

Our Local Offer for Special Educational Needs and/or Disability



Headteacher: Mrs D Farr

School address:

Woodhouse Lane,

Biddulph,

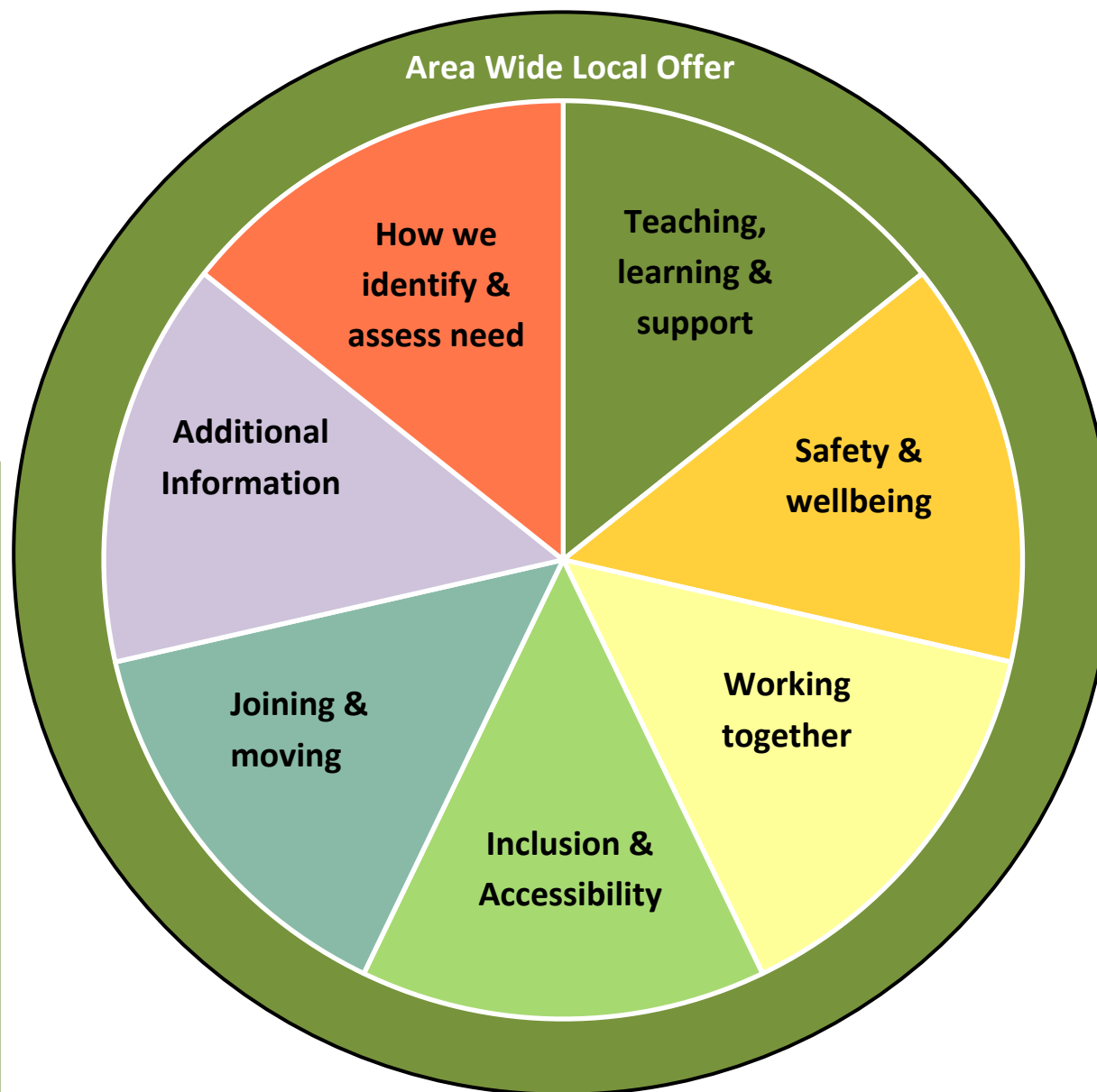
ST8 7DR

Telephone number:

01782 973600

Email:

office@woodhouseacademy.staffs.sch.uk



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

Our Local Offer for Special Educational Needs and/or Disability

----- Click here to return to the front page -----

How we identify and assess needs

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

Information Report Regulations

We aim to identify pupils who may have a Special Educational need as early as possible. Indicators may include:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school;
- Tracking of attainment outcomes indicates a lack of progress;
- Pupil observation indicates that they have additional needs in one of the four areas:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- If a pupil asks for help more frequently;
- Liaison with external agencies;
- Health diagnosis by a paediatrician.

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

- If you have concerns then please firstly discuss these with your child's subject teacher, form teacher or Key Stage Leader. This then may result in a referral to the school SENDCo, Mrs E Gordon or the Assistant SENDCo, Mrs A Timbey;
- Contact the school office and they will arrange the meeting for you: 01782 973600 **office@woodhouseacademy@staffs.sch.uk**
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is made by the school.

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

----- Click here to return to the front page -----

How we identify and assess needs

The website provides you with all relevant school policies and documents relating to provision offered to our pupils. Please visit http://www.woodhouseacademy.staffs.sch.uk/serve_file/5608418. We also have a SEND tab on the website with additional support and information.

----- Click here to return to the front page -----

Teaching, Learning and Support

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

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.
- The quality of teaching is monitored regularly through a number of processes that include:
 1. classroom observations and learning walks by the senior and middle leadership team and external verifiers;
 2. work sampling;
 3. whole school tracking of progress, attainment, behaviour and attendance;
 4. ongoing assessment of progress made by the pupil in specific intervention groups;
 5. pupil and parent feedback;
 6. Early Career Teachers are monitored and supported throughout their initial year with additional lesson observations where required.
- Information on the quality of teaching will be collated in a report to governors.
- All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents' Evenings and their targets are tracked using the whole school tracking system.

Teaching, Learning and Support

- Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in and discussed in various ways. This may be at the weekly pastoral/SEND briefings with all staff, fortnightly SEN department meetings, SLT discussions, subject teacher meetings or with the intervention team at the weekly discussions.
- Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model and be shared in the one page profile document each term.
- An individual assessment of the pupil will be undertaken in order to gain an accurate assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
- A pupil, who is identified as having SEND needs will have a key worker. This keyworker will communicate regularly with the pupil, their parents or carers and their teachers to ensure that their needs are met. Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the subject teacher with advice from the SENDCo .
- Parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (including for older children, and young people, targets around preparing for adulthood). Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
- If progress rates are still judged to be inadequate, despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
 1. School nurse
 2. Special Educational Needs and Inclusion Service (SENIS)

Teaching, Learning and Support

3. Staffordshire Moorlands SEND Hub
4. Behaviour Support Service
5. Trailblazers, our Mental Health Support Team
6. Autism Inclusion Team
7. Hearing Impairment team
8. Visual Impairment team
9. Speech and Language Therapy (SALT)
10. Educational Psychologist
11. Occupational Therapist
12. Children's Services
13. CAMHS (Child & Adolescent Mental Health Service)

- For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

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

- Teachers plan using information about the level their pupils are currently working at and differentiate work to closely match their interests, ability, learning needs and learning styles. When a pupil has been identified with special needs their work will be further differentiated and scaffolded by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.
- A teaching assistant may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.
- If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, laptops, pen/pencil grips or easy to use scissors.

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

Teaching, Learning and Support

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs. Provision may include:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. nurture groups, literacy and numeracy support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. SENIS, CEDARS Outreach, SEND Updates
- Provision of specialist resources e.g. assessment software
- CPD relating to SEND for staff
- Further support or resources may be allocated to your child following assessments by school staff or outside agencies. (e.g. occupational therapy)
- Funding may be used to buy in specialist support

How is the decision made about what type and how much support my child or young person will receive?

- The Head teacher will decide how the budget for Special Educational Needs is spent, in consultation with the school governors, on the basis of needs in the school.
- Decisions regarding support will be decided at a meeting with the SEND Co-ordinator and English/maths teacher for pupils with SEN but without an Education Health and Care plan.
- For pupils with an Education, Health or Care plan, this decision will be reached when the plan is being produced or during the annual review.

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

- Our facilities and equipment are regularly evaluated in relation to the needs of the students we have in school. Should it be necessary to have specialist equipment, these are generally met through the use of the school budget e.g. back supports, ear defenders etc.
- For more personalised equipment there are a number of outside agencies who can be contacted for advice (e.g. Occupational Therapy).
- Our partnership with other schools also provides an opportunity to share resources for specific SEND needs.

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

Teaching, Learning and Support

- Attainment and progress will be shared with parents termly through the school reporting system, pupil passports and Parents' Evenings. Additional meetings with the SENDCo, assistant SENDCo, subject teachers or form teachers may be arranged through the school office.
- Every pupil on the SEND register is allocated a Key Worker, who can be contacted through the school office.
- Messages and records of homework, behaviour etc are recorded on Arbor.
- Currently at the end of Key Stage 2, all children are required to be formally assessed, using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results that are published nationally.
- The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

- A range of ways will be used to keep you informed, which may include:
 - Arbor
 - Emails, and the Weekly Newsletter
 - Parents' evening
 - Additional meetings as required
 - Annual Reviews
 - Termly Grade Sheets and personalised SEN report/update
 - End of Year Reports

- Staff offer a number of ways where you can discuss your child's progress
 - Parents are consulted through surveys and questionnaires about SEN provision at our school.
 - A termly catch-up with your child's Key Worker (phone call, email or in-person meeting).
 - If needed, parents can arrange an appointment to discuss their child's progress with the subject teacher or form tutor in the first instance, via the school office.

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

----- Click here to return to the front page -----

Teaching, Learning and Support

- Parents are encouraged to listen to their child read at home, on a daily basis.
- The English and Maths Departments hold a SATs Information Evening, to give parents the skills and knowledge to support their child during the SATs assessments.
- There is a dedicated section on the school website, which shares what topics are being covered in each term, and signposts parents to learning resources they can use at home.

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

- The voice of the pupil is considered very important and is sought through Senior Leadership pupil interviews.
- Every child on the SEND Register is allocated a Key Worker, who is an adult in school who the child can go to if they have any worries or concerns.
- If your child has an EHCP their views will be sought before any review meetings.
- Termly link governors' monitoring visits can involve gaining feedback from pupils with SEND, which in turn informs change as needed
- Learning walks enable pupils to discuss their learning and potential barriers

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

- The effectiveness of provision for children is constantly being evaluated through weekly SEND meetings, alterations to the TA timetable of support, end of unit subject assessments, regular parent contact and external agencies involvement.
- Link governor who is responsible for reviewing provision with SENDCo
- Book looks and pupil voice during learning walks

----- Click here to return to the front page -----

Safety and wellbeing

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

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Safety and wellbeing

- For our most vulnerable of pupils, we provide a meet and greet with a trusted adult as soon as the child enters the school premises. The child is then escorted to a quiet area within school (usually the library or room 12). In addition, there may be additional support set up (separate rooms, a 'safe space'), should it be needed.
- School provide Room 12 Club for identified pupil (a quiet computer room), or children can also access the library.
- A risk assessment is carried out and procedures are put in place to enable all children to participate in all school activities. Parents are informed of school activities and trips by letter, and are individually contacted, where further discussion or planning is required.
- Some students have lunchtime priority passes, which enable them to leave the classroom earlier and access the dining hall before it gets too busy.
- We have a range of lunchtime clubs open to all abilities and year groups, including sport, board games, peer support and gardening.
- Some students are escorted and supported during social times (e.g. lunch and break).

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

The school offers a wide variety of pastoral support for pupils. These include:

- A strong pastoral team with form tutors who meet pupils daily in form time and key stage leaders who coordinate pastoral activities and programmes.
- An evaluated Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and Parent voice mechanisms including school and sports councils and a parent forum that are monitored for effectiveness by the Governor for responsibility for this area.
- A pupil support centre where evidence-led interventions to support pupil's wellbeing are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and wellbeing.
- Alternative small group activities for pupils who find unstructured times outside lessons difficult.
- Referrals to outside agencies such as Trailblazers and CAMHS

Safety and wellbeing

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

- Pupils with medical needs are provided with a detailed Health Care Plan, compiled by the office staff in partnership with parents and if appropriate, the pupil themselves. All medicine administration procedures adhere to the LA policy and DfE guidelines included within 'Supporting Pupils At School With Medical Conditions' (DfE) 2014 and Woodhouse Academy Medical Needs Policy.
- In the case of a medical emergency, Woodhouse has a number of fully qualified First Aiders who can stabilise the child until more professional help arrives in school; parents will be promptly contacted and updated on developments.
- All staff attend updated training to enable support for pupils with Diabetes, Asthma and use of an epipen.
- Teaching Assistants are instructed in the safe removal of children from the school tower block, using an E-Vac chair.
- The school has a disabled toilet situated within the tower block; pupils who may have toileting issues are provided a toilet pass.
- Medical information regarding a pupil is shared at a weekly Pastoral Briefing, which most staff attend; the meetings are minuted, so absent teachers can still access the information.

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

- Our Behaviour Policy can be found on the website in the policies section, and promotes positive behaviour through the sharing and agreement of school rules and termly reward trip/activity and, where necessary, sanctions.
- A behaviour ladder in all classrooms ensures a consistent approach to behaviour management, regular feedback verbally and visually for all children, and is a way of challenging low level behavioural issues, and also allowing pupils to reflect on and improve their behaviour. This system may, on an individual basis, be reasonably adjusted where pupils have an SEN need.
- Where pupils require additional behaviour support, there will be further discussions regarding appropriate targets and positive outcomes (Form Tutor Report, Key Stage Leader Report or Senior Leadership Team Report). Parents will be consulted and asked to sign the report each night.
- Where support is required to increase a pupils' attendance, school will work closely with ATTEND, our education welfare service, and parents/carers to put strategies in place.

----- Click here to return to the front page -----

Safety and wellbeing

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

- Each Looked After Child will be assigned a Key Worker within school, who is available to support the pupil/carer with any difficulties as they arise.
- Each term there is a PEP meeting involving the child's Social Worker, Carer, Key Worker and Designated Teacher in school (Principal or Form Tutor). The child's attainment is discussed with a plan of action and appropriate targets for the forthcoming term (subject teachers contribute to setting these).
- The child is allocated a budget from the Pupil Premium Plus fund via the Virtual School responsible for monitoring their education (Staffordshire, Stoke, Cheshire East etc). This can be used for a variety of support interventions e.g. English and maths tuition, Full Dyslexia Assessment, staff training, laptop/printer.

Working Together

Who is involved in my child's education?

Every subject teacher should:

- Ensure that all children have access to Quality First teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Check on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCo as necessary.
- Ensure that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensure that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensure that the school's SEND Policy is followed in their classroom and for all the children they teach with any SEND.
- The school SENDCo will ensure that SEN children are receiving the support they require and develop the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school, ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is receiving
 - in order to support your child, various adults may work them, including teaching assistants, external agency workers or specialist teachers

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

- Weekly SEND Department meetings
- Weekly Pastoral meetings involving all staff
- Email updates
- Regular staff updates on Inset Days, with possible training opportunities

Working Together

- Link governor meetings and link SEND governor

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

- Each year, staff have refresher training on safeguarding, the use of epipens and helping pupils with diabetes and asthma.
- Other training is provided according to need. Over the year 2021 - 2022, selected staff had training on supporting low ability pupils in maths lessons, diabetes and physio support, local SENDCo updates, whole-school SEND training, rapid reader programme, accelerated reading programme, motor skills united training and data protection regulations.
- The school seeks advice from SENSS specialist teachers, the Moorlands SEND Hub, and other specialists to support the success and progress of individual pupils. We have had whole-school training to help us support specific children from Autism Inclusion Team, Tourette's Action and an Educational Psychologist.

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

There are a number of support agencies that we work with, including:

1. School nurse
2. Special Educational Needs Inclusion Service (SENIS)
3. Staffordshire Moorlands SEND Hub
4. Behaviour Support Service
5. Trailblazers, our Mental Health Support Team
6. Autism Inclusion Team
7. Hearing Impairment team
8. Visual Impairment team
9. Speech and Language Therapy (SALT)
10. Educational Psychologist
11. Occupational Therapist
12. Children's Services

----- Click here to return to the front page -----	
Working Together	
13.	CAMHS (Child & Adolescent Mental Health Service)
Who would be my first point of contact if I want to discuss something?	
<ul style="list-style-type: none"> • If you have concerns then please firstly discuss these with your child's subject teacher, form teacher or Key Stage Leader. This then may result in a referral to the school SENDCo, Mrs E Gordon or the Assistant SENDCo, Mrs A Timbey; • Contact the school office and they will arrange the meeting for you: 01782 973600 office@woodhouseacademy@staffs.sch.uk • All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school. 	
What does the SEN governor do?	
<ul style="list-style-type: none"> • The SEN link governor meets on a termly basis with the school SENDCo • The SEN link governor monitors SEN Progress, SEN Provision, SEN Register and attendance 	
How will my child or young person be supported to have a voice in the setting, school or college? (IRR)	
<ul style="list-style-type: none"> • The voice of the pupil is considered very important and is sought through pupil interviews and feedback in lessons. • Every child on the SEND Register is allocated a Key Worker, an adult in school who the child can go to if they have any worries or concerns. • If your child has an EHCP, their views will be sought before any review meetings. 	
What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?	
<ul style="list-style-type: none"> • Parents are encouraged to support their child's learning with regular advice attached to newsletters, parents' evenings and the opportunity to communicate with their Key Worker regularly. • We have an active PTFA (Parent, Teacher & Friends Association) which works actively to fundraise on behalf of the school. All parents are invited to support the work of this group. • The weekly Newsletter advertises governor vacancies when they become vacant, and the application can be discussed on a 1:1 basis with the Principal. A voting process decides who the next governor will be. 	

----- Click here to return to the front page -----

Working Together

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

- The form tutor, SENDCo, Assistant SENDCo, or Principal can offer support in school to complete paperwork.
- The school website contains information either on the SEND page or the Parents' page

----- Click here to return to the front page -----

Inclusion & Accessibility

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

- For our most vulnerable of pupils, we provide a meet and greet with a trusted adult as soon as the child enters the school premises. The child is then escorted to a quiet area within school (usually the library).
- School provide Room 12 Club for identified pupil (a quiet computer room), or children can also access the library.
- A risk assessment is carried out and procedures are put in place to enable all children to participate in all school activities. Parents are informed of school activities and trips by letter, and are individually contacted, where further discussion or planning is required.
- Some students have lunchtime priority passes, which enable them to leave the classroom earlier and access the dining hall before it gets too busy.
- We have a range of lunchtime clubs open to all abilities and year groups, including sport, board games, peer support and gardening.

Provide details of the physical accessibility of the setting IRR

Is the building wheelchair accessible?

Fully Accessible ☐

Partially Accessible ☒

Not Accessible ☐

Are disabled changing facilities available? Yes ☒
No ☐

Are disabled toilet facilities available? Yes ☒
No ☐

----- Click here to return to the front page -----

Inclusion & Accessibility

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

How accessible is the setting's environment? IRR

The following adaptations have been made to the school environment:

- Handrails have been located by steps in the main corridor;
- A disabled toilet and rest room have been built on the second floor;
- A ramp has been installed to facilitate access into the DT/Art block

Our Accessibility Plan that describes the actions the school has taken to increase access to the environment. Further information is available via the school website.

What forms of communication does the setting use to ensure inclusivity? IRR

- We will always adapt our communication as and when necessary. We have a number of children who like visual aids and may point to a word to communicate, write on a whiteboard, go to a quiet area or understand simple hand gestures (e.g. a finger to the lips to indicate that we need to be quiet). We have also used technology such as iPads for pupils where English is their second language.
- Should we need to learn or train staff in a new communication method, this would be discussed and considered. Please contact the school office in this circumstance.

----- Click here to return to the front page -----

Joining and moving on

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

We welcome visits to school at any time although these need to be agreed/arranged with school prior to the visit. Please contact the school office to arrange to meet the Principal or SENDCo, who will willingly discuss how the school could meet your child's needs. Our admission arrangements are clearly explained on our school website at <http://www.woodhouseacademy.staffs.sch.uk/page/admissions/21193>

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

Parents are encouraged to ring the school office on 01782 973600 or email the school office@woodhouseacademy.staffs.sch.uk to arrange to meet the Principal and visit the school.

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

- The transition programme in place for pupils in Y8 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and additional visits are arranged, where it is in the best interests of the pupil.
- The annual review in Y7 for pupils with an Education, Health and Care plan begins the process where parents are supported to make decisions regarding high school choice.
- Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at <http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage.aspx>
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition. For pupils transferring to schools further afield, the SENDCos of both schools will arrange a telephone or virtual meeting to discuss the needs of pupils with SEN in order to ensure a smooth and thorough transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

----- Click here to return to the front page -----

Additional Information

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

- **Parent Partnership** <http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>
If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone 01785 356921 during office hours. Alternatively email on spps@staffordshire.gov.uk.
- **Parent In The Know newsletters**
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx> (8)
- **Staffordshire Cares - Local Offer:**
<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

<https://www.facebook.com/StaffordshireSENDLocalOffer/>
- **An extensive and invaluable directory of support and services available to schools and communities:**
<https://www.staffordshireconnects.info/kb5/staffordshire/directory/advice.page?id=OrWBovMeR5E>
- **Staffordshire's Local Officer** can be found at: The specialist Inclusion Division, Newcastle & Moorlands District & Education Office, Seabridge Centre, Ash Way, Off Seabridge Lane, Newcastle-under-Lyne ST5 3UB

----- Click here to return to the front page -----																
Additional Information																
When was the above information updated, and when will it be reviewed?																
It is updated annually - last update was Spring 2025																
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)																
<ul style="list-style-type: none"> • If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact your child's form tutor through the school office. If they cannot provide you with the information you require, they will arrange a meeting with the relevant member of staff. • If you are enquiring generally about SEND support, please contact the assistant SENDCo through the school office. • For complaints about SEND that have not been satisfactorily resolved by the SENDCo, please contact the School Governor with responsibility for SEND via the school office. 																
Type of Setting (tick all that apply)																
<table border="0"> <tr> <td><input checked="" type="checkbox"/> Mainstream</td> <td><input type="checkbox"/> Resourced Provision</td> <td><input type="checkbox"/> Special</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Early Years</td> <td><input type="checkbox"/> Primary</td> <td><input type="checkbox"/> Secondary</td> <td><input type="checkbox"/> Post 16</td> <td><input type="checkbox"/> Post 18</td> </tr> <tr> <td><input type="checkbox"/> Maintained</td> <td><input type="checkbox"/> Academy</td> <td><input type="checkbox"/> Free School</td> <td><input type="checkbox"/> Independent/Non/Maintained/Private</td> <td><input checked="" type="checkbox"/> Other (Please specify below)</td> </tr> </table>		<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 checked="" type="checkbox"/> Other (Please specify below)
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DFE Number: 860/4154																

----- Click here to return to the front page -----			
Additional Information			
District			
<input type="checkbox"/> Cannock Tamworth	<input type="checkbox"/> Lichfield	<input type="checkbox"/> East Staffordshire	<input type="checkbox"/>
<input type="checkbox"/> Newcastle South Staffordshire	<input checked="" type="checkbox"/> Moorlands	<input type="checkbox"/> Stafford	<input type="checkbox"/>
Specific Age range: 9 – 13 year olds			
Number of places: 463			
Which types of special educational need do you cater for? (IRR)			
<input checked="" type="checkbox"/> inclusive mainstream school <input type="checkbox"/> special school Offer specialisms in. Tick all those that apply. <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <input type="checkbox"/> Resource for autism <input type="checkbox"/> Resource for cognition and learning difficulties <input type="checkbox"/> sensory needs <input type="checkbox"/> Deaf friendly <input type="checkbox"/> Resource for physical disability <input type="checkbox"/> Resource for severe learning difficulty <input type="checkbox"/> Visual impairment friendly </div> <div style="width: 48%;"> <input type="checkbox"/> Resource for social, emotional and mental health <input type="checkbox"/> Fully accessible environment - for pupils with physical or <input type="checkbox"/> Resource for moderate learning difficulty <input type="checkbox"/> Resource for profound and multiple learning difficulty <input type="checkbox"/> Resource for speech, language and communication needs </div> </div> Other specialist support/equipment: <input type="checkbox"/> Specialist technology			

----- Click here to return to the front page -----

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