*

*We have a range of social and emotional assessments and interventions as well as a graduated approach to mental health and wellbeing to promote good self-esteem and confidence for all. Support is tailored to the individual needs and circumstances of our children.*

*The school SENDCo is a trained Mental Health First Aider and is the school Senior Mental Health Lead (SMHL). Targeted plans for emotional health and wellbeing support are devised around individual need and referrals made to support and/or counselling services where required. We also have a team of Inclusion Support Assistants trained in a range of interventions to support differing needs). We also have a Mental Health Support Team practitioner (Wave 12) based on site one afternoon per week who works closely with the Senior Mental Health Lead and SENDCo. Direct training and bespoke support is provided,*

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

*which has enhanced our wellbeing provision offer. Most recently, our school council have taken part in the Wellbeing Warrior training, empowering them to further raise awareness of wellbeing and support throughout our school.*

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

*We have policies in place for managing the administration of medical needs and providing personal and intimate care with allocated roles and responsibilities to ensure needs are met.*

*Risk assessments and individual healthcare plans are in place to cover key scenarios and staff have received training on the medical needs of children in the school.*

*We work with families and health care professionals to ensure that children are supported in their learning if they need to take extended time out to attend appointments/ receive treatment.*

*Where care plans are required, we work closely with families and health professionals to take account of all key consideration. Systems are in place to ensure that the relevant staff understand the plan.*

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

*Our Behaviour Policy is available via the school website <https://endonhall.staffs.sch.uk/policies/>*

*We work closely with external agencies such as Entrust Behaviour Support, our Educational Psychologist, the SEND Hub and with families to provide Early Help to ensure that we create the best possible atmosphere and provide support to foster positive behaviour and encourage good attendance.*

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

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

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## **Working Together**

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

Please see our school website for details of who our class teachers are <https://endonhall.staffs.sch.uk/our-staff-2/>

Your child's class teacher plays a central role in their school life. Based with that member of staff for the year, they will get to know them very well as the class teacher plans, delivers and assesses the learning activities your child takes part in.

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

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

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

At Endon Hall we have skilled practitioners who are all aware of how to support children who have a SEND; some staff have an enhanced level of knowledge.

Mrs Fairhall (SENDCO) has completed the National Award for SEN Coordination (NASCO) at the University of Wolverhampton. This is a Masters level national award for the leadership of SEN within a school. Mrs Fairhall is also a trained Mental Health First Aider and the school Senior Mental Health Lead (SMHL).

SEND CPD (Continuing Professional Development) is planned into whole staff training by the SENDCo, with additional, specific courses and sessions for year group staff provided based on the needs of the children they support.

Endon Hall Primary School holds the Full Status Inclusion Friendly Award. Reverification to the updated Inclusion Friendly Award is planned for the summer of 2025), is a Trauma Informed and Attachment Aware setting, has a Senior Mental Health Lead (SMHL) and is a partner school of the Wave 12 Mental Health Support Team.

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

At Endon Hall Primary School, we proactively work with a range of other agencies to gain expert advice to inform the planned support for children with specific special educational needs. These may include the North Staffordshire SEND Hub, Educational Psychologist, SEND advisors, Speech and Language therapists, Autism Outreach, Behaviour Support, Physiotherapists and other health professionals, the Visual and Hearing Impairment services and social services.

There are not currently any health or therapy services based on our premises, however we welcome mobile health and therapy services in.

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

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## Working Together

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

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

*Mrs Fairhall is the SEND Coordinator and can be contacted via email or the school office on Tuesdays, Wednesdays and Fridays.*

**Email:** *office@endonhall.staffs.sch.uk*

**School Office Telephone:** *01782 502645*

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

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

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

*The voice of all pupils is highly valued at Endon Hall; the SENDCo consults with a range of children with SEND every term to ascertain their views about school. Our School Council also offers a platform to share ideas and opinions through consultation in their monthly surgeries or on paper via the School Council post box.*

*We understand that everyone has their own preferred method of communication so we offer a variety of ways to share thoughts, worries and ideas. The SENDCo supports children with SEND to share their views on school through 1:1 consultations each term and the School Council holds monthly surgeries and has a post box for ideas recorded on paper.*

## **Working Together**

*The aspirations of all children should be nurtured; class teachers dedicate time to building strong relationships with the children in their care and through regular circle times, facilitate discussion to learn more about each other. Clubs and regular theme weeks in school provide knowledge and inspiration around many different topics which the children may not otherwise encounter.*

*Our School Council also offers a platform to share ideas and opinions through consultation in their monthly surgeries or on paper via the School Council post box. In addition, there is also an Eco Council and all foundation subjects have Subject Ambassadors from each class which provides the children with opportunities to share their ideas and opinions.*

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

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

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

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

*Periodically, we have opportunities for parents to join our Governing Board. Please contact the school office if you are interested in a position as a governor.*

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

*A range of support for families is available through school. The SENDCo works with families to lead Early Help assessments and plans as well as supporting families on a case by case basis to complete SEND related forms or paperwork.*

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

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

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

**School Office Telephone:** 01782 502645

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## Working Together

### Inclusion & Accessibility

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

*A variety of clubs and activities are available for all children. Some of these change termly and typically include a Book Club, Creative Arts Club, Choir, a range of sports activities and a before school Nessy Club (Nessy Club is exclusively for children identified as SEND or Pupil Premium). The vast majority of clubs are free of charge, including Book Club, Creative Arts Club and our before school Nessy Club.*

*For a fee, children are also able to access music lessons, Rock Steady band sessions, and a variety of sports activities. Please contact the school office on 01782 502645 to find out costs and booking details.*

*Through our Phoenix Club, we offer wraparound care 7.30 am -5.30pm term time only. [Please follow this link for further information.](#)*

*We strive to ensure that clubs, activities, visits and residential trips are inclusive; the SENDCo works with staff to make any adjustments required and complete risk assessments if needed. We work closely with parents and carers to ensure all considerations are planned for in activities and trips. In addition, parents and carers may join us on pre-visits, share photographs to familiarise their child with where they will be going/what they will be doing and contribute to risk assessments.*

*Inclusion is highly valued at Endon Hall and, as part of our Graduated Approach (APDR), all staff are trained to consider adaptations and adjustments to provision and teaching to reduce and remove barriers.*

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

*Adaptations to the environment have been made based on specialist advice to meet the needs of our children with physical and sensory needs; steps are edged in yellow paint to increase visibility, ramps in place in key locations, weighted doors have been loosened, and handrails installed where required.*

*Children with SEND are supported to access those facilities available to all students wherever possible through adaptations with risk assessments to ensure the safety of all children and staff. [Please follow this link to read our Accessibility Plan in full.](#)*

*We encourage families whose first language is not English to let us know their preference for communication. This is done through the SENDCo, Mrs Fairhall. Where children have English as an Additional Language (EAL) we would work with agencies such as the Minority Ethnic Inclusion Service (MEAS) to follow good practice communication advice.*

*We utilise a variety of communication methods which include email, text, phone call and letter, as well as face to face.*

**Working Together**

**Is the building wheelchair accessible?**

Fully Accessible

Partially Accessible

Not Accessible

Details (if required)

Are disabled changing facilities available? Yes   
No

Details (if required)

Are disabled toilet facilities available? Yes   
No

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

Details (if required)

We have limited parking available; there is one accessible parking bay. Should any parent need to make use of this, please contact the school office on 01782 502645.

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## Working Together

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## Joining and moving on

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

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

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

Visits can be arranged via the school office (01782 502645). We offer tours in small groups or we are also able to arrange individual visits if you wish to discuss the specific needs of a child.

### How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)?

Thorough preparation is key to positive transitions; discussions with parents or carers and any professionals involved in the support of a child would feed into the planning process for each child on an individual basis. Visits, opportunities to meet the staff and transition booklets with photographs and key information all serve to familiarise and reduce anxiety linked to a new start.

Organised transition activities are in place as children move through to their next stage. Vulnerable children receive additional transition support and this will depend on their specific needs. Examples of such support include personalised transition booklets with photographs of new adults, the classroom and any other areas which will be new to the child, time spent talking about any worries and concerns they may have about their move with a familiar adult and additional opportunities to meet new key adults.

Information regarding the needs of individual children will be passed onto new class teachers and a meeting will be held in school to discuss the support and interventions that are in place. The transition programme in place for children in Year 6 provides a number of opportunities for children and parents to meet staff in their new school. These opportunities are further enhanced for children with special educational needs and are carefully tailored to suit the individual.

Key information will be shared with the new setting. This includes any support plans in place, assessment data, any professional reports and safeguarding information. We will facilitate any visits required and attend transition meetings to discuss support.

Life skills are highly valued and built into our curriculum. We aim to provide additional opportunities, beyond the classroom, to learn about independent living and participation in society. The School Council play a central role in this and work to encourage all children to share their voices.

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## Working Together

*Children are encouraged to think about their futures and we seek to inspire them through theme weeks and visitors who talk about their careers.  
As part of our preparations to welcome a new child we would discuss current support with any professionals involved.*

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## Additional Information

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

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

*Contact details:*

**Telephone:** 01785 356 921

**Email:** [sfps@staffordshire.gov.uk](mailto:sfps@staffordshire.gov.uk)

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

**Latest update:** March 2026

**Next update:** March 2027

### 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?

**Working Together**

*Initial concerns or enquiries about a child with a special educational need or disability or the school's SEN provision should be dealt with by the class teacher or the SENDCo. If concerns remain they should then be referred to the Headteacher. There is no suggested time scale for resolution at this stage given the importance of dialogue through informal discussion.*

*In the event that these informal discussions fail to resolve matters, the complainant should follow the Concerns procedure, setting out the precise nature of the concern as specified in the school's Complaints Policy. The concern would then be dealt with in line with the policy.*

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

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

**DFE Number**

2321

**District**

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

**Specific Age range**

- Age 2 (Rising 3's) - 11 years

**Number of places**

- Our Pupil Admission Number is 30

## Working Together

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

- inclusive mainstream school       special school

Offer specialisms in:

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

### Other specialist support/equipment:

- Specialist technology

**Comment:**

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