

St John's CE Academy

'Life in all its Fullness' - John 10:10



SEND information Report

Date last reviewed: October 2025

Reviewed by: Head of School and LGC

Date for next review: July 2026

Policy Statement

At St John's CE Academy, our vision of "*Life in all its fullness*" lies at the heart of everything we do. Guided by our Christian values of Faith, Hope, and Love, we are committed to ensuring that every child - whatever their background or ability - flourishes academically, personally, socially, and spiritually. As an inclusive setting, we welcome and support all children and young people, including those with special educational needs and disabilities (SEND). We believe that every pupil is a valued member of our school community and should have access to a rich, broad, and balanced curriculum that enables them to thrive and experience success.

Through our ethos of Faith, Hope, and Love, we aim to:

- Inspire faith in each child's unique potential and capabilities
- Nurture hope by providing the right support, guidance, and encouragement
- Demonstrate love through compassion, respect, and understanding for all

Please find below our SEND Information Report, which outlines:

- What to do if you believe your child may have special educational needs
- What actions we will take if we believe your child may have SEND
- How we support all children with SEND at St John's CE Academy

At St John's CE Academy, we are proud to be a Church of England school where inclusion, compassion, and excellence work hand in hand. We celebrate the individuality of every learner and strive to ensure that all children experience "*Life in all its fullness*" and flourish through our shared values of Faith, Hope, and Love.



Key Terms

SEND – Special Educational Needs and/or Disabilities

SENCO – Special Educational Needs Coordinator

SEMH – Social, Emotional and Mental Health

EHC Plan – Education, Health and Care Plan

EHCPNA – Educational Health and Care Plan Needs Assessment



The SEND Team

- The SENCO is Miss Bethany Moulton
- The SEND Governor is Mr Ricky Porter

If you would like to contact the SENCO, please call the school office and request a call back or email the SENCO inbox below.

Telephone: 01782 987140 Email: senco@stjohnsce.sbmat.org



What are Special Educational Needs?

- Special educational needs (SEN) or disabilities are terms used to describe learning difficulties or disabilities that make it harder for a child to learn than *the majority of others of the same age*.
- Children with SEND may have problems with schoolwork, communication, behaviour, or physical or developmental disabilities.
- Due to their disability or learning difficulty, they may need extra or different help from that given to other children their age. They need special educational provision to be made for them.

The SEND Code of Practice (2014) states that, 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age... Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities.'

SEND is categorised into the following four areas in the SEND Code of Practice:

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

<i>What is Special Educational Provision?</i>	• Provision that is additional to, or different from, that made for others of the same age in a mainstream setting in England. • Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. <i>Code of Practice 2015</i>
<i>How does the school assess and identify need?</i>	On starting nursery or school (including mid-year transfers), we will find out if a child has previously had any SEND identified. We will speak to parents and previous settings to establish what assessments have been completed, whether any other professionals are involved with the child, and to explore any concerns that parents or previous settings may have. The identification of SEND in school is built into the regular assessment and monitoring of progress of all pupils. School will seek to identify pupils making less than expected progress. This can be characterised by progress which: ➤ is significantly slower than that of their peers starting from the same baseline. ➤ fails to match or better the child's previous rate of progress. ➤ fails to close the attainment gap between the child and their peers. ➤ widens the attainment gap. Where progress is a concern, the class teacher will share this with parents and will complete a 'First Concerns' form. The same process is followed if the class teacher is concerned that a child may have social, emotional or mental health needs. Upon receiving the 'First Concerns' form, the SENCO will suggest additional strategies to support the child. Additional learning assessments may be completed within school at this time. Following a period of monitoring, the SENCO and class teacher will review the 'First Concerns' form and a decision will be made about whether further support is needed for the child or whether the strategies in place are effectively supporting them to make progress. If it is decided that the child may have SEND, they will be added to the school's SEND register and parents will be informed.



How does our school know if children need extra help?

When your child starts in our Early Years classes, our team will ensure:

- there are appropriate differentiated activities that engage all children, factoring in their interests and needs.
- there are a range of indoor and outdoor learning environments to foster love of learning early, and begin to develop the individual.
- there is regular dialogue with parents/carers to ensure each child is well supported.
- regular progress checks ensure children are meeting age related expectations.
- SEN Support Plans are devised if a child needs additional SMART targets to ensure that they are supported well and able to demonstrate progress, which will be shared with parents/carers.
- all staff have the highest available training in order to deliver the highest 'quality first teaching' at all times, with relevant planning and assessment links to the EYFS profile.
- the SEN Policy is followed within class as necessary at all times.

Starting nursery or school (including mid-year transfers), we will find out if a child has previously had any SEND identified. We will speak to parents and previous settings to establish what assessments have been completed, whether any other professionals are involved with the child, and to explore any concerns that parents or previous settings may have.

Our school will know when pupils need help if:

- concerns are raised by parents/carers, teachers or the child.
- limited progress is being made overtime (with targeted intervention).
- there is a change in the child's behaviour or progress.

What should I do if I think my child may have special educational needs?

- Talk to your child's teacher initially. They will monitor to ensure that children are making progress and meeting age related expectations through regular, but meaningful, assessment.
- Make an appointment to speak to the SENCO. Miss Bethany Moulton is the Special Educational Needs and Disabilities Co-ordinator at St John's CE Academy.

How will I know how the school supports my child?



How do we work with

- Every child will have access to high quality teaching which is matched to the diverse needs of all children.
- The quality of teaching is monitored in a number of ways:
 1. Classroom observation by the Senior Leadership Team (SLT), the SENCO and external verifiers
 2. Scrutiny of planning.
 3. Work sampling
 4. Whole school pupil progress tracking
 5. Ongoing assessment of progress made by pupil in specific intervention groups
 6. Pupil Progress Meetings with the Senior Leadership Team (SLT)
 7. Teacher meetings with the SENCO

Outside Agencies?

8. Pupil and parent feedback when reviewing progress and attainment
9. SEN Support Plans

- Pupils with SEND will be provided with “reasonable adjustments” in order to increase their access to the taught curriculum.
- Termly meetings take place between the class teacher and a member of the Senior Leadership Team to ensure all children are making sufficient progress.
- Appropriate interventions or referrals will be implemented to address the needs of pupils making limited or no progress.
- Outcomes of interventions will then be reviewed.
- Parents will be informed that the school considers their child may require SEND support if limited or no progress is made. Partnership from parents will be sought in order to improve rates of progress.
- If “additional to and different from” support is required, the views of the parents, pupil and staff will be obtained. Appropriate interventions will be identified, recorded and implemented by the class/subject teacher with advice from the SENCO.
- SEND support will be recorded on an Individual Learning Plan which will identify desired outcomes and the steps needed to reach these.
- Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
- If progress is limited, with parental permission, advice will be sought from the following appropriate external agencies.

We currently work with the following agencies to provide support for children with SEND:

1. SBMAT Trust Outreach Support
2. EWO – Education and Welfare Officer
3. Autism Inclusion Team
4. Hearing Impairment Team
5. Visual Impairment Team
6. Educational Psychologist Service
7. SEND & Inclusion Hub
8. Social Services
9. Speech and Language Therapy
10. Occupational Therapy
11. Children's Physiotherapy
12. School Nurse /Health Visitor
13. CAMHS (Child & Adolescent Mental Health Service)
14. For children with severe and complex needs, 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.
15. Early Years Forum
16. Mental Health support team
17. Staffordshire Virtual School (where pupils are looked after by the local authority)
18. Action for Children

19. Family Action
20. Early Help Team
21. Merryfields Outreach Team
22. Inclusion Officer
23. Early Years Area SENCO
24. Behaviour Support Services
25. Learning Support Services
26. VIP Alternative Provision
27. Community Paediatrics

We will ask your permission before we arrange for any outside agencies to come in and work with your child.



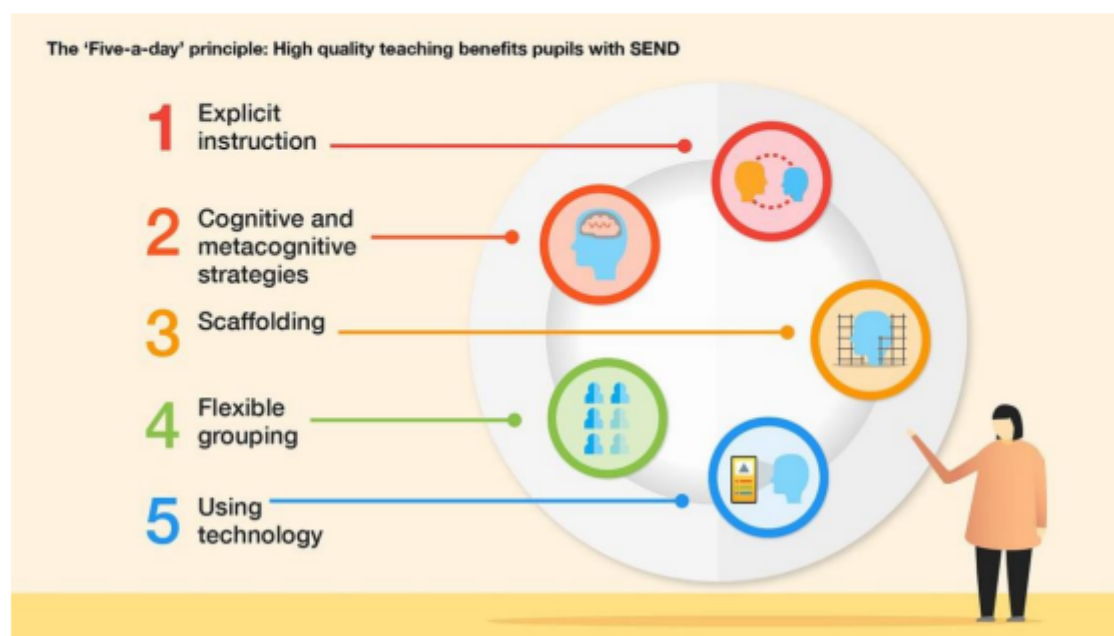
Teaching Children with SEND

How will the curriculum be matched to my child's needs?

We are an inclusive school. Wherever possible, children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.

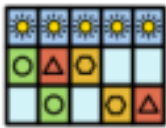
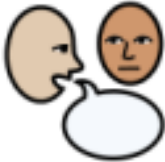


- Class teachers will all deliver 'quality first teaching' and hold high expectations of children in order to ensure that all needs are met. Class work is scaffolded or adapted within small groups and individually, when required, based on agreed 'Universal Quality First Teaching'.
- Teaching will be based on building upon what your child already knows through the utilisation of a text based curriculum that takes into account children's interests.
- Teachers then plan to meet the needs of individuals/classes/cohorts, in line with their interests and the National Curriculum, adopting differing teaching styles/activities to encompass all learners, including those who may need additional practical or visual resources.

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| | <ul style="list-style-type: none">• Specific strategies may be employed (as suggested by SENCO or outside agencies) to support learning.• Progress will be reviewed and identified gaps in learning or understanding will be met through additional support or intervention as necessary.• Use of specialist resources/equipment.• Use of ICT resources.• Additional adult support.• Scaffolding, adaptive teaching and targeting outcomes for children. |
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Depending on your child's needs they may access one or more of the following types of support with their learning:

We recognise that every child is unique and we tailor the support offered to meet the needs of individuals. Examples of interventions and provision include:

		
Visual timetables	Task boards	Peer mentoring
		
Assistive technology	Talk partners	Peer marking
		
Writing frames	Word banks	Widgit visuals
		
Ear defenders	Timers	Explicit instruction
		
All Aboard Phonics Tutoring	Individual Speech Intervention	Additional reading with an adult
		
Learning Mentor Support	Sensory resources	Maths resources

Where children received intervention as part of their SEN Support Plan or quality first teaching schedule, it could take one of following formats:

Targeted small group work.

This group work, often called intervention group work, may be:

- delivered in the classroom or outside in a quiet area.
- delivered by a teacher or, more often, a Teaching Assistant who has had training to deliver the specific type of intervention learning.

School based Special Educational Needs support

(which means your child has been identified by the class teacher as needing some extra support in school in addition to intervention group work)

For your child this would mean:

- Your child will have an SEN Support Plan.
- He/she/they will engage in individual work and/or group sessions with specific targets to help him/her/they to make more progress, supported by the teacher or teaching assistant.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Specialist SEN support

which means that your child has been identified by the class teacher/SENCO as needing some extra specialist support in school, from a professional outside of the school. This may be from:

- local authority central services such as the Autism Inclusion Team or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy Service (SALT).

For your child this would mean:

- Your child will have been identified by the class teacher/SENCO (or you will have raised your concerns) as needing more specialist input instead of, or in addition to, quality first teaching, reasonable adjustments and intervention groups.
- You will discuss your child's progress and possible ways forward to aid their progress.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better, and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
 - support to set better targets which will include their specific expertise.
 - a group delivered by school staff under the guidance of the outside professional e.g. a social skills group.
 - a piece of group or individual work with an outside professional.
- The school may suggest that your child needs some individual support in school. School will discuss with you how the support will be used and what strategies will be put in place.
- School may decide that further support is required and may need to refer your child to the SEND & Inclusion Hub to seek outreach or in reach support for your child. This is part of Staffordshire's EAPDR (Enhanced, Assess, Plan, Do, Review) process which is part of the graduated approach for pupils with SEND.

Support provided through an Education, Health and Care Plan

(EHCP or previously as Statement of Special Educational Needs). This means that your child will have been identified by the class teacher/SENCO/specialist professional as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school. This type of support is available for children whose learning needs are severe, complex and lifelong. Usually your child will also need specialist support in school from a professional outside of the school. This may be from:

- local authority central services such as the Autism Inclusion Team or Sensory Service (for students with a hearing or visual need).
- access to Learning Team – behaviour support team.
- outside agencies such as the Speech and Language Therapy (SALT) Service.
- a paediatrician.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to require a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support through the Individual Learning Plan.
- After the reports have been submitted to the Local Authority they will decide if your child's needs require more support in school to make good progress. If this is the case, they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support through an Individual Learning Plan.
- The EHC Plan will outline the areas of support your child needs to supported in, the funding that school will receive from the Local Authority and how the support should be used and what strategies must be put into place. It will also have long and short term goals for your child.
- An additional adult may be used to support your child with whole class learning, deliver individual programmes or carry out small groups including your child.



How will I know how my child is doing?

Children on the SEND register will have an SEN Support Plan.

The SEN Support Plan includes:

- A description of the child's needs.
- The child's personalised targets.
- The provision that will be put in place to meet the child's needs.

SEN Support plans are usually written and reviewed termly, but can be reviewed more regularly where necessary.

Parents and pupil views are taken into consideration when writing and reviewing the plan. Parents and teachers will meet on a termly basis to discuss the child's progress and the provision that is in place.

	Parents of pupils who have an Education, Health and Care (EHC) plan are invited to the annual review meeting and their views are shared as part of this process. Pupils with EHC plans will also have the opportunity to share their views. Outcomes will be shared with parents through: • Parent's Evenings • SEND parent meeting/coffee mornings • School reports • Annual report for EHCP
<i>How will you help me to support my child's learning?</i>	We will ensure that there are opportunities for: • regular dialogue with staff through an open-door policy to support positive relationships between school and home. Additionally, appointments can be made to see class teachers or the SENCO if a concern needs to be raised, by visiting the school office. Strategies can be shared between school and home to ensure that children are able to make the maximum progress. The class teacher or SENCO may suggest ways of supporting your child's learning. • parents' evenings, completed in the Autumn term and Spring term to discuss how your child has settled and their rates of progress, as well as their current achievements. • early reading/writing/maths workshops. • sharing of achievements through celebration assemblies, which happen on a weekly basis and parents/carers are invited to share their children's successes in and out of school. • relevant reporting through end of year reports. • the SENCO to meet with you to discuss progress or concerns as necessary. • termly SEND Coffee Mornings to discuss your child's needs and targets. You and your child are invited to meet with the teacher and/or SENCO to review and update your child's Individual Learning Plan. • Signposting to relevant events/ agencies. • Accessing the local offer.
 <i>What support will there be for my child's overall well-being?</i>	We aim to ensure that all children feel safe and have good relationships with staff and peers. We have many strategies to develop children's wellbeing. ➤ Academy Christian Values ➤ After school clubs ➤ Play Leaders ➤ Pupil voice groups ➤ Supported play during playtimes and lunchtimes (Sports coaches) ➤ PSHE ➤ Class circle times ➤ Positive reward systems (Values cards, Postcards, Class Dojo etc) Some children may also access:

	➤ Breakfast club ➤ Support for families e.g. Early Help, Family Action ➤ Learning Mentor Support ➤ Emotions-based intervention ➤ Transition Toolkit What support will there be for your child's/young person's overall wellbeing? • High quality relationships with children based on positivity and good rapport. • All children will have support from class teachers, teaching assistants, lunchtime supervisors etc. to encourage open and honest relationships. • PSHE curriculum will support developing the whole child as an individual. • Our curriculum enables children to engage deeply in their learning, making links to real life and as result, beginning to prepare them for the wider world. • If a child has medical needs. then a detailed Care Plan will be in place with support from the school nurse/parents/carers, and all staff will be aware/trained as necessary. • Regular first aid training is undertaken, as is training in specific needs, for example, asthma for all staff in school. What specialist services and expertise are available at or accessed by St John's CE Academy? SEND Services, Educational Psychologist, CAMHS etc. are all accessed as necessary as are outreach services, for example, The Autism Outreach Team who support regarding children with ASD. Services are contacted/referrals are made as necessary.
<i>Pupils with medical needs</i>	• A detailed care plan will be compiled by the school in partnership with parents and the pupil. If necessary, a health professional will be invited • All medicine administration procedures adhere to the LA policy and DfE guidelines included within Supporting pupils at school with medical conditions (DfE) updated version 2017. • Administering medication is undertaken solely by the office staff and the Head of School.
 <i>What training do the staff supporting children and young people with SEND undertake?</i>	Where relevant staff have access to targeted training such as: ▪ Setting effective targets. ▪ Graduated approach ▪ How to support pupils with a diagnosis of dyslexia. ▪ How to support pupils on the autistic spectrum. (Autism Inclusion Team provided) ▪ How to support pupils with behavioural difficulties. ▪ How to support pupils with speech, language and communication difficulties. ▪ Attendance at termly SENCO Network Meetings (St Bart's MAT) ▪ Asthma, anaphylaxis and epi-pen training

What training have the staff supporting children with SEND had, or are having?

Staff have regular opportunities for CPD. This can be led by the SENDCO or external professionals. Staff also receive regular teaching and learning training through [BTSA](#).

Examples of the training staff have undertaken include:

			
Transition Toolkit	No Worries	Colourful Semantics	All Aboard Phonics
			
Trauma and Attachment (Level 1)	Emotional Literacy Support	SENDCO Support	Cool Kids



Clubs and Trips

How will my child be included in activities outside the classroom including school trips?

How will your child be included in activities outside the classroom including school trips?

- Inclusive environment for all and, as such, all children will be fully included in out-of-school activities/trips, etc.
- A Local Authority approved risk assessment is always carried out prior to any educational visit taking place.
- Consideration will always be given to children with SEND/ medical conditions to ensure that all potential issues have been assessed with appropriate risk assessment, and that clear procedures are in place should an issue arise. Care plans are adapted where appropriate.
- Additionally, ratios of staff to pupils are always within statutory requirements.
- Where necessary, for parents/carers or children's benefits (if 1:1 support is required), parents are invited to support their children on out-of-school activities/trips to ensure that all children are able to attend.

How accessible is the school environment?

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

How accessible is St John's CE Academy?

- Please see the accessibility/equality policy: school is accessible for all children, including those with specific needs relating to walking or wheelchairs.
- Signage inside and outside of school is clear and well-posted.

	• There is a disabled toilet with a changing table if necessary and staff are trained/undertaking training as necessary to support children with specific or medical needs. • Children experience a range of teaching styles, rooms are arranged to meet needs, teachers and teaching assistants are deployed aptly to meet needs both inside and outside of the classroom. • Lunchtime supervisors and playground leaders support engagement with the school environment. • We currently have capacity on site for up to 234 children, aged 3–11 years.
 <i>How will the school prepare and support my child when joining or transferring to a new school?</i>	Transition is carefully monitored and planned as children progress through year groups/key stages/schools. Transition days occur prior to children changing year groups as do intensive handovers between teaching and support staff to ensure that all staff are aware of the needs of the children within their class/the school and they are able to plan to further develop the individual on entry. If your child is joining our school in Early Years: • Parents are invited to a meeting detailing the routines of the school and explaining how parents can best support their child. • Visits are arranged during the Summer Term for those pupils starting in September. • Home visits can be made to meet with parents and new pupils. • Additional visits are arranged where it is deemed necessary. • Close liaison takes place with feeder Nurseries. • Transitions plans are put in place for children with known SEND or potential SEND If your child is moving from St John's CE Academy to another school: • We will contact the school and SENCO if necessary to ensure he/she knows about any special arrangements or support that has been made for your child. • We will make sure that all records about your child are passed on as soon as possible. • Transitions plans are put in place for children with known SEND or potential SEND • Records are requested for pupils transferring from other schools and a meeting arranged with parents. When moving classes in school: • Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. • All Individual Learning Plans and Personal Support Plans will be shared with the new teacher. • If your child requires further support with their transition into their new class specific arrangements will be made. E.g.

	photographs of new members of staff to take home, extra sessions with new members of staff. Transition to high school: • Opportunities for Y6 pupils to meet with staff at the high school are arranged as part of the transition arrangements. • The annual review for pupils in Year 5 with an Education Healthcare plan begins the transition process and supports parents deciding on a secondary school place. <i>This will involve external agencies if appropriate.</i> • Your child will visit their new school and take part in the transition programme offered by the secondary setting. • Accompanied visits to other providers may be arranged as appropriate. • Care planning meetings with pupil, parents and staff are arranged, as necessary, for pupils with medical needs. • Informative transition paperwork • For pupils transferring to local schools, the SENCOs or appropriate staff member of both schools may meet to discuss the needs of pupils with SEND in order to ensure a smooth 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 and this has been confirmed by the receiving school.
How are the school's resources allocated and matched to children's special educational needs?	• School will make every effort to supply any equipment a child may need in school e.g. <i>pencil grips, sit fit cushions, sloping writing boards etc.</i> Needs will be addressed through: • In-class support from teachers and teaching assistants. • Small group support from teachers and teaching assistants. • Specialist support from teachers. • Provision of specialist resources • CPD relating to SEND for staff. How are St John's CE Academy's resources allocated and matched to children's special educational needs? • Our school aims to meet needs and demands as they arise through appropriate budgeting, resourcing and through/in line with the whole school development plan. • Whole school actions are detailed within the Disability/Equality policy and SEN Service Level Agreement supports access to SENS services and outreach facilities. • As necessary, whole school/small group/individual training needs are met through attendance on courses, in-house delivery or shared good practice as well as by procuring relevant training materials or resources to support children's learning. • All needs are reviewed regularly through discussion with the class teachers/SENCO/SLT/Head of School as necessary.

<i>How is the decision made about how much support my child will receive?</i>	• For pupils with SEND but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCO, class teacher, parent and Head of School, as appropriate. • For pupils with an Education, Health or Care plan, this decision will be reached when the plan is being produced or annual review. How is the decision made about what type and how much support your child will receive? • Children will receive in-house support in the initial stages when special educational needs are noted. Appropriate SMART targets will be set, reviewed and amended as necessary and on a regular basis. Teachers and support staff will attempt to meet needs of children within class/school. • If children's needs are not being met, outreach services or referrals to relevant specialists will be sought, following collaborative consultation with children/parents/teachers/support staff/SENCO/Head of School or Senior Leadership Team as necessary through the SEND & Inclusion Hub. • Outcomes of referrals will then be acted upon with immediacy in school (for example, findings of Educational Psychologists reports, ASD specialist advice, SLCN programmes etc.) to further support children. If necessary, more referrals or requests for Statutory Assessment/Education and Health Plans will be made.
<i>How will I be involved in discussions about and planning for my child's education?</i>	How are parents involved in St John's CE Academy? How can you be involved? • Open door policy encourages frequent, open and honest dialogue and all parents / carers are encouraged to have an active role in their child's education, as well as through home-school diaries and regular letters/weekly newsletters. • Parents/grandparents are encouraged to come into school for parents evening, lunches and workshops to support learning. • Individual Learning Plan reviews and further discussions relating to progress and achievement. • Your views will be gained during parent meetings. If you have concerns about your child's learning, talk to the class teacher or SENCO who will listen to your views and decide alongside you the best ways to support your child. Parents know their child best and are valuable at gaining the insight into the child. School will also be open to hear parent's views on their child's needs. • Additionally, parents are asked to support their children during progress assemblies and sports days, as well as out of school activities. • The school has an up-to-date website with access to all relevant information.
<i>Who can I contact for further information</i>	In the first instance, if you wish to discuss your child's educational needs or are concerned about something regarding your child's schooling please contact the following: • The Class Teacher • The SENCO (Miss Bethany Moulton)

<i>or if I have any concerns?</i>	• The Head of School (Miss Bethany Moulton) • The Executive Principal (Mrs Rosemarie Patrick) • The Safeguarding Leads (Miss Bethany Moulton and Mrs Andrea Turkmen) • The School Governor with responsibility for SEN (Mr Ricky Porter) Complaints will be dealt with in line with the Children and Families Act 2014 and the school's own complaints procedure. Please see the website for a copy of the complaints procedure for our school.
<i>Support services for parents of pupils with SEN include:</i>	• SEND IASS - Staffordshire Family Partnership www.staffs-iass.org (email) • Information on the Local Authority's Local Offer can be found at: https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page