



Start children off on the way they should go, and even when they are old they will not turn from it.” **Proverbs 22:6**

SEND INFORMATION REPORT POLICY

Approved	September 2026
Adopted Committee	Full Governors
Review Date	September 2027

We are a Christian school where quality and opportunities make a difference. We value all children as unique ‘Children of God’ and nurture each other to show **LOVE** in our relationships and **RESPECT** for all. We foster **HOPE** within our community and encourage children to find **PEACE** by creating times and places for stillness and reflection. We build **FRIENDSHIP** that is resilient and faithful, and we show **COMPASSION** for our community, our country and the wider world. We celebrate **COURAGE**, and we share **JOY** — the value at whose heart, as our mission statement sets out, sits collective worship contributing to the spiritual development of both children and adults. We strive for excellence, inspiring dreams both now and in the future, through...

‘Learning, loving, laughing in the light of Jesus’.

INTRODUCTION

Children and Families Act 2014

Our SEND Information Report is written in line with the Children and Families Act 2014, the SEND Code of Practice (2015) and the Equality Act 2010. It sets out how our school identifies, supports and monitors children with special educational needs and/or disabilities (SEND), and how we work with families and the Local Authority to ensure the best possible outcomes. Staffordshire Local Authority publishes its Local Offer, which sets out the provision available for children and young people with SEND in the area. This can be found here: [Staffordshire Connects](#).

In line with national SEND reforms and the Government's SEND and Alternative Provision (AP) Improvement Plan (2023), we are committed to ensuring that pupils with SEND are supported to thrive in our inclusive school community.

This report is written under the law as it currently stands. In February 2026 the Government published its Schools White Paper, Every Child Achieving and Thriving, alongside a consultation on wider SEND reform. Those proposals, including Individual Support Plans and Specialist Provision Packages, would require new legislation and are not expected to take effect before September 2029, with no changes to existing Education, Health and Care Plans before at least September 2030. The Children and Families Act 2014 and the SEND Code of Practice (2015) therefore continue to apply in full, and nothing in the White Paper changes the support your child receives now.

Locally, we work within Staffordshire's SEND and Alternative Provision Strategy 2026 to 2029, which sets out three shared priorities: providing timely and consistent support; listening to and supporting families; and nurturing inclusive environments and best practice.

This document outlines our School SEND Information Report (School Offer) and provides the information required under the SEND Code of Practice (2015). It explains how we identify, support and review provision for pupils with SEND in our school, and how we work with families and the Local Authority to ensure inclusive practice.

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

At Forsbrook Primary School all children receive high-quality first teaching, focusing on class, group and individual learning. The progress and attainment of all pupils is reviewed every term by class teachers and the Senior Leadership Team. At these points, provision may be adjusted to meet identified needs.

Parents are kept informed about their child's progress and targets through termly Parents' Consultation days and a written annual report in the summer term.

We know when pupils need help if:

- concerns are raised by parents/carers, teachers, or the pupil's previous school;
- tracking of attainment and progress indicates a lack of expected progress;
- observations suggest that a child may have additional needs in one of the four areas of SEND:

Communication and interaction

- Difficulties with speech, language and communication (SLCN), which may include difficulty expressing themselves, understanding others, or following social rules of communication.

- Children with autistic spectrum conditions (ASC) may also experience challenges with communication, interaction and flexibility of thought.

Cognition and learning

- Some children learn at a slower pace than their peers, even with appropriate support and adaptive teaching.
- This may include:
 - **MLD** – Moderate Learning Difficulties
 - **SLD** – Severe Learning Difficulties
 - **PMLD** – Profound and Multiple Learning Difficulties (including physical or sensory needs)
 - **SpLD** – Specific Learning Difficulties such as dyslexia, dyscalculia or dyspraxia.

Social, emotional and mental health (SEMH)

- Some children may experience difficulties such as anxiety, depression, low self-esteem, withdrawal, or behaviour that presents challenges.
- If such needs are identified, specialised support may be required, sometimes with involvement from outside agencies.

Sensory and/or physical needs

- Some children have a disability that prevents or hinders them from accessing education in the same way as their peers, e.g.:
 - **VI** – Visual Impairment
 - **HI** – Hearing Impairment
 - **MSI** – Multi-sensory Impairment
 - **PD** – Physical Disability

If a child continues to experience difficulty despite targeted support or has a high level of need on joining the school, they may be placed on the SEND register. Parents are always informed of this, and a collaborative approach is adopted to plan and review next steps.

If you are concerned about your child, we encourage you to speak first to your child's class teacher, who will liaise with the SENCO (Special Educational Needs and Disability Coordinator). We value parents' views and aspirations for their child, and these are central to the assessment and provision we provide.

Children in our Nursery (birth to five)

The governing body runs an on-site Nursery for children from birth to five, and the same approach to identifying and meeting needs applies there, within the Early Years Foundation Stage (EYFS) statutory framework. Key person observations, the progress check at age two and ongoing assessment help us to notice emerging needs early. Our Nursery SENCo works alongside the school SENCo and with parents to agree support, and we can seek advice from health visitors, speech and language therapy and the Local Authority where a child needs more help than the setting can provide on its own. An Education, Health and Care needs assessment can be requested at any age from birth.

Glossary of key terms

- **APDR** – Assess, Plan, Do, Review – the four-part cycle used to plan and review SEND support
- **ASC** – Autistic Spectrum Condition
- **CAMHS** – Child and Adolescent Mental Health Service
- **EAPDR** – Enhanced Assess, Plan, Do, Review – Staffordshire's next stage of the graduated approach, giving schools extra advice, specialist support and resources
- **EHCP** – Education, Health and Care Plan (statutory plan for children and young people with significant needs)
- **EP** – Educational Psychologist

- **EYFS** – Early Years Foundation Stage – the statutory framework for children from birth to the end of Reception
- **QFT** – Quality First Teaching (high-quality, inclusive teaching for all)
- **SALT** – Speech and Language Therapist/Therapy
- **SEDIS** – Staffordshire Enhanced District Inclusion Support – an option within EAPDR that helps schools build capacity to meet children’s needs
- **SEN** – Special Educational Needs
- **SEND** – Special Educational Needs and Disabilities
- **SENCo** – Special Educational Needs and Disabilities Coordinator (organises and monitors provision)
- **SENDIASS** – Special Educational Needs and Disabilities Information, Advice and Support Service – free, impartial advice for parents and carers
- **SEND Code of Practice (2015)** – Statutory guidance that sets out the requirements for schools and local authorities in identifying and supporting pupils with SEND
- **STSS** – Specialist Teaching Support Service – Staffordshire County Council’s county-wide specialist education service

2. How will the school staff support my child?

At Forsbrook C.E. Primary School, all pupils receive high-quality, adaptive teaching, designed to meet the diverse needs of all learners. Pupils with a disability will be provided with reasonable adjustments to ensure equal access to the curriculum.

We have an experienced team of staff who may be involved in supporting your child:

Class Teacher

- The class teacher has the primary responsibility for the progress and development of all children in their class, including those with SEND.
- They set targets, plan and deliver additional support, and adapt teaching to meet individual needs, supported by the SENCo.
- They liaise with the SENCo and Senior Leadership Team to identify, monitor and assess pupils with SEND.

SENDCo (Special Educational Needs and Disabilities Coordinator)

- The SENDCo works with the Senior Leadership Team and governors to oversee and co-ordinate the day-to-day policy and provision for pupils with SEND.
- They support staff in planning effective provision, monitor progress, and liaise with parents and external professionals.

Teaching Assistants (TAs)

- TAs support pupils in class, in small groups, or individually. They deliver interventions planned by teachers and the SENCo, helping children to meet their personalised targets.

SEND Governor

- The governing body has a named SEND Governor, Chris Bratt, with specific oversight of the school’s arrangements for SEND and disability, who reports to the Standards Committee.

Designated Teacher for Looked-After and Previously Looked-After Children

- Where a child is looked after, or was previously looked after, and also has SEND, the Designated Teacher and the SENCo work together with the Virtual School so that the child's Personal Education Plan and their SEND support pull in the same direction.

Specialist Support

- Where needed, the school may seek advice from specialist services, such as Educational Psychologists, the Specialist Teaching Support Service, our district SEND and Inclusion Hub, Speech and Language Therapy, Occupational Therapy, and the autism and sensory support services commissioned through NHS Staffordshire and Stoke-on-Trent Integrated Care Board. This is always done with parental consent.

Monitoring the quality of provision

We monitor the effectiveness of teaching and support through:

- classroom observations by the Senior Leadership Team and external advisors;
- ongoing assessment of pupils' progress in lessons and interventions;
- regular review of teachers' planning and pupils' work;
- termly pupil progress meetings;
- consultation with pupils and parents;
- tracking of attainment, progress, attendance and behaviour records.
- the progress of pupils with SEND measured against their own starting points, alongside entry and exit data from interventions, so that we can judge the impact of what we put in place and not simply that it happened.

Target setting and review

- All pupils have individual curriculum targets, reviewed regularly and shared with parents at consultation meetings.
- Pupils who are not making expected progress are quickly identified and discussed with the SENCo.
- Additional interventions are planned using the Assess, Plan, Do, Review (APDR) cycle. Progress is reviewed with parents and pupils at least termly. Where a child needs more than this, we can request Enhanced Assess, Plan, Do, Review (EAPDR) from Staffordshire County Council, which brings further advice, access to specialist support and additional resources, and may include the Staffordshire Enhanced District Inclusion Support (SEDIS) model.
- Where progress remains limited despite targeted support, external specialist advice may be sought.
- If a child continues to experience significant difficulties despite well-evidenced support, the school or parents may request an Education, Health and Care (EHC) needs assessment from the Local Authority.

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

At Forsbrook C.E. Primary School, children who need support beyond high-quality classroom teaching are placed on the SEND register under the category of SEND Support. This ensures their needs are identified, appropriate provision is put in place, and progress is closely monitored.

Class teachers, supported by the SENCo, assess each child to identify their strengths, needs, and the extra help they require. This may include:

- additional support from a teaching assistant in class,
- small group or one-to-one intervention outside of class,
- use of alternative resources such as ICT, sloping boards or visual prompts,
- advice from external professionals (e.g. Speech and Language Therapists, Sensory Support Teachers, Health Professionals, SEND Advisory Teachers, Educational Psychologists).

Education, Health and Care Plans (EHCPs)

If a child's needs are more complex or severe, the school or parents may request an Education, Health and Care (EHC) needs assessment from the Local Authority. If agreed, this assessment may lead to an EHCP, which:

- describes the child's SEND and the provision required,
- may specify extra resources such as staffing, equipment, or specialist placement,
- is reviewed annually (or sooner if needed) with input from parents, the child, school staff, and other professionals.

Parent involvement

If you would like to know what provision is in place for your child, or if you have concerns that your child may have additional needs, please speak first to your child's class teacher. They can work with you to put support in place. You are also welcome to make an appointment with our SENCo via the school office (01782 392577).

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

At Forsbrook C.E. Primary School, we value the importance of working in close partnership with parents and pupils. We believe that children make the best progress when school, home and child work together.

- **Pupil involvement:** All children are involved in setting and reviewing their own learning targets at an appropriate level. This helps them understand their next steps and take ownership of their learning.
- **Parental communication:** Parents are kept informed about their child's progress and targets through:
 - termly parent consultation meetings,
 - the annual written report in the summer term,
 - informal conversations with the class teacher as needed.
- **Additional SEND reviews:** Where children are receiving additional SEND support, progress and provision are reviewed more frequently. In most cases, this will be at least termly, but sometimes half-termly reviews may be needed. Parents and pupils are fully involved in these meetings, and recommendations on how to best support learning at home will be provided.
- **Specialist involvement:** Where outside professionals are supporting your child, meetings will be arranged with parents, staff, and the specialist involved to review progress and agree next steps.
- **Education, Health and Care Plans (EHCPs):** For children with an EHCP, a formal **Annual Review** is held each year (or sooner if required). Parents, the pupil, the class teacher, the SENCo, and any external professionals involved are invited to contribute to the review.

5. What support will there be for my child's overall well-being?

At Forsbrook C.E. Primary School, our Christian ethos underpins all that we do. We aim to provide a safe, caring, and inclusive environment where every child feels valued, supported, and encouraged to achieve their potential. We are committed to promoting pupils' spiritual, moral, cultural, mental, physical and social development, and to nurturing positive relationships across the whole school community.

Pastoral Support

- We have a Senior Mental Health Lead who oversees our whole-school approach to well-being and ensures that staff receive regular training.
- Two Excellent ELSA mentors provide targeted emotional support for children who need extra help.
- Year 6 pupils are trained as Mental Health Champions, offering peer support and signposting where appropriate.
- Staff use positive behaviour strategies and rewards to celebrate individual achievements and differences, helping children to develop responsibility, self-regulation, and resilience.

Curriculum Support

- We use the Jigsaw PSHE curriculum, which teaches children about emotions, relationships, safety, and healthy lifestyles.
- Online safety and safe use of technology are regularly revisited, with older children taking part in workshops and drama-based activities.
- All pupils are encouraged to share concerns and contribute to class discussions about well-being and safety.

Pupil Voice

- Our School Council represents pupils' views, helping to shape school development and ensuring that children feel heard, respected and valued.
- Children are encouraged to recognise and celebrate their own achievements as well as those of others.

Enrichment and Healthy Lifestyles

- Programmes such as Bikeability and road safety training promote practical life skills and safe decision-making.
- Residential visits from Year 4 upwards develop teamwork, independence, and resilience.
- The school has achieved Healthy School status, evidencing our commitment to pupils' physical and emotional well-being.

Medical Support

- We follow Staffordshire County Council guidance and DfE statutory guidance on *Supporting pupils with medical conditions at school (DfE, 2014, last updated 2017)*.
- If your child requires medication during the school day, parents must complete a care plan (for ongoing medical needs) and a medication administration form (detailing the medication and dosage).
- Medicines are stored securely, and administration follows strict procedures in line with Local Authority and DfE guidance.
- We work closely with the School Nurse Service to support pupils with medical needs.

6. What specialist services and expertise are available at or accessed by the school?

If concerns about progress and attainment remain despite the additional SEND support provided by the school, we may seek further advice and support from specialist services. In Staffordshire, additional support for schools is coordinated through the district SEND and Inclusion Hubs. Hubs operate in each of the county's eight districts and bring together professionals from education, health and social care. We can only refer a child for discussion at the Hub with a parent's consent. Information for parents and carers is published on the Staffordshire SEND Local Offer at www.staffordshireconnects.info.

Specialist support may include:

Local Authority Services

- Specialist Teaching Support Service (STSS)
- Educational Psychologists
- District SEND and Inclusion Hub
- Staffordshire Enhanced District Inclusion Support (SEDIS)
- Autism support, commissioned through NHS Staffordshire and Stoke-on-Trent Integrated Care Board
- Sensory support for vision and hearing, commissioned through the Integrated Care Board
- Physical Difficulties Support Service
- Behaviour Support Team
- Dyslexia Centres
- Outreach services from specialist schools/units
- Educational Welfare Officers
- Social Services

Medical Services

- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- School Nurse Service
- Child and Adolescent Mental Health Service (CAMHS)
- Caudwell Children's Charity and related health support

Education, Health and Care Plans (EHCPs)

For a small number of pupils with significant and complex needs, where the support required cannot reasonably be provided from the school's own resources, we (or parents) may request an Education, Health and Care (EHC) needs assessment from the Local Authority. If agreed, this may result in an EHCP, setting out the provision and resources needed to meet the child's needs.

7. What training have the staff supporting children and young people with SEND had or are having?

At Forsbrook C.E. Primary School, we are committed to ensuring that all staff have the knowledge and skills to support children with SEND effectively. To achieve this, we provide ongoing training both in school and externally, including specialist training from key professionals involved with individual pupils.

Training provided to date includes:

- Dyslexia awareness and support
- Autism awareness and support planning
- Precision Teaching
- Accelerated Reading Programme
- Developing early writing skills
- Attachment theory and support
- Adverse Childhood Experiences (ACEs) awareness
- Excellent ELSA SEMH training (Social, Emotional and Mental Health)
- Annual SEND updates for all teaching staff
- The National Professional Qualification for Special Educational Needs Co-ordinators (NPQ for SENCOs), which replaced the National Award for SEN Co-ordination as the mandatory qualification from 1 September 2024
- Early years SEND training for Nursery staff, including identifying and supporting the needs of children under three

Staff continue to attend relevant courses and workshops as required to meet the needs of current pupils, ensuring that provision is informed by the latest research and best practice.

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

At Forsbrook C.E. Primary School, our curriculum includes both the formal programme of learning and a wide range of extra-curricular activities, curriculum visits, visitors, and trips.

All children are encouraged to participate fully in both formal and informal activities. Where a child has SEND, reasonable adjustments are made to ensure they can take part safely and successfully. These adjustments are planned in consultation with parents, the child, and the SENCo, to ensure that any support required is in place.

Risk assessments are carried out for all activities and trips, and procedures are put in place to enable all children to participate safely, including those with additional needs.

9. How accessible is the school?

Forsbrook C.E. Primary School is fully on one level, and all areas of the school can be accessed directly. Classrooms are equipped with interactive whiteboards and networked PCs, and the school has a set of iPads, all connected via the school's secure wireless network.

Additional resources to support pupils with SEND are provided either through the Local Authority Inclusion/SEND Support Teams or, where appropriate, via applications for additional funding to meet individual educational needs.

The school also has accessible staff toilets with shower facilities to meet the needs of staff and pupils who require them.

Admission of disabled pupils. As a voluntary controlled school, Staffordshire County Council is our admissions authority and admission arrangements are set by the Local Authority. A child's special educational needs or disability is never a reason to refuse a place, and where an Education, Health and Care Plan names the school we admit the child. Parents of disabled children are welcome to visit and to talk to us in advance about what their child will need.

Reasonable adjustments. Under the Equality Act 2010 we must not treat disabled pupils less favourably, and we make reasonable adjustments, including auxiliary aids and services, so that disabled pupils are not put at a substantial disadvantage compared with their peers. This duty

is anticipatory, which means we think ahead about what children may need rather than waiting for a difficulty to arise.

Accessibility Plan. Our Accessibility Plan, published on the school website alongside this report, sets out how we will improve access to the curriculum, to the physical environment and to written information over time.

10. How will the school prepare and support my child to join the school, transfer to a school or the next stage of education and life?

We recognise that transitions can be challenging for children with SEND, and we have a range of strategies in place to make them as smooth as possible.

Starting school (Reception)

- In the summer term, pupils starting in Reception are invited to a planned programme of visits, including two half-days and one full day with lunch.
- Parents and carers are invited to a welcome meeting to receive information about class routines, expectations, and how to support learning at home.
- The SENCo meets with parents of children with identified SEND to discuss any concerns and plan support before entry.
- For children transferring from another setting, previous school records are requested, and meetings with parents are arranged to ensure continuity of support.

Transition from Forsbrook Nursery

- Children moving from Forsbrook Nursery work closely with the Nursery SENDCo to support a smooth transition into Reception.

Moving between schools or settings

- Forsbrook C.E. Primary School works closely with all previous and future settings to ensure smooth transitions.
- Parents, the child, the headteacher, class teachers, and other professionals meet to share relevant information via a Pupil Passport and plan next steps and appropriate provision.
- Visits to the new setting can be arranged, and a transition pack or passport may be provided to support the child.
- For pupils with an EHCP, transition meetings are held, and reports are submitted to the Local Authority if amendments to the plan are needed.

Secondary school transition (Year 6)

- Opportunities are provided for pupils and parents to meet staff at the new school.
- For pupils with SEND, additional visits and support are arranged as needed.
- The Year 5 EHCP annual review begins the process of choosing a secondary school, with guidance provided to parents and involvement from external agencies where appropriate.
- Where a child has an EHCP, the Local Authority must issue the final amended plan naming the secondary school by 15 February of the year of transfer. The same deadline applies to children moving from an early years setting into Reception.
- Parents can also access independent advice through the Staffordshire School Choice service.

Mid-phase transfers

- The SENCos of both schools meet to discuss pupils' needs and ensure continuity of support.
- Records for pupils leaving mid-phase are transferred within five working days of notification from the parents.

11. How are the school's resources allocated and matched to children's special educational needs?

Forsbrook C.E. Primary School receives funding to support pupils with SEND from a variety of sources:

- Core per-pupil funding, sometimes still called the Age Weighted Pupil Unit (AWPU) – the basic funding allocated for every pupil;
- Notional SEND budget – additional funds to support SEND provision;
- Pupil Premium funding – for pupils who meet specific eligibility criteria;
- Additional Educational Needs (AEN) funding – for pupils with the most complex needs.
This funding is used to provide resources and support tailored to pupils' individual needs, including:
 - In-class support from Teaching Assistants;
 - Small group interventions, e.g., nurture groups, literacy or numeracy support;
 - Specialist teaching support, including 1:1 tuition;
 - Bought-in support from external agencies, e.g., assessment services, Speech and Language Therapy, or specialist advisory support;
 - Parent workshops to support learning at home;
 - Provision of specialist resources such as assessment software or adaptive equipment;
 - Ongoing professional development (CPD) for staff to ensure they have the skills to support pupils with SEND.

The allocation of resources is carefully matched to pupils' individual needs, ensuring that each child receives the support necessary to make progress and achieve their potential.

12. How is the decision made about which type and how much support my child will receive?

Pupils with SEND but without an EHCP: The type and amount of support your child receives is decided through collaborative meetings involving the SENCo, class teacher, and parents. These meetings take into account your child's strengths, needs, and progress, and ensure that any support provided is tailored to help them achieve their individual targets.

Pupils with an EHCP: The type and level of support is determined by what is specified in the EHCP, which is drawn up by the Local Authority following a statutory assessment. The school implements this support in collaboration with parents, teachers, and any external professionals named in the plan.

Decisions about support are reviewed regularly through the school's monitoring processes and, where necessary, adjusted to meet the child's changing needs. Parents are fully involved in these discussions.

13. How are parents involved in the school? How can I be involved?

At Forsbrook C.E. Primary School, we believe that working in partnership with parents ensures the best outcomes for every child. Parental involvement is key to a child's educational, social, and emotional development.

We provide a range of opportunities for parents to be involved in school life, including:

- Daily voluntary reading sessions with children
- Grandparents/Parents lunches
- Theme days, where parents can join workshops linked to the curriculum
- Concerts in the Autumn, Spring, and Summer terms
- Special church services, including Christmas and Easter
- Class assemblies
- KS1 Cream Tea and KS2 Carol Service
- Opportunities to attend school trips
- Parent workshops on a variety of curriculum subjects

Parents are also encouraged to contribute to their child's learning at home and participate in review meetings for children with SEND, including termly progress discussions and Annual Reviews for those with EHCPs.

14. How is my child involved in decisions?

At Forsbrook C.E. Primary School, we aim to support children to become successful, independent learners. To achieve this, children are encouraged to take an active role in planning their learning and reviewing their progress.

- Feedback is provided both verbally and in writing, for example in class books, and is often interactive, allowing children to discuss their learning with their teacher.
- Children receiving support from external specialists (e.g., Speech and Language Therapists, Educational Psychologists) are included in discussions about their learning and progress. They, the school staff, and parents work together to ensure the child's views and needs are considered when planning next steps.
- For children with EHCPs, their views are sought and included in the Annual Review process, helping them participate in decisions about their education and support.

This approach helps children understand their progress, take ownership of their learning, and contribute to decisions that affect them.

15. Who can I contact for further information?

If you would like to know what provision is in place for your child, or if you have concerns that your child may have additional needs, please contact:

- Your child's class teacher, who can put a plan in place to support your child.
- Our SENCo, Jayne Hackney, by appointment through the school office: 01782 392577, or by email at jhackney@forsbroo.staffs.sch.uk.
- The Headteacher, by appointment through the school office: 01782 392577.
- Staffordshire County Council's SEND service and our district SEND and Inclusion Hub. Current contact details are published on the Staffordshire SEND Local Offer at www.staffordshireconnects.info.

- SENDIASS Staffordshire Family Partnership, the free and impartial information, advice and support service for parents and carers: 01785 356921, sfps@staffordshire.gov.uk, www.staffs-iass.org.

If you are unhappy about the SEND provision made for your child, please raise it first with the class teacher or the SENDCo, who will try to put things right quickly. If the matter is not resolved, please speak to the Headteacher. If you are still not satisfied, you can make a formal complaint under the school's Complaints Procedure, which is published on our website; complaints at that stage are considered by the governing body and may be referred to the Chair of Governors.

Some disagreements sit outside the school's complaints procedure. Staffordshire County Council offers disagreement resolution and independent mediation services, and details are published on the Staffordshire SEND Local Offer. Where the Local Authority decides not to carry out an Education, Health and Care needs assessment, not to issue a plan, or you disagree with the content of a plan or the school named in it, you have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability). Claims of disability discrimination by the school are also made to that Tribunal. SENDIASS Staffordshire Family Partnership can advise you free of charge at any stage.

Under the SEND Code of Practice (2015), every school is required to provide parents and carers with a SEND Information Report, which is reviewed annually. In addition, every Local Authority publishes a Local Offer, outlining the services available for children and young people with SEND.

If you would find this report easier to use in a different format, or would like someone to go through it with you, please contact the school office and we will arrange it.

Staffordshire's local offer can be found at: [Staffordshire Connects](#)