

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.

Exec Headteacher: Kelly Williams

School address; Heathfield Infant school- Saxon Close

Wilnecote Junior School- Smithy Land

Telephone number: 01827 213885

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How we identify and assess needs

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

At Heathfields Infant Academy and Wilnecote Junior Academy children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, these may include one or more of the following.

- Liaison with previous school or pre-school setting
- Child performing below 'age expected' levels or equivalent (e.g., percentile rankings) over a period of time
- Concerns raised by a parent
- Concerns raised by a teacher: after high quality teaching and well tracked provision mapping (interventions)
- Liaison with external agencies e.g., for a physical/ sensory issue, speech, and language
- Use of tools for standardised assessment such as: Boxall profiling
- Children with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority. (IRR)

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

Talk to us – We pride ourselves on an open-door policy. Contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENDCo (Special Educational Needs Co-ordinator). Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report. We have a vast amount of experience between us and work closely as a team to ensure you fully understand how we work.

It's a scary area when you start to look into it but we have years of experience and good relationships with agencies to ensure we support in an appropriate way.

This may be;

- Internal observations by our own staff
- Adaptations by teachers
- Referrals to agencies
- Professionals support

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

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How we identify and assess needs

- The school policies can be found by clicking on this link: <https://publicpolicies.fiertportal.org/?l=Heathfields+%26+Wilnecote&query>. You can view the SEND policy, Accessibility plan, Assessment Policy, Admission arrangements, Supporting pupils with medical conditions, Behaviour in schools, Schools Exclusion, Health and safety, Equality information and objectives statement for publication, Teaching & Learning Policy, and Remote Education Policy (IRR)

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Teaching, Learning and Support

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

At Heathfield Infant and Wilnecote Junior all teachers are teachers of SEN (Special Educational Needs), subsequently all leaders and Governors are also leading in SEN

If your child has an EHCP we ensure that their learning is bespoke to their individual needs that are reflected in the EHCP and through annual reviews and regular meetings with SENco and Class teacher. We create short term targets as well as long term, providing you with termly provision maps to ensure you know what is happening for your child.

If your child is on our SEN register.

All children quality first teaching which will be scaffolded to support children

Teaching assistants placed in classrooms to support during lessons and support across year groups

Differentiated work that looks specifically at the child's barriers and needs

Offering relevant resources to support children in their learning

Setting ambitious and achievable targets in their learning- allowing all pupils to reach their potential

Putting interventions into place for specific needs, this may be small group or 1:1 for example Precision teaching, Lego therapy

Regular SEN meetings with inclusion team and termly provision maps

At Heathfield and Wilnecote we know the importance of planning your child's support- we do this by

-setting targets in collaboration between the class teacher and SENDCo and the parents/carers and child

-looking at the specific needs of the individual child

-teachers meeting with parents termly to discuss progress and targets and having a follow up SEN meeting

-writing support plans for individual children on the SEND register with set targets and interventions which is shared with parents/Carers and their views encouraged

-We have a great relationship with agencies and understand we cannot understand everything so we often refer to outside agencies for extra support and advice where appropriate- where this happens the parents/carers will always be contacted first

-agreeing and putting in support to achieve any targets given by the Local Authority on an EHCP

Additional learning support at Heathfield Infant and Wilnecote Junior may consist of:

-adult support within lessons

-group or 1:1 intervention on a specific subject

-pre-teaching by an adult or through homework

-outside agencies coming to give advice to the school

Teaching, Learning and Support

Modified teaching approaches may consist of:

- differentiated planning, resources, work and marking
- adult support in specific lessons
- small group or 1:1 intervention in or out of the classroom

All support given to children on the SEND register is individualised depending on your child's needs and will be discussed with you by the class teacher and Inclusion team.

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

The parent plans are available and updated termly on the school website, alongside home-learning weekly that is achievable, and choice based.

- All learning activities within class are planned and differentiated at an appropriate level, so that all children can access learning according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this might be individually differentiated, this is all planned carefully. The class teacher, alongside the SENDCo will discuss a child's needs and what support will be appropriate.
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, Numicon, sensory box
- The SENDCo reports to the Head teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to always maintain confidentiality
- The governor responsible for SEND also meets regularly with the SENDCo.
- There is a termly 'drop in' with the SENDCos and link Governor.
- The governors and SLT agree priorities for spending within the SEN budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities

Differentiation happens in all classes to make the curriculum accessible to all learners. This may happen through:

- individual needs and targets being considered when the teacher is planning
- adult support is planned for by the teacher to support specific needs
- specific resources are shared
- displays and vocabulary to support all learners
- visual timetables in all classrooms and now and next boards for children who need the extra structure
- visual prompts are given where needed

Teaching, Learning and Support

-We strive for all children to access the whole curriculum, to do this we offer:

-rewards and positive praise

-scaffolding or chunking in lessons if children struggle to access a whole lesson

-use of technology or computer where needed to support

-relevant resources being freely available for all children

recommendations being followed by outside agencies

The class teacher will oversee the education of your children, closely monitored by the SENDCo and headteacher. Parents/carers and your child will also have a voice in the education.

Special arrangements will be taken into consideration dependant on the child's need and age. This will always be discussed with parents/carers and the child where appropriate.

Arrangements for exams will be discussed with parents/carers and practised beforehand. This may consist of a prompter or reader to be with your child or additional time. The school will follow the Standards and Testing Agency 'Key Stage 2 access arrangements guidance' closely.

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

- It is bespoke to a child's need or the school need, it may be that a pupil needs a resource buying, or equipment to support an intervention, equally it may be a school resource or assessment programme.
- The SEND budget is used to purchase specialist resources, software and materials as well as fund support teaching assistant and teacher support for children with an EHCP or identified needs
- If a child still needs adjustments to access the curriculum parents will be asked for permission for the child to be discussed at the SEND HUB, if support is still needed an EHCP application will be made.

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)

Teaching, Learning and Support

Your child's Class teacher is the important first point of call, all our staff are regularly kept up to date with relevant training from outside agencies such as Autism Outreach and Education Psychologist services. The decision on what support your child gets in school will be made by the class teacher and SENDCo in discussion with the parent/carer and child. The type of support your child receives will be down to their individual needs. The decision will be made through:

- Observations, assessment, discussion with parents/carers, pupil progress meetings

If there are outside agencies involved, then they will make recommendations as to what the school can do to support your child. These recommendations will be put onto the Support plan, these are accessible by parents on a software called Edukey.

If the Graduated Response is making little or no progress, then there may be a decision to refer to the SEND Tamworth hub. This will be done by the SENDCo and class teacher with parent/carer and child being made aware. The SEND hub meets every term to discuss children on the SEND register who may need extra support and advice accordingly. The SENDCo and/or Headteacher will use this platform to discuss any children on their SEND register and agree different support strategies. There are other local schools who attend along with some outside agencies who may also give advice, inclusive of Special schools (whose support is vital).

If more support is needed for the child on the SEND register and there are outside agencies involved, it may be decided that the child needs an Education and Health Care Plan (EHCP). This should be done after 2 cycles of the graduated response process alongside outside agency support. The SENDCo will apply for this, and parent/carer and child reviews are sent alongside the school referral. If the EHCP application is successful then there will be an assessment of your child and from this, and discussion with school and parents/carers, the Local Authority will create the targets. From the targets the school will decide how best to achieve the targets through a discussion with parents/carers and the child if appropriate.

As a parent/carer you will be involved every step of the way in all the processes. There will be a discussion with you at the start when deciding to put your child on the SEND register, discussion when creating new targets and trying different interventions, we will need your agreement to ask for outside agency involvement or referring for any extra funding or support.

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

Teaching, Learning and Support

Adult support is one of the most vital resources that our SEN pupils can have, we ensure that our teachers and TAs have up to date and relevant training so that they can support pupils of all needs.

There are several funding streams the school can access with clear guidelines attached if the SENDCo, Senior Leadership team and family- these could be AEN funding, Hub support of an EHCP.

We have many resources within school, we will look at each child's needs individually to best decide what equipment or facilities would be best to support their learning and independence, creating a Health care plan or risk assessment that supports individual needs or resources.

For example, your child may need special equipment due to a hearing or visual impairment. These resources may include:

- modified books,
- sign language
- interpreter,
- ICT

If there is equipment or facilities that we do not offer in school and it has been suggested to offer them through an outside agency, then we will do our best to provide it if it is needed for your child to make progress.

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

The class teacher has a responsibility to show high quality teaching and will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area.

- Our SENDCo team and SLT (Senior Leadership Team) oversee the progress of any child identified as having SEND
- There may be an CSW (Communication Support Worker), LSA (Learning Support Assistant), TA (Teaching assistant) or HLTA (Higher Level Teaching Assistant) working with your child either individually or as part of a group. This will be well documented in their passports and interventions. The content of this support will be explained to parents when support begins, as part of a child's intervention of learning and is reviewed and updated half termly.

The class teacher will meet with you formally on at least a termly basis (this could be part of parents evening or separately), to discuss your child's progress and the support that they are receiving

Teaching, Learning and Support

Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this.

An appointment can be made with the SENDCo to discuss support in more detail if required. The SENDCo has weekly release time from class for this.

Every term we release your child's provision Map on Edukey and give you the option after parents evening to meet with SENcos. We do wish to have an open-door policy, so we encourage parents to talk to class teachers and office staff and arrange a meeting.

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

There may be times where we use what we have learnt from lockdowns and use online learning to support pupils, ideally, we want to use our relationships with agencies that support us to ensure Parents have relevant access to support or workshops that agencies support. Where possible we want to support our parents with our own areas of expertise and run workshops, coffee mornings or drop ins.

All pupils are assessed at different data points using standardised tests. These are done within class and done independently, we follow the guidance from the test providers as to whether we can read the paper to children or give them extra time. These standardised scores will be put onto FFT, our data tracking system, and the class teacher, Headteacher and SENDCo will have a meeting to discuss the progress of the class. There may be times for SEN pupils not to have these assessments points or for them to be done differently, under guidance of SLT and SENcos

It might be that we need to dig deeper into your child's attainment and so we have other standardised score tests that can be done, these are usually done by the SENDCo or a teaching assistant. These can include GL assessments, York Assessment of Reading Comprehension (YARC), Basic Number Screening Test, Graded Word Spelling Test, British Picture Vocabulary Scale (BPVS), Boxhaul profiling

These will be done to gain more thorough results to see where your child needs their support and/or intervention. If needed, they can be repeated annually.

Every parent gets given their child's progress 3 times a year by the class teacher. You will receive 3 reports a year.

Every parent on the SEND register will have a separate meeting over the phone with their child's class teacher once a term to discuss their child's targets on their Support Plans. This is to talk about the past targets and to set new targets for the following term. This is a chance for you to add any comments on how you feel your child is getting on and to discuss anything you are concerned about with their SEND.

We will thrive to follow any guidance from yourselves as parents/carers and any outside agencies to support your child in their learning.

We have measures in place to ensure we have good, regular contact with you at home. These include:

- weekly newsletters on the website
- text to parents' service
- Marvelous me which shares class information and also your child's profile
- Tapestry (Early Years)

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Teaching, Learning and Support

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

SEN Children who have individual targets discuss their progress and targets when these are reviewed (age appropriate), as well as at termly learning conversation meetings

- If your child has a Statement or EHCP, their views will be sought before any review meetings, we often encourage them to hear all the positive things school, and agencies think
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during their daily learning journey; this may be through peer assessments or self-reflection
- All children are provided with the opportunity to be voted in the school council (IRR)

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

- We use a programme called Edukey that tracks all our provisions and plans for SEN pupils, these get sent home once a term. These are evaluated and next steps driven from agencies.
- The provision for children with SEND is assessed regularly by the class teacher and teaching assistants. If an intervention needs tweaking to suit the child better, then it will be. The adult who is supporting the child will make daily professional judgements on how the provision is going.
- We send annual questionnaires to Parents of children with SEN to try and gather views and next steps
- We encourage your voice to be heard at Parent Voice and PTFA events

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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 pupils come into school and go straight with their class teacher, at this point the teacher will check in on their wellbeing, reading and register.
- In reception they have continuous access to outdoor provision with staff present, therefore they do not have a playtime.
- Key stage one and two have a morning playtime supervised by staff
- Depending on your child's EHCP or needs extra support may be needed during playtime and dinner, this will be dependent on hours.
- Where needed pupils may require a Health Care plan or risk assessment this will be done and updated annually or whenever changes/agencies update.

Keeping students safe and supporting their wellbeing

- We know how concerning school trips can be for SEN pupils and parents/guardians, we **will** always follow EHCP, risk assessment guidelines and meet with parents where need be to make sure a plan is in place; we use Evolve to plan out trips. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons, moving between buildings and on school trips)
- Where necessary we complete risk assessments and Health care plans that specifically support needs of pupils.

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

- We ensure that mental health of our pupils is a priority and understand that the mental health of our SEN pupils is crucial, therefore we encourage universal approach to all pupils, that they should have access to high quality PSHE lessons and teaching of what is happening to their bodies etc, this is done through teaching and Emotion coaching approach.
- We want all our pupils to feel listened to and sometimes that requires a bespoke approach, small group work or 1;1 may be used to support the mental health of our pupils.
- Transition is key when considering our SEMH of SEN pupils we ensure that this is done to meet individual needs, this may mean extra transition days, support from new teachers or outside agencies.
- We follow a strict anti-bullying and mental health and wellbeing policy which can be found here; Heathfields Infant & Wilnecote Junior - Policies (fierte.org)
- Our mental health groups encourage pupils to make friends and encourage an understanding of all pupils and differing needs. Where appropriate we link pupils together with other families or pupils and also to agencies that may support the families and pupils. We have worked with agencies to offer peer support and family support inside and outside of school- this will be bespoke to the individual needs of the pupils and agency advice.
- We have a number of staff who are ELSA trained and Emotion coaches to support small group work and one to one with specific needs and targets following a clear structure.
- We have a HOPE programme that works with pupils with SEMH needs as well as a trainee child psychologist, these are only done at the discretion of the SLT and parents.

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

Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office

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Keeping students safe and supporting their wellbeing

On a day-to-day basis, the designated TA generally oversee the administration of any medicines. Another member of staff will always witness any administration and sign.

As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff can manage medical situations

We have number of staff hold first aid qualifications, which are updated regularly.

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

The school has adopted behaviour and exclusion policies available on the school website. If a child has significant behaviour difficulties, an individual risk assessment and a positive behaviour management plan is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour. The school works closely with other services linked to the child's needs.

The school has an adopted attendance policy. Attendance of every child is monitored daily by the school. Lateness and absence are recorded and reported to the SLT who may involve the Early Help Assessment Team or Children's Services if this becomes a concern.

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

We work closely with virtual school that work with looked after Children, our lead on this is Gareth Hancox and he works closely with the SEN team who ensure they go into meetings if appropriate and relevant PEPs and seek advice of professionals including Social Services working with these children.

Often these pupils have had a difficult time so it is crucial that they have the best start at school so we endeavour to fight for these pupils in whatever way we can. We ensure that we get all information and have clear next steps to follow.

If the Looked after child has SEN it is crucial that the SENco is at all relevant meetings and taking action where needed to support their learning in school.

Working Together

Who is involved in my child's education?

The class teacher is responsible for every child's education in their class. They plan the learning following the National Curriculum, differentiate the learning depending on the needs in their class, mark and assess daily and plan for extra adults in the class. They set the targets for all children on the SEND register in discussion with the SENDCo.

They will contact parent's at least once a term about their child's progress and and support that is given. Teaching assistants have planned support to ensure the progress of SEN pupils through class work and interventions. Other people who are involved in your child's education are:

Executive Headteacher & Safeguarding lead- Mrs Kelly Williams- office@heathfields.fierte.org office@wilnecote.fierte.org

SENDCo, Inclusion lead- Mrs R Harris- rharris@heathfields.fierte.org

SENco Heathfields- Lisa Williams

SENco Wilnecote- Chloe Stodd

SEND link Governor- Mrs Hartveld

Chair of Governors- Mr Adam Whinstanely

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

SEND takes a high priority in our staff meetings which all teachers attend. These meetings are minuted so that other staff in the school can read what is said.

Any information given about a child's SEND is given to the SENDCo who then passes this information to all those who need to know. This might include:

- Executive Headteacher
- Head of School

Working Together

- Class teacher
- Teaching Assistant
- Dinnertime staff
- Office staff
- Outside teaching staff (PE coach or music teacher)

Outside agencies that support SEN or Mental Health, this is tracked carefully and numerous outside support invested in;
This may include-

- Mental Health Trust lead
- CAMHS
- Education Psychology Service
- Trainee Psychotherapeutic Facilitator

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

- Our SENDCo Mrs Harris has passed national SENDCo accreditation in order to obtain fully qualified and accredited status in this area. Miss Stodd and Miss Williams are also studying for the qualification. Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND through a rigorous coaching plan
- Mrs Harris has sat on the panel to write the 'Social emotional and mental health in primary and secondary school' guidance by NICE as a topic expert

Working Together

- Both Mrs Harris and Mrs Williams sit on the counties LMG to support the most vulnerable in tamworth
- Mrs Harris is co-chair of the Tamworth Green hub
- The environment is designed to support children with individual needs e.g., visual timetables, individual workstations etc.as required
- We continually source CPD training that is relevant to staff about SEND and discuss opportunities of CPD specifically during teachers and TAs Performance Managements.
- Where needed outside agencies support whole staff training such as Education Psychologists and Autism Outreach

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

- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: Primary Behaviour Service, Health services including GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help locality teams, social workers; educational psychologists and specialist advisory teachers.

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

- If you have any queries about your child's needs then your first contact should be their class teacher. You may ring the school office to arrange a meeting with your class teacher and if necessary, the SENDCo and/or headteacher can attend this too.

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

Mrs R Harris, Miss Williams or Miss Stodd

Heathfields Infant; Please contact office at office@heathfields.staffs.sch.uk Or ring 01827 213885

Wilnecote Junior; please contact office at office@wilnecote-junior.staffs.sch.uk Or ring 01827 213875

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

The SEND link governor is Mrs Hartveld

Working Together

The link governor has termly contact with the SENDCo, during these meetings the Governor has an opportunity to ask any questions about the delivery of education to the children on the SEND register. The SEND Governor will look at any documents relating to SEND and feedback any relevant information to the full Governing body. They are also encouraged to challenge and support where need be and check on SEN wellbeing.

It is essential at Governors meeting that all Looked after Pupils data is shared where relevant and information shared, Gareth Hancox is lead on this within school.

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

- If your child has an EHCP their views are taken in accordance to the annual reviews.
- If your child has SEN we ensure that we create a child centred approach to learning gaining their views and thoughts about how and their learning.
- We believe that all pupils aspire, and it is our job to support these pupils in achieving them and breaking down the barriers that are in front of them.
- Mental health of our SEN pupils is crucial and their voice in all areas is expected whether that is in pupil conferencing or access to clubs and provisions.

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

Communication is sent to all parents when there is an opening to become a Parent Governor, anyone interested should follow the guidance when the vacancy comes up.

Termly drop in sessions were arranged (pre-pandemic) for all parents of children on the SEND register. This is an opportunity to speak to the SENDCo and meet with other parents

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

- To access any help in completing forms or paperwork then speak to the office and this will be done in a sensitive manner. If it is support in filling out paperwork to do with your child's SEND needs then support can be given directly by the SENDCo, go through the main office to arrange a meeting.
- Some outside agencies may give parent support, as a school we are able to refer for Early Help for support at home.

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Working Together

- We can also refer to other agencies to support your child; Speech and Language, Midland Psychology, CAMHS. These agencies will work with the school and report back to parents with advice.

Inclusion & Accessibility

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

- All children are included in all parts of the school curriculum, and we aim for all children to be included on school trips.
- We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised, furthermore individual risk assessments for specific children are done. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- A variety of after school clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with many children or spend long periods of time outside. Each child's needs will be considered on an individual basis.

How accessible is the setting's environment?

- Our school has adopted a disability accessibility policy and action plan which is available on the website
- All areas of the school are accessible by wheelchair. Ramps are provided near stepped areas and one disabled parking bay at Heathfields Infant and one at Wilnecote Junior which are available in the staff car parks.
- Accessible toilet facilities are available at both schools.
- A hearing loop is installed at both sites.
- If you have specific access queries or concerns, please speak with us.

Is the building wheelchair accessible?

Fully Accessible x

Partially Accessible

Inclusion & Accessibility

Not Accessible

Details (if required)

Are disabled changing facilities available? Yes

No

Are disabled toilet facilities available? Yes

No

Do you have parking areas for pick-up and drop-offs? Yes

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Inclusion & Accessibility

No

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

Details (if required)

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Joining and moving on

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

- Admission policy can be found on our website policies, Heathfields Infant & Wilnecote Junior - Policies (fierte.org)
- **Heathfields Infant & Wilnecote Junior - Policies (fierte.org)**
- *Please do give our lovely office staff a call to discuss anything further*
- *Heathfields- 01827 213885*
- *Wilnecote- 01827 213875*

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

- We would welcome a meeting to discuss what we can offer, please contact the office to arrange a walk round tour and to talk to a member of the inclusion team.
- *Heathfields- 01827 213885*
- *Wilnecote- 01827 213875*

Joining and moving on

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)

- If your child is starting our Nursery or Reception at the beginning of an academic year, then we would invite you to come to our Welcome meetings which will be a chance for you to listen to the Head of School and Early years lead about what our school offers.
- We ask parent/carers to take away an 'All about me' booklet to fill in with your child and bring back so that the staff can start getting to know your children before they start.
- We will encourage you to book a call in with SENco if you have concerns about your child having SEN.
- At the end of each academic year there will be a transition meeting between the previous class teacher and the next class teacher, during this meeting all children will be discussed, and any support plans will be shared.
- When your child is in Year 6 there will be transition arrangements made by the high school. The SENDCo will contact the SENDCo of the high school to discuss any needs and support needed.
- If your child starts with us mid-year, then we will have contact with their previous school about any needs or support plans that they may have.
- We welcome you to make a meeting with relevant staff to discuss any concerns or next steps.

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Additional Information

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

- The Local Offer provides a wealth of resources and support which families can access. Follow the link here:
- <https://www.staffordshireconnects.info/kb5/staffordshire/directory/family.page?familychannel=0>
- There is access here for parents who seek advice it's a free service and supports parents of children with SEN; SENDIASS SEND IASS - Staffordshire Family Partnership (staffs-iass.org)

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

Annually at Easter

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)

- We always welcome your thoughts, your voice is important, and it is vital we listen.
- If you have any concerns about what is happening then a meeting with the class teacher, SENDCo, Head of School or Exec Headteacher can be arranged, we will ask for you to ring the office to arrange the meeting. The meeting would be discussing any concerns and to look forward.
- Policies can be found at : Heathfields Infant & Wilnecote Junior - Policies (fierte.org)

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 | |

Additional Information

Other (Please specify below)

DFE Number

District

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

Specific Age range; Heathfields- Reception to year 2 (4-7) and Wilnecote year 3-6 (7-11)

Number of places; Heathfields 270 Wilnecote 330

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

- inclusive mainstream school special school

Offer specialisms in. Tick all those that apply.

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

Other specialist support/equipment:

- Specialist technology

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Additional Information

Comment:

- Rebound trampoline
- Accessible swimming pool
- Outreach and family support
- Bought in support services
- Sensory room/garden

- Hydrotherapy
- Medical
- Therapy services
- Hearing loop