

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

- Whole school data is analysed termly.
- Children's progress is tracked and monitored daily by the class teacher and any areas of weakness are identified and acted on immediately through personalised interventions.

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

- We have an open door policy making it easy to speak to the classteacher/SENCO.
- Any educational needs that are only experienced at home should be referred directly to the doctor.

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

<https://sirjohnoffley.co.uk/school/policies>

<https://sirjohnoffley.co.uk/school/send>

Teaching, Learning and Support

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

- Here at SJO we pride ourselves on providing an inclusive environment which supports a range of SEND needs. In order to do this, we provide quality first teaching in all our classrooms by personalising our teaching and resources to ensure your child achieves regardless of their need.
- We ensure specialist TA's support specific children for example if your child has an EHC plan. We have a designated TA who provides nurture throughout the school. We have a specialised nurture room.
- Most importantly, we put your child's happiness first to ensure they can achieve.
- We maintain good parent communication ensuring you and your child contributes to their personalised targets which are clear and reviewed termly.
- We provide personalised interventions and personalised reasonable adjustments in class.

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

- Access to a broad, balanced curriculum which is well differentiated and takes account of different learning styles and children's interests.
- Personalised interventions e.g. pre-teach, precision teaching.
- Use of multi-sensory resources to support English and Mathematics.
- Reasonable adjustments in class.
- Small class sizes.
- Quality of teaching and learning well monitored
- Individualised targets.
- Use of mindfulness, ensuring time to get to know each child – creating positive mind-sets and using a range of strategies which build self-regulation, resilience and independence.
- Rigorous pupil tracking system, which ensures all children are monitored.
- Professional dialogue about every child in school every term ensures any difficulties are identified early and suitable provision put in place.
- Detailed programme of reviews with parents and professionals: 2 parents' consultation evenings a year with all parents; termly reviews for all children who are SEN and comprehensive annual reviews for pupils with an EHCPlan. Parents' views are very important to us.
- Behaviour is outstanding, with clear rewards and sanctions.
- A strict zero tolerance policy for bullying and regular anti bullying weeks.
- Long established, acknowledged and celebrated Christian ethos of inclusion, equality and care. Outstanding SIAMS inspection

Teaching, Learning and Support

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

- *How is your budget for SEND allocated and managed? [Budget figures not required]*
 - *How would you secure additional funding for a pupil?*
 - *How does your setting further meet need?*
-
- One to one support given as specified in a child's EHC plan/Support Plan
 - Our school employs a support assistant for each class – time is allocated on a daily basis for individual/small group work on Support Plan targets.
 - All children regularly reviewed (at least once a term) and provision is matched to needs (Support plan)
 - AEN funding allocated
 - Personalised equipment

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

- Support, what it looks like and who decides it will be communicated by the head teacher and SENCO after professional discussions with the class teacher and external agencies where appropriate.

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

- This will depend on the need and recommendations from other professionals.
- From school budget unless any funding available.

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

- A child's progress is assessed daily by the class teacher and their data is analysed rigorously each term.
- Termly targets will be set and reviewed with the child and parent termly to ensure progress is constantly monitored.
- A parents' evening will be held in the Autumn and Spring term to discuss progress and a formal report will be created in the Summer term which can be discussed on request. Communication with parents is made at different points too dependent on the need.
- We have an open door policy where a parent can discuss any concerns at any time.
- We work closely with other external agencies e.g. SENISS, Educational Psychologist and CAMHS to put their expert recommendations in place.

How will you help me to support their learning? **(IRR)**

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Teaching, Learning and Support

- External agencies will make recommendations specifically for you to do at home with your child.
- We encourage reading at home with your child regularly.

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

- Daily in class.
- At half termly and termly reviews and target setting meetings.

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

- *How does the setting, school or college measure outcomes and the impact of the support provided to children or young people with SEND?*
- *How will you involve parents and carers in this process?*
- *How will you involve children and young people in this process?*
- *Does the setting, school or college use feedback mechanisms or surveys?*
- Children receive a termly support plan with personalised smart targets which are reviewed formally with parents termly and annotated by the teacher informally.
- Parents and children sign their support plans and review them with the teacher.
- Feedback is taken verbally and through questionnaires.

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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?

- Children in Year 4 or below are handed to a named parent/carer at the start and end of the school day. Year 5 and 6 children who do not have permission to walk home are also handed over to a parent/carer. The parent/carer has to be a known named contact.
- During break time and lunch times a designated specialist TA runs the nurture room. There are at least two members of staff on duty during unstructured time. Any child with an EHC plan during unstructured time receives 1:1.
- Children rarely move between buildings unless supervised by an adult. If they do, they travel in partners at all time. All gates are securely locked.
- All visits meet Staffordshire ratio restrictions and risk assessments which are maintained by Staffordshire county council.

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

Keeping students safe and supporting their wellbeing

- The social and emotional development and well-being is at the forefront of our school with our nurturing ethos. We ensure all children are happy before they start to learn. We take the time to get to know each child individually – always taking time to listen and ensure fairness is maintained.
- Whole class assemblies focus on our nurturing vision and Christian values: love, aspiration and forgiveness. These values are mirrored in our reflection areas which are in every classroom. We encourage children to self-regulate and become resilient through our whole school ethos.
- Our children have the opportunity to play with any age group at break and lunchtimes to develop the SJO family community.
- We also provide nurture sessions from a specialist TA.
- We build time into our curriculum to explore the importance of social and emotional development and wellbeing.

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

- *How does the setting / school / college manage the administration of medicines and providing personal care where necessary (e.g. toileting, eating etc.)?*
- *What would the setting/school/college do in the case of a medical emergency?*
- *How does the setting/school/college support young people who have to take time off for medical appointments?*
- *How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?*
- Intimate care policy in place
- Contact parent/carer/second contact
- Encourage medical appointments to be taken outside school but will support catch up in school.

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

- We have a positive behaviour system in place with rewarded good behaviour through certificates, golden time and afternoon tea with the headteacher.
- We have a nurturing ethos with a specialist nurture room and TA.

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

- Virtual school
- PEP meetings with parents to inform about targets
- Apply for termly funding for resources or support

Working Together

Who is involved in my child's education?

- The class teacher
- TA
- SENCO
- Headteacher

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

- Staff training

What expertise do you have in relation to SEND? *(IRR)*

- *What type of knowledge do staff members have in relation to SEND (awareness, enhanced or specialist)?*
- *Does the setting, school or college have any areas of expertise with specialist staff, and what are their qualifications?*
- *What ongoing support and development is in place for staff with regard to supporting children and young people with SEN?*
- *Does the setting, school or college have any formal accreditations, charter marks or awards?*
- *Does the setting, school or college provide disability awareness training?*
- SENCO has the university accredited degree.
- CPD for staff
- SENCO provides CPD for staff
- SENCO provides monitoring of provision maps and support plans
- Head teacher trains staff on autism and trauma awareness
- TA nurture trained.

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

- *How does the setting and its governing body involve and work with other agencies in meeting the needs of my child or young person with SEND? Eg health, social services, local authority support services, voluntary organisations.*
- *Which health or therapy services can children/young people access on the setting/school/college premises?*
- **CAMHS**
- **Occupational Health**

Working Together

- Social services
- SENISS
- Educational Psy.

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

- SENCO e.shuker@sirjohnoffley.staffs.sch.uk 01782750301

Who is the SEN Coordinator and how can I contact them? *(IRR)*

Emma Shuker
e.shuker@sirjohnoffley.staffs.sch.uk
01782750301

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

Note: must include information around looked after children

- Link governors meet with priority subjects including SEN.
- SEN governor meets SENCO termly and receives up to date governor reports.

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

- Target setting and reviews
- School council
- E-safety committee
- Sports ambassador

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

- Vacancies are put on the school newsletter.
- Parents are invited to volunteer at the school.

Working Together

What help and support is available for my family through the setting? *(IRR)*

- *Do you offer help with completing forms and paperwork or travel plans? If yes, who normally provides this help and how would parents access this?*
- *What information, advice and guidance can parents and young people access eg help with completing forms or arranging travel plans? Who normally provides this help and how can they access this?*
- Translate for different nationalities.
- Open door policy.
- Office staff will assist

Inclusion & Accessibility

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

- Extra staff deployed for visits to meet the stringent requirements of our risk assessments or children with an EHC plan.
- Provide information on Parent Partnership Services, Parent workshops and building relationships.
- Parents/carers consulted prior to trips for advice and guidance.
- All visits and after school clubs are all inclusive.

How accessible is the setting's environment?

- *How has the environment been adapted to support children with sensory needs.*
- *How are SEND students supported to access those facilities available to all students? Link to Accessibility Plan (As described in SEND CoP).*
- *How do you communicate with those whose first language is not English (including parent/carers)?*
- *Does the setting encourage and make use of alternative forms of communication on a regular basis? If so, which one(s)?*

Is the building wheelchair accessible?

Fully Accessible

Partially Accessible

Not Accessible

Details (if required)

Full access to the main entrance, ramp to EYFS but would change classrooms around if access was needed.

Are disabled changing facilities available? Yes

No

Inclusion & Accessibility

Details (if required)

Are disabled toilet facilities available? Yes
No

Details (if required)

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)

Joining and moving on

Joining and moving on

Who should I contact about my child or young person joining your setting? *(IRR)*

The school office: 01782750301 office@sirjohnoffley.staffs.sch.uk

<https://sirjohnoffley.co.uk/parents/admissions>

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

- *Do you offer Open Days?*
- Contact the school and speak to headteacher to organise a day to visit.
- Show the child around the school to familiarise the child with staff and setting.
- EYFS parent morning
- Transition day

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)? *(IRR)*

- Visits arranged to pre-school placements by SENCO and other school staff
- Allocation of a support assistant as soon as possible and introduction before child starts school.
- Extended visits to Reception Class planned in summer term before starts.
- Transition plans – extended visits to secondary school with primary school staff.
- Close liaison with all other settings involved in transition – good exchange of information.

Additional Information

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

- *Who can I contact for further information and how? (SENDIASS etc.)*
- Early Years Forum
- Health visitor
- School nurse
- Police for DV
- Social services

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

September 2022

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

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

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

- *How can parents give feedback to the setting, school or college?*
- *What is the setting, school or college's complaints policy? (IRR)*
- Contact the teacher, headteacher and/governor
- See complaints 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"/> Post 16 | <input type="checkbox"/> Post 18 |
| <input checked="" type="checkbox"/> Early Years | <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Secondary | <input type="checkbox"/> Independent/Non/Maintained/Private | |
| <input checked="" type="checkbox"/> Maintained | <input type="checkbox"/> Academy | <input type="checkbox"/> Free School | | |
| <input type="checkbox"/> Other (Please specify below) | | | | |

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Additional Information

DFE Number

District

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

Specific Age range

3-11

Number of places

25 per year group

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

- inclusive mainstream school special school

Offer specialisms in. Tick all those that apply.

- | | |
|--|---|
| <input type="checkbox"/> Resource for autism | <input 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 type="checkbox"/> Visual impairment friendly | |

Other specialist support/equipment:

- Specialist technology

Comment: Nurture room and garden.

- Rebound trampoline Hydrotherapy

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Additional Information

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