

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.



Please see the following page for information on this setting's age range and setting type



Our Local Offer for Special Educational Needs and/or Disability

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Name of Setting	
Type of Setting <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input checked="" 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) <input style="width: 150px;" type="text" value="First School"/>
Specific Age range	3-9 years
Number of places	210
Which types of special educational need do you cater for? (IRR)	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. </div> <div style="width: 35%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in </div> </div> <div style="border: 1px solid black; height: 150px; margin-top: 10px;"></div>

Each section provides answers to questions from the Parent/Carer's Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers.

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).



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Questions from the Parent/Carer's Point of View:

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Identification

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

We aim to identify children with SEN as early as possible. We have staff with a wealth of experience who are extremely capable and skilled at identifying when a child may not be progressing as expected or who are experiencing difficulties in particular areas. These concerns may be recognised through changes in the pupil's wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group or a characteristic related to a specific area of SEND. Concerns may be raised by staff within the school by members of staff or by parents/guardians and will be raised in an informal/formal discussion with the SENCO/Senior Leadership Team. During these discussions concerns forms are completed and desired outcomes for the child are discussed. Strategies to achieve these outcomes will then be considered and children will be added to the monitoring register for half a term. Depending on the level of the child's need, support will be put in at a class level through reasonable adjustments (table supports, writing slopes, TA support). After a period of monitoring if a child is failing to make progress, additional provision will be put in place such as an intervention programme. External support from healthcare professionals may also be sought and support will be recorded on an Individual Education Plan (IEP). Parents will be informed at each different stage of monitoring.

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

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the following to raise your concerns or arrange a meeting (meetings are likely to be with the class teacher at first instance and may also include the SENCO):

- Your child's class teacher can be contacted via the school phone number **01785 337310** or email **admin@springfields-first.staffs.sch.uk**
- The SENCO on **send@springfields-first.staffs.sch.uk**
- The Headteacher on **office@springfields-first.staffs.sch.uk**

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

You will find a copy of the school's SEN policy and all other relevant documents on the school's website-visit:

<http://www.springfieldsfirstschool.org.uk/>



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Teaching, Learning and Support

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

The school teaches pupils with SEND in accordance with the Staffordshire Local Offer (<https://www.staffordshireconnects.info>)

Teachers are responsible and accountable for the progress of the pupils in their class, including those on the SEN register or where pupils have support from teaching assistants or specialist staff.

Teachers plan using pupils' achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom. Where a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition, they will be provided with additional support that may include specialised equipment or resources, visual prompts, ICT and/or additional adult help. For children that need further support, they may be placed into small intervention groups alongside a small number of peers or individually and will be assessed at the beginning and end of the intervention programme. Intervention programmes are planned specifically to support children in areas that have been identified as requiring support by the class teacher. If a child needs additional support following quality first teaching and interventions, the school may seek the advice of specialist external agencies such as, speech and language therapy, physiotherapy, behaviour support, etc. These specialists may work with the child inside or outside of school. Parental consent will be requested before this decision is made.

We aim to educate all children with SEND alongside their peers, however where this is not possible the class teacher/SENCO will make other arrangements and will ensure that parents are informed of the flexible arrangements.

Parents will be invited in for three meetings throughout the year to discuss/plan the level of support that their child is receiving and to discuss their child's progress. This will be through parent consultation meetings that occur twice throughout the year and a third SEND parent meeting in the summer term. An individual, targeted plan will be discussed with parents and the child, which will outline the provision available to the child. The plan will discuss the child's needs, strengths, address the child's barrier to learning, will set achievable targets and list strategies required to meet them. This information will be included on a Pupil Passport.

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

All class teachers take responsibility for ensuring that the needs of learners are met. All staff within school are experienced and skilled in differentiating work to meet the needs of individual children. All class teachers ensure that they know the needs of the children within their class, each child's strengths and weaknesses and can therefore accommodate these needs. Class teachers will also take the responsibility for ensuring that the classroom environment is suitable for the children within their class. All staff have a bank of resources within their classroom that consists of concrete maths equipment, number mats, word mats etc. Staff also have access to more specialised resources such as coloured overlays, pencil grips, ICT etc where necessary. The Senior Leadership Team are responsible for ensuring that all children receive an inclusive education and quality first teaching.

All staff have an SEN file within their classroom, with a summary of each child's academic, SEND and medical needs. Information about an individual child's needs is shared with supply staff via Pupil Passports. Supply staff are also briefed by SLT or teaching assistants about a child's specific needs and teaching approaches. Regular meetings are held between teaching staff, SLT and the SENCO to discuss progress made by children with SEND and to discuss the provision that children are receiving.



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Teaching, Learning and Support

We seek professional advice from other agencies, such as the Autism Outreach Team, behaviour support team etc. to help us match the curriculum and learning environment to a pupil's needs.

How are the setting, school, or college's resources allocated and matched to children or young people's needs?

The Head Teacher decides on the budget for special educational needs in consultation with the school governors. The Head Teacher and the SENCO regularly review (termly) the special educational needs across the school and make changes if they are needed. Resources for pupils with special needs are, as much as possible, met from the school budget. A proportion of the budget is used for additional staff to support classes or to support individual children. A proportion of the budget is used for physical resources such as writing slopes, writing tools, classroom resources. Funding is matched on a need's basis- as identified by staff within school in conjunction with parents and the child. The allocation of the budget may change throughout the year based on changes in pupils needs or resources available. If a pupil's needs are more complex and it is felt that additional funding is needed to meet his or her needs this will be discussed with parents at the regular review meetings and consideration will be given to making an application for an Education Health and Care plan needs assessment. If parents agree then the school will work in partnership with parents to apply to the local authority for extra funding.

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)*

A child's needs are identified either by the class teacher or by a parent. A meeting will be held with the parent, class teacher and SENCO. During this meeting a plan of provision will be identified and expected outcomes will be discussed. The child will be added to the monitor register for a term and a second meeting will be arranged to discuss progress and next steps.

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

As an inclusive school, we have a wide range of facilities and equipment to support children with SEND. Should specific equipment be needed, the school will look at supplying these through the SEND budget. However, should this not be possible, we will contact outside agencies who provide equipment on a loan basis.

How will you and I know how my child or young person is doing and how will you help me to support their learning? *(IRR)*

Monitoring of progress takes place on a day-to-day basis by class teachers as they are best placed to identify where progress is falling or excelling. For learners with the most significant needs, regular contact with families may take place if appropriate either through conversation at the end of the school day, through a home-school diary or through daily emails.

School data in terms of pupil progress is collected on a half termly basis to track the attainment and progress of all pupils. Progress towards the identified outcomes will be shared with parents termly through the school reporting system and Parent Consultation meetings. For children with a Pupil Passport, three meetings (including parent consultations) **must** occur through the year to discuss children's needs, targets and progress. The progress of children with an Education Health and Care Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*



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Teaching, Learning and Support

Pupil voice is an integral part of our school. Children have a termly meeting with school staff to voice their opinions on their Pupil Passport. As our children are young, they do not usually attend meetings unless parent's wish for them to do so. However, a member of staff from school who works alongside the child, gathers their views in a child friendly way.

Children also have pupil voice meetings with the SENCO on a termly basis- during these meetings children are asked about their views of school and how improvements can be made to better suit their needs.

How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? *(IRR)*

A log of interventions is kept, this identifies the starting point of all pupils and the end point- this is usually done on a cycle of 6 weeks. Provision is also monitored through observations by the SENCO or SLT, this can be through book trawls, monitoring of interventions and monitoring of lessons. Individual Pupil Passports (support plans) are reviewed on a termly basis. We hold regular staff meetings whereby we discuss the provision that children are receiving. We also have termly pupil progress meetings, held by the Headteacher whereby the progress and provision of all children is discussed.

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Keeping Students Safe and Supporting Their Wellbeing

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

Children are accompanied and collected from their classroom doors at the start and end of the day. Staff will only hand children over to people that they know unless they have been informed of a different arrangement. If an unknown person comes to collect a child, parents/carers will be contacted before a child is allowed to leave school premises.

For some pupils, a detailed risk assessment is undertaken which is shared with parents and the relevant staff within school. This is reviewed regularly by the SLT, class teacher, SEND Lead and support staff.

All staff are trained in Safeguarding to at least level 1 and have completed relevant checks prior to working in school. There is a designated Safeguarding lead.

What pastoral support is available to support my child or young person's overall well-being?

We offer a whole school approach to well-being through our PSHE curriculum. This is delivered by our class teachers and support staff. The class teachers are the people who have overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. The school holds a clear position on bullying, if bullying is suspected we follow the school's anti bullying policy, this can be found on the school's website.



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Keeping Students Safe and Supporting Their Wellbeing

All children in school are supported to develop relationships with their peers. For those pupils who find this more difficult, strategies may be suggested. This would begin with a more general form such as working with the class and celebrating diversity, if further intervention is needed, we would look at smaller/specific peer group interventions.

Several members of staff are trained in Emotion Coaching and we have a dedicated member of staff trained to deliver The Hope Project.

We also have access to several outside agencies including a play therapy services, the school nurse hub, Educational Psychologists and CAMHS if necessary.

How will the setting, school or college manage my child or young person's medicine or personal care needs?

The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the head teacher or administration team if medication is recommended by Health Professionals to be taken during the school day. The school has specific members of staff that will deliver the administration of medicines, this is always overseen by a second member of staff. There are also several members of staff within school who have up to date first aid training should any medical situations arise in school.

If a child must take time off for medical appointments, the administration staff should be contacted. If this will be a prolonged period, a plan can be put together with the class teacher and SENCO to support the child whilst away from school.

The school has its own documentation for care plans, it is expected that parents complete the form and share all necessary medical notes with the administration team. This can then be shared with the relevant members of staff.

What support is available to assist with my child or young person's emotional and social development? *(IRR)*

The class teachers are the people who have overall responsibility for the pastoral, medical and social care of every child in their class. Personal, social and emotional health is at the heart of our curriculum and is addressed through PSHE sessions in class on a weekly basis.

We also offer The HOPE Project. This is a programme that is delivered by a trained member of staff, to support children and families with emotional and mental health needs. This provision is delivered in school and complements a whole school approach to positive health and psychological wellbeing.

If further support is required, the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services.

This year we will be developing our whole school approach to mental health and wellbeing, the SENCO will be undertaking training to become the school's senior mental health lead.



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Keeping Students Safe and Supporting Their Wellbeing

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

As a school we offer positive approach to all behaviours. We have a consistent reward/consequence system that runs throughout the school. If a child has behavioural concerns, we will monitor them and consider putting them on a Pupil Passport for behaviour- parents and the child will be included in the discussions /writing of this. Once a concern has been identified we follow Staffordshire's guidelines for the graduated response. If there is still little improvement in behaviour, we will make a referral to the Behaviour Support Team who will observe the child and offer further strategies to use. If a child continues to display challenging behaviour, we will assess the child for possible additional needs and will make referrals to other agencies such as CAMHS or an Educational Psychologist. We always endeavour to work alongside parents in relation to behaviour and will consider referrals to Tier 2 Family Support if all parties involved feel that it would be beneficial. It may also be necessary to apply for an EHCNA.

We will always aim to find alternatives to avoid exclusions and will consider the following alternatives:

- On-site support (e.g., agency involvement, 1:1 support pastoral support, alternative curriculum)
- Off-site support
- Managed moves
- Change of placement to a specialist provision

We monitor attendance and have regular discussions with parents of children whose attendance is falling. Attendance certificates are awarded at the end of the year to reward 100% attendance.



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Working Together & Roles

What is the role of my child or young person's class teacher?

- The class teacher will ensure all pupils are provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- They will plan and deliver lessons that are inclusive and meet the needs of all learners.
- They will check on the progress of a child, identifying, planning and delivering any additional help your child may need.
- They will ensure that all other staff working with a child are aware of a child's needs
- They will regularly assess children both formatively and summatively to monitor a child's progress
- They will ensure that children receive provision that is appropriate for their needs
- They will regularly liaise with parents/carers and the SENCO at school regarding a child's progress and provision

Who else has a role in my child or young person's education?

The Headteacher oversees the running of the school and is extremely active in ensuring that all children are receiving a suitable education. The Head teacher will also ensure that the governors are kept up to date with all school matters.

The school SENCO has responsibility for co-ordinating the provision for pupils with SEND. They might carry out assessments where required and usually host formal meetings such as annual reviews for the EHCPs and meet with external agencies. They will meet with parents to discuss a child's progress, alongside the class teacher. They will also ensure that the school's SEND register is up to date and that staff are aware of a child's needs.

There are also a number of highly skilled support staff working in school. Some of these staff run interventions, support groups of children in the classroom and some support children on a 1:1 basis.

Children will also be supported by midday supervisors during lunch times.

Occasionally, external agencies may be brought in to assess/support a child.

How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

All class teachers and any staff involved with a pupil will be given a copy of EHCPs, or Pupil Passports and there are regular opportunities to discuss the content of these at termly meetings with parents. If a plan is new to a child, the teacher and SENCO will meet to discuss the contents and how best to implement provision. The class teacher will then share this with support staff.

Our school is also committed to working in cooperation with external agencies. We regularly call, attend and lead multi-agency meetings to ensure our children are well supported.

What expertise is available in the setting, school or college in relation to SEND? *(IRR)*



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Working Together & Roles

All staff attend regular CPD delivered both internally and externally. Staff attend weekly staff meetings and are able to discuss children with SEN needs. All our teachers hold qualified teacher status and all staff members, including Learning Assistants, receive regular training on how best to support our pupils with SEND such as dyslexia, dyscalculia, autism, ADHD, attachment, speech and language needs and emotional wellbeing. We regularly look at the training that staff have attended in relation to the needs of children in school and through this we can identify other areas that we feel training would be beneficial. Staff are also able to request training that they feel would benefit the children within their class.

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

We access provision and support from agencies that will meet the needs of individual children. These include CAMHS, Behaviour Support, Autism Outreach, Educational Psychologists, and ENTRUST SEN support. We also access health services such as GP's, the school nurse hub, Speech and Language Therapy, Occupational Therapy and Physiotherapy.

We also attend the Stone SEND and Inclusion Hub and are able to query any other support that may be available within the locality.

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

If you are concerned about your child, please talk to your child's class teacher initially, they have the best understanding of your child's needs. If you are still concerned following this, a meeting can be arranged with the SENCO.

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

Miss Samantha Stevenson is the SENCO. You can contact her via the school office or via the SEND email address send@springfields-first.staffs.sch.uk

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

The school governors have responsibility for ensuring the quality of provision across the school. They also agree the priorities for spending within the SEND budget.

Mrs Lorraine Banks is the SEND school governor. The SEND governor is updated regularly about the progress of SEND children within the school.

Mrs Sam Williamson is the Chair of Governors.

All other governors can be found on the school website.

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

We are a school where we value and celebrate each child being able to express their views on all aspects of school life. There is a school council that is voted for by our other pupils. Prior to COVID-19 regular meetings were held and when it is safe to do so they will commence their meetings.

Pupil Passports require children to share their views, they sit with the class teacher or a member of our support staff every term to discuss their views. We also include children pupil views in EHCP meetings, so a meeting is held with the child before every EHCP review. The SENCO also meets with children once per term to discuss their view on school.



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Working Together & Roles

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

Parents are encouraged to attend the parents meetings that are held each term, if parents do not attend they will be contacted at a separate time. Parents are able to contact class teachers through the school email address/telephone. A regular newsletter is emailed out to all parents with information updating them to current events within school. Parents are encouraged to become Governors through a democratic process, parents will be made aware of any opening via email. We also offer parents the opportunity to volunteer within school, supporting reading and supporting on school trips. Parents are also encouraged to join the PTFA, who play an integral role in organising events, raising money for charity and raising funds for the school. We send a parent questionnaire out to all parents and a separate questionnaire to parents of children on the SEND register to increase parent engagement and to gain a better understanding of their views. We endeavour to follow up on suggestions made by parents.

What help and support is available for the family through the setting, school or college? *(IRR)*

School staff offer support to parents to complete forms. If parents are not comfortable doing this with a member of staff at school, we are able to signpost parents to organisations that are able to do so. In addition to this we also have a member of staff trained in the Early Help Assessment should parents/carers require family support.



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Inclusion & Accessibility

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

As an inclusive school, our children are able to access all activities that are available at school. It is our aim that all children are able to access enrichment activities such as extra-curricular clubs and school trips. We will ensure that the appropriate support is available so that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. Some children will also have individual risk assessments that will be shared with all the necessary staff. For those pupils whose very high levels of need mean that the standard of out of school activities on offer are inappropriate, we seek to liaise with families about suitable alternatives (for example a day trip in place of an overnight residential).

We offer a before and after school care club, details for this can be found on the school's website. Throughout the year, there is also a range of extra-curricular activities, outside providers and school staff lead these. Details of these are released to parents termly.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

Ramp at the school entrance and also at the pre-school annexe. The school site is all at ground level. All classrooms are accessible via the outside doors

Are disabled changing and toilet facilities available?

Details (if required)

A disabled changing and toilet facility is available.

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

Details (if required)

There are disabled parking spaces available within the school grounds.

Do you have disabled parking spaces for students (post-16 settings)?

Details (if required)

N/A

Additional Points:

The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible to all. For those who find it difficult to access written documents we communicate in person, by phone or text.



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Inclusion & Accessibility

We encourage all of our children to access extra-curricular activities and we are happy to discuss concerns that parents may have around these.

We monitor the languages spoken by families in our setting and if necessary will consider the use of a translator.

We also offer touch-typing skills to those children who may be struggling with writing.

Where can I find the setting's Accessibility Plan?[As described in the latest SEN Code of Practice]

An accessibility plan can be found on the school's website.



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Transition

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

We offer a number of open days, whereby you can visit the school to see a normal school day, and meet with our staff. We also welcome visits to school at any time although these need to be agreed/arranged with school prior to the visit. Please contact the school Admin office to arrange to meet the Head teacher/deputy head, who will willingly discuss how the school could meet your child's needs.

The school complies fully with the Equality Act 2010 and the School Admissions Code 2014 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled, the school will take steps to ensure the child is not treated less favourably than other pupils and that the child has access to all necessary facilities- in accordance with the SEN Code of Practice 2015.

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

Open days are advertised on our school website. However, we encourage the families of pupils with SEND to arrange a separate visit with the school so that information which specifically relates to your child's requirements can be shared. Please contact the school office to arrange this.

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

Prior to entry to our school, it is usual for families of pupils with SEND to visit for a tour of the school. If appropriate a meeting can be held with the school's SENCO to discuss the pupil's needs. Information from this meeting will be shared with the class teacher. If this is not possible, we will attempt to discuss the child's needs with the previous school and ask parents for additional information.

Transition from our school to a new setting varies according to a child's needs. We often invite a member of staff from the new setting into school to observe the child here. Our SENCO will also arrange a meeting with the SENCO at the new school to share important information/support that the child may need. We may then arrange for the child to visit the new setting if we have the staffing capacity to do so. In order to support the new setting, we offer additional meeting between our class teachers/support staff to meet with staff at the new setting. We also take into consideration the parent's wishes in relation to transition and often meet with the child's parents to discuss what they would like to happen. Finally, we will pass on all records before the child begins at their new setting.



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Additional Information

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

We encourage our families to contact the school and we can direct parents to the appropriate place/network for advice.

We also include the following information on our website for parents:

- The Staffordshire Family Partnership Team (SENDIASS): <https://www.staffs-iass.org/home.aspx>
- Staffordshire Connects: <https://www.staffordshireconnects.info/>
- SEND Local Offer Facebook: <https://www.facebook.com/StaffordshireSENDLocalOffer/>

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

Updated in November 21. This will next be reviewed during the autumn term 2022.

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

The Staffordshire Local Offer can be found at <https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>

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

If a parent wishes to discuss their child's educational needs or are unhappy about something regarding their child's schooling please contact the following:

- The child's class teacher on the admin email address: admin@springfields-first.staffs.sch.uk
- The SENCO on send@springfields-first.staffs.sch.uk
- The Headteacher on office@springfields-first.staffs.sch.uk
- For complaints please contact the School Governor with responsibility for SEN, Mrs L Banks (via the school admin email address).

Alternatively, ring the office on 01785 337310 and leave a message for the member of staff that you wish to speak to.

If you wish to make a complaint, please follow the school complaints procedure, which can be found in the complaints policy on the school website.

If a parent/carer disagrees with the contents of an Education, Health and Care Plan or a decision not to issue one, disagreement resolution and mediation services are available. As a last resort, an appeal can be made to the first-tier Tribunal (Special Educational Needs and Disability) against decisions made by Local Education Authorities in England. In line with the SEND Code of Practice 2015, parents who wish to make an appeal to the Tribunal may do so only after they have contacted an independent mediation adviser and discussed whether mediation might be a suitable way of resolving the disagreement.



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