

# Ashcroft Infant and Nursery School Local Offer for Special Educational Needs and/or Disability



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# Ashcroft Infant and Nursery School Local Offer for Special Educational Needs and/or Disability

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## How we identify and assess needs

### How will you know if my child or young person needs extra help?

At Ashcroft Infant and Nursery School we know when pupils need help if:

- If a child has a formal diagnosis
- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- Tracking of attainment indicates a lack of progress or that the child is working at more than a year below expected for their age
- An outside professional raises concerns
- Pupil observation indicates that they have additional needs in one of the four areas -
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory/physical

If a member of teaching staff has concerns that a child needs extra help, they will complete an 'Initial Concerns' form. The child will then be monitored for a six-week period, with regular discussion between the class teacher and SENCo. A conversation is had with parents to explain the process and to find out if they also have any concerns. During this period, interventions or classroom adaptations are implemented and then the impact is measured. Following this monitoring period, a further discussion is had between the class teacher and SENCo to decide on the next steps for this pupil. Parent views will also be taken into consideration when deciding next steps. Sometimes, a decision is made to place the pupil on the SEND register. Slow progress and low attainment will not automatically mean that children will be recorded as SEND. Parents/carers will be contacted to explain the Support Plan and Target Bookmark process and how the school will provide support. Parents/carers will be invited to termly meetings to discuss their child's progress against these targets and to contribute to the setting of new targets. We work closely with a range of outside agencies and in agreement with parents/carers we will refer to the appropriate agencies when appropriate.

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

Initially any concerns should be raised with your child's class teacher. This can be done via the ClassDojo messaging option, a telephone conversation booked through the school office on 01827 213760, or by arranging a face-to-face meeting.

Points you may want to think about before meeting with your child's class teacher are:

- Why do you think your child has SEND?
- What needs do you feel your child has that are of concern?

- Does your child learn at the same rate as other children?
- Did you or your child have a difficult pregnancy?
- Did your child meet all of their early learning goals: 2-year check?
- How do you feel school could help you?
- What are you able to do to help?
- Please bring any reports or information you have about your child's needs.

If you still have concerns after speaking with your child's class teacher, please contact the Special Educational Needs and Disabilities Coordinator (SENDCo) for Ashcroft. This is Mrs Julie Teal, and she is contactable via Class Dojo, a telephone call to the office or via email at [Sendco@ashcroft.staffs.sch.uk](mailto:Sendco@ashcroft.staffs.sch.uk).

Should you still feel that your concerns have not been addressed, you may contact our head teacher, Mrs Fellows via the school office on 01827 213760.

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

All policies and SEND documents are available on the school website under the 'Key Information' tab - [Ashcroft Infant and Nursery School - Key Information](#).

## Teaching, Learning and Support

### **How will you teach and support my child or young person with SEND?**

Children with SEND will be supported in a variety of ways dependent on their individual needs. In the first instance, reasonable adjustments will be made to quality first teaching practice. This might include adjusting the position a child sits in or providing coloured paper/books to work in. Where appropriate, additional interventions, programmes and resources will be used. Support put in place is always discussed between class teachers, parents, the SENCo and the child (where appropriate), to ensure everyone is working towards the same goals.

We follow a graduated approach, which includes cycles of Assess, Plan, Do, and Review. Each pupil on the SEN register will follow this approach with a personalised 'Support Plan'. These will have specific targets for each pupil to achieve along with the strategies, adaptations, resources or interventions put in place to help achieve each target. Children have target bookmarks which they can transfer between their learning tasks, reminding them of what they are working towards. Support Plans may include targets which have been recommended by outside agencies who provide specialist support, such as the Autism Inclusion Team. Those children who have an EHCP have specific targets set in their plan, which is reviewed annually (or every six months in Early Years). We break these targets down into smaller steps to create shorter term targets which are reviewed on a termly basis.

Additional support may include:

- \* Intervention groups
- \* Use of personal support plans for children with SEND
- \* Specialist support from outside agencies.
- \* Specialist equipment and resources for pupils where required, such as TheraBands, slopped writing stands and adapted scissors.

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

Class teachers plan for the needs of all children in their class, differentiating in many ways including through adult support or the use of concrete resources and scaffolds to support the children. Adaptations are made to tasks to support individual needs, encouraging independent learning and allowing for progress against their own starting points.

We take recommendations made by specialist outside agencies which are implemented within the Assess, Plan, Do, Review cycle. Recommendations are incorporated into targets in personalised Support Plans. Class teachers plan tasks around these targets for the children in their class, therefore implementing their recommendations on a regular basis.

We try to keep children in the classroom with adjustments and adaptations as necessary. Curriculum adaptations may include, but are not exclusive to, adjustments such as a greater scaffolding to support a pupil, prompt cards, visual resources, intervention programmes or extra support from adults. Sometimes,

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interventions require children to be supported outside of the classroom. On these occasions, activities are planned and assessed by the class teacher to ensure learning is set at the appropriate level to challenge each individual child and allow them to make progress against their own starting points.

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

The school receives funding to respond to the needs of pupils with SEND from several sources including:

- A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit).
- The National SEND budget.
- The Pupil Premium funding for pupils who meet certain criteria.
- Early Years Pupil Premium funding for pupils who meet certain criteria.

In addition, for those pupils with the most complex needs, the school may request support through the Enhanced APDR model. This may include additional funding which is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants,
- Small group support from teaching assistants, e.g. nurture groups, literacy and numeracy support,
- Specialist support from teachers, e.g. 1:1 support,
- Bought in support from external agencies, e.g. Educational Psychologist support,
- Provision of specialist resources, e.g. sensory equipment,
- CPD relating to SEND for staff.

For our youngest pupils we can also apply for SEND Inclusion Funding. This is for EYFS pupils who need additional support/resources. This funding must be applied for by school and a panel decides if they think the child qualifies for the additional funding.

If a child has an EHCP school will receive funding to support their needs (the school funds the first 10 hours of support). This funding may be used to support the child through additional adult support and/or specialist resources specific to their needs. EHCP's often state specific ways that funding should be used and this is reviewed every 6 months (in EYFS) or 12 months for other children.

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

For pupils without an EHCP, decisions regarding the type and amount of support will be based on a combination of factors. This will include, recommendations from outside agencies, classroom observations by class teachers and the SENCo, assessments and discussions between school staff and parents.

For children with an Education Health and Care Plan, the decision for the type and amount of support a child should receive, will be reached when the plan is

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being produced or at a review. At the review of children with an EHCP, representatives from the family, school, local authority and any other actively involved agencies will discuss the child and come to a decision on how best to utilise the funding allocated to that child.

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

The type of support, equipment and facilities needed to support children with SEND is led by the child's individual needs. Many of the resources pupils with SEND access at school, such as manipulatives to use in Maths or specific items to aid fine motor development, are purchased via the school's SEND or even main budgets. There is a wide range of resources for class teachers to access. If a class teacher feels that additional resources are required, then the SENCo and senior leadership will assess this.

Children with an EHCP may have an amount of banded funding to ensure that they can meet their targets. Their EHCP clearly lays out the type of support needed as a recommendation.

### **How will you and I know how my child or young person is doing?**

At Ashcroft we believe in developing a strong partnership with all parents/carers to enable consistency for our children and to allow them to be the best they can be. We know that parents/carers have a unique overview of the child's needs and how best to support them, which gives them a key role in the partnership. We believe that parents/carers of pupils with SEND are valued partners in the SEND process and endeavour to work with them closely to best support the needs of the child.

Wherever possible pupils with SEND will be encouraged to participate in any decision-making which is affecting them. The level of involvement will be dependant on the needs of the individual child, and this will be discussed with parents/carers.

The SENCo and class teacher (where the timetable allows it) meet with parents/carers on a termly basis to discuss their child. We always try to make sure that the child's strengths, as well as difficulties, are discussed. We discuss the child in general, any assessments the child has done, appointments they have been to, their personalised 'Support Plan' and give parents the chance to ask any questions. During these meetings, parents/carers are always invited to contribute their views and to agree to new targets which have been set for their child to work on. Parents/carers can also contact the class teacher/SENCo via Class Dojo, email or the school office.

Parents are also invited to parents' evening appointments twice a year and receive an end of school year written report.

### **How will you help me to support their learning?**

-We encourage children to read for up to ten minutes per day and provide an appropriately levelled reading book, matched to the phase they are working on in phonics. Reading is the focus for home learning at Ashcroft as we know how important it is to secure this skill. We ask parents to support with this at home and

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send out ideas for how to support reading for parents/carers. Children in Reception also have phonics tasks sent home to support them with securing their knowledge and understanding and to help lock sounds into their long-term memory.

-Parents/carers are invited to attend the termly SEND discussion meetings with the class teacher and SENCo. Advice about activities, which can be carried out at home, can be provided.

-In between the termly SEND meetings, any concerns that arise will be shared with parents via the class teacher and/or SENCo.

-When appropriate, we arrange meetings between parents and outside agencies. For example, the Educational Psychologist meets with parents, class teachers and the SENCo to get a rounded understanding of the child in both the home and school setting. Reports written by outside agencies are shared with parents/carers and the SENCo discusses them with parents where necessary. We provide targets which include recommendations from outside agencies and these targets are always shared and approved by parents.

-The SENCo and class teachers are contactable via Class Dojo or through the school office and the SENCo can be contacted directly by e-mail at [Sendco@ashcroft.staffs.sch.uk](mailto:Sendco@ashcroft.staffs.sch.uk)

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

-Children have a child friendly version of their targets in the form of a bookmark which is discussed with them by their class teacher.

-Where possible, the children are involved in the planning and reviewing of their learning through discussions with the Class Teacher and Teaching Assistant. These views can be recorded on their Support Plan as part of the review process.

-When referring to outside agencies, the child's views are recorded as part of the process if possible.

-The SENCo talks to the children about their learning to find what they like/dislike at school and the ways they find it best to learn. This is fed back to class teachers so they can take any points raised into consideration for future planning.

### **How do you assess and evaluate the effectiveness of provision for children and young people with SEND?**

We evaluate the effectiveness of provision for pupils with SEND by:

-Reviewing pupils' individual progress each term through data recording on Sonar.

-Termly Pupil Progress documents are completed by class teachers and shared with the Headteacher and Deputy Headteacher.

-Reviewing the impact of interventions and deciding next steps.

-SLT and/or SENCo carrying out focused learning walks.

-Teachers and TAs monitor work completed during lessons on a daily basis and using this to inform future learning.

-Monitoring books by the SENCo and SLT.

-Using provision maps to ensure children are receiving appropriate interventions and other additional support.

-Holding annual reviews for pupils with EHCPs. These are done every six months for children in Early Years.

## **Safety and wellbeing**

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

Safeguarding is always our top priority.

-At the start and end of each school day, gates accessing the school are manned by members of staff. Alternative drop-off procedures are considered on a case-by-case basis.

-Teaching and support staff are made aware of the adults, who are allowed to collect each child. Children will not be dismissed to an adult unless a parent/carer has specifically named them to us.

-At 8:55am all gates are locked and all entry to the building is made through a keypad at the front door. Only staff members know the code to this door.

-At break times, staff are present on the playgrounds to ensure children are supervised and are safe.

-If a child needs support at lunchtime, we ensure this is put in place. This might involve 1:1 support to monitor a child with problems chewing who is at risk of choking.

-Any children whose behaviour is a risk to themselves, or others will be provided with a behaviour support plan and risk assessment where necessary.

-Risk assessments will also be written when children are accessing learning off-site. These are completed by the trip leaders and checked by the Educational Visits Co-ordinator.

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

-All classrooms have a Regulation Station which children are taught how to use to support their emotional wellbeing and self-regulation.

-We have a zero-tolerance approach to bullying. Details of policies around bullying are available on the school's website.

-All children participate in weekly PSHE lessons.

-Alterations to timetables may be made depending on the needs of the child and in consultation with outside agencies.

-Staff are available during break times and lunchtimes to support children in social interactions and developing friendships.

-We have resources on the playground to support pupils such as a buddy bench.

-Sessions may also be delivered by external agencies, which are tailored to each child's specific need.

-We use social stories to teach the children about social expectations and to help them to understand how to behave appropriately.

-We offer the 'Drawing and Talking' intervention to children who have experienced trauma or those needing additional emotional support.

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

-Section 100 of the Children and Families Act 2014 places a duty on governing bodies of maintained schools to make arrangements for supporting pupils at their school with medical conditions.

-Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of pupils. Where children and young people also have special educational needs, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. This will be carefully planned and discussed between parents/carers, relevant school staff and medical professionals.

-Any member(s) of staff providing support for a pupil with medical needs will have had appropriate training.

-Any short-term medication prescribed by a doctor requires the completion of a medication form by a parent/carer.

### **Safety and wellbeing**

- Non-prescription medications will not be administered by school staff.
- Individual personal care needs will be discussed on an individual basis. Care plans will be written by the SENCo, agreed by parents/carers and shared with relevant members of staff.
- Parents are encouraged to arrange medical appointments outside of school hours, however if this is not possible parents/carers are asked to notify the school office in person, by telephone or through emailing office@ashcroft.staffs.sch.uk
- We follow guidance from the 'Supporting Pupils at School with Medical Conditions' document.
- Should an emergency occur, parents/carers will be notified – it is important that emergency contact information is up to date in the school office – and an ambulance may be called.

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

- Attendance is monitored very closely by Mrs Fellows
- Please refer to the school's Attendance Policy for the latest information on attendance via the school's website - **Attendance Policy**
- Attendance may be discussed at Parents Evening appointments and/or during termly review meetings if it is a cause for concern. Depending on the severity of the concern, you may be contacted by a member of senior leadership.
- Exclusions at Ashcroft are extremely rare and are a last resort. Should this need to occur, you will be contacted directly by Mrs Fellows.
- Should a parent/carer have a concern about their child's attendance, please contact the school office 01827 213760 who will signpost you accordingly.
- Positive behaviour is reinforced at Ashcroft through restorative conversations, verbal feedback, raffle tickets, stickers, and certificates.
- Should school have a concern about your child's behaviour, they will contact you.
- Where a child is struggling to regulate their behaviour, school will be happy to discuss this with you and explain the support on offer at the given time. This may include referrals to external agencies.
- Please refer to the school behaviour policy for the latest information via the school's website - **Behaviour Policy**

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

- We work closely with Staffordshire Local Authority's Virtual School as well as any out of county authorities' virtual schools regarding looked after or previously looked after children.
- Each looked after child will have a Personal Education Plan (PEP) that requires reviewing by the local authority each term.
- School works closely with involved external agencies to ensure that these reviews are undertaken.
- Mrs Teal is the designated teacher that liaises with the external agencies regarding looked after children.
- Please refer to the school 'Safeguarding Policy' via the school's website for more information - **Ashcroft Safeguarding Policy 2025**

## Working Together

### Who is involved in my child's education?

Class Teacher(s) – They are responsible for:

- Ensuring that all children have access to high standards of quality first teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCo as necessary.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible outcomes and make progress against their own starting points. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom for all the pupils they teach with SEND.

A Teaching Assistant (TA) may be allocated to a class or individual child. However, any questions regarding your child's learning and progress should be directed to the class teacher, in the first instance.

The SENCo – Mrs Teal is the SENCo at Ashcroft. She can be contacted via Class Dojo, the school office, or by emailing [Sendco@ashcroft.staffs.sch.uk](mailto:Sendco@ashcroft.staffs.sch.uk).

The SENCo is responsible for coordinating all the support for children with special educational needs (SEND) and or disabilities and developing the school's SEND Policy to make sure all children get a consistent, high-quality response which meets their needs in school. They are also responsible for ensuring you are involved in supporting your child's learning, kept informed about the support your child is getting and ensuring you are involved in reviewing targets and setting new ones.

In addition to this, their role includes:

- \* liaising with outside agencies to help support your child's learning, e.g. SALT, Educational Psychologist, Autism Inclusion Team.
- \* completing referrals to outside agencies as required.
- \* updating the school's SEND Register.
- \* providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND and/or disabilities in the school) to achieve their potential.
- \* supporting your child's class teacher to write your child's targets and Support Plan.
- \* organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
- \* attending SEND hub meetings to present children as needed.

Head Teacher- Mrs Fellows

Deputy Head – Mrs Lane

### **Working Together**

Mrs Fellows is responsible for the day-to-day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. She gives responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met.

Mrs Fellows is the designated safeguarding lead. Mrs Lane is the deputy safeguarding lead.

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

- \* All staff are provided with an updated SEND Register each half term or whenever changes have been made.
- \* Children's SEND information is stored securely and staff are able to access information whenever they need to.
- \* The SENCo meets with class teachers to discuss any new diagnosis or information. SEND Communication Records log the sharing of information.
- \* The SENCo updates staff on any changes or development regarding SEND in staff meetings or via email if necessary.
- \* Teaching staff are supported to write targets for the children with SEND in their class to ensure they are writing SMART targets.
- \* At key transition points, handover meetings are held, and one page pupil profiles are completed. These ensure new members of staff know which strategies work well for the children.
- \* When transitioning to a new setting, the SENCo (and if possible, class teacher) will meet with key members of staff from the new setting. Information is also shared and signed for when transferred over to the new setting.

### **What expertise do you have in relation to SEND?**

- Mrs Teal and Mrs Fellows are both qualified SENCo's who have completed the National Award for Special Educational Needs Co-ordination.
- Mrs Teal has completed Senior Mental Health Lead training through The National College
- All staff have received Autism awareness training.
- Most members of staff have had basic Makaton training.
- All staff have received safeguarding level 1 training.
- Some staff have training in specific skills from the Speech and Language Team to support children with speech and language needs.
- All teaching and support staff are trained in basic first aid and some also have training in paediatric first aid.
- Mrs Fellows chairs the local SEND and Inclusion Hub and is also the SEND Review Coordinator for Tamworth, so has a wealth of SEND knowledge.
- We were one of the first schools in Staffordshire to become Attachment Aware and Trauma Informed, showing our commitment to the social, emotional and mental health needs of our pupils.
- The SENCO works closely with specialist services relating to SEND to ensure the most effective support is in place for our pupils.
- All staff are aware of the SEND Code of practice and in particular section 6.
- The SENCo attends termly network meetings with SENCOs from across Tamworth.

## **Working Together**

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

The school works hard to develop and maintain relationships with a wide range of external services. These include:

- Community Paediatricians
- Occupational Therapists
- Educational Psychology Service (EPS)
- Speech and Language Therapy
- Early Years Forum
- Autism Inclusion Team
- Two Rivers Primary School (specialist setting)
- Malachi
- Children and Young People's Autism Service (CYPAS) - MPFT
- CAMHS

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

The first point of contact should always be your child's class teacher. Telephone or face-to-face appointments are bookable through the school office or by contacting the class teacher directly through Class Dojo.

Following this, you may wish to discuss your concerns further with Mrs Teal (SENCo). Appointments can be made via the school office, Class Dojo or by emailing Mrs Teal directly at [Sendco@ashcroft.staffs.sch.uk](mailto:Sendco@ashcroft.staffs.sch.uk).

In cases of emergency, please always phone the school office on 01827 213760.

### **Who is the SEN Coordinator and how can I contact them?**

Mrs Teal is the SENCo at Ashcroft. Mrs Teal is contactable via the school office on 01827 213760, sending a message to her through Class Dojo or by emailing Mrs Teal directly at [Sendco@ashcroft.staffs.sch.uk](mailto:Sendco@ashcroft.staffs.sch.uk).

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

The SEN governor is Mrs Tania Phillips and she oversees the coordination of SEND. The governing body is responsible for overseeing the provision and coordination of SEND across the school, including those children who are looked after. The SENCo provides termly reports for the governors to keep them up to date on any current SEND developments.

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### **Working Together**

We also have a named governor for looked after children, Mr Mark Hambly.

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

-As part of the Assess, Plan, Do, Review cycle, pupils have an active voice in their learning journey. They can share their views on their learning, what works well and what they would benefit from to aid them further.

-We have a School Council which children can put themselves forward for. Members of the School Council are voted for by a class ballot. Each class has two representatives on the School Council and our children can forward suggestions to these representatives.

-Children can contribute their views to class teachers during class time.

-Pupils feel happy, safe, and confident to air their concerns at any point with any of the adults in their classroom.

-Children can ask to talk to any member of staff at any time and they will arrange a convenient time to speak with them.

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

-Ashcroft has an open-door policy.

-Parent views and involvement are always welcome.

-We welcome parent volunteers to help us within school, such as helping with listening to the children reading.

-We have a Friends of Ashcroft group which is always looking for volunteers. To find out more please visit the school website - [Ashcroft Infant and Nursery School - Friends of Ashcroft](#)

-We have opportunities for parents to become parent governors. Parent-governors are elected by the parents/guardians of children who attend Ashcroft. When a governor position becomes vacant, nominations will be asked for from all registered parents and guardians and an election will take place. Their term in office is four years. To find out more about our governors please visit the school website - [Ashcroft Infant and Nursery School - Governors](#)

-As part of our SEND procedures, reviews and meetings are held regularly to ensure parents are kept up to date. We offer specific meetings to discuss termly targets in addition to parents' evenings. Meetings with the SENCo can be arranged via the school office Class Dojo or by directly emailing Mrs Teal via [Sendco@ashcroft.staffs.sch.uk](mailto:Sendco@ashcroft.staffs.sch.uk).

### **What help and support is available for my family through the setting?**

-Families are encouraged to attend school events and share their worries or concerns with their child's class teacher or Mrs Teal – the school's SENCO.

-Should you be concerned about your family and/or family relationships, Mrs Teal can refer you towards the Family Support service who will be able to support your needs further and/or signpost you on.

-Should you require additional help or support completing forms or paperwork, please let school know and they will see what can be offered to help you.

-Should you be unsure of who you need to speak to or how to obtain help and support for any reason, please contact Mrs Teal via the school office on 01827 213760, send a message to Mrs Teal on Class Dojo or email her directly at [Sendco@ashcroft.staffs.sch.uk](mailto:Sendco@ashcroft.staffs.sch.uk).



## Inclusion & Accessibility

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

- All children with SEND are encouraged to access all of the curriculum. We strive to make our whole curriculum fully inclusive for your child's needs, wherever possible.
- Individual risk assessments may be made in relation to activities, events or need that are used to inform staff, parents/carers so that discussions can be held, and decisions made.
- Before and after school provision is available through our wrap around care. Please contact the office for more details or visit the school website for costs and information.
- Pupils with SEND access all trips the same way every other pupil does. Appropriate risk assessments are put in place and shared with relevant parties in advance of the trip taking place. This ensures that all pupils can access the same quality of education. Close collaboration with parents means that we are able to remove barriers, which could impact access to experiences and visits.

### Provide details of the physical accessibility of the setting IRR

#### Is the building wheelchair accessible?

Fully Accessible

Partially Accessible

Not Accessible

Details (if required)

School is on one level and is accessible to the front by a permanent ramp. Other doors have a slight drop but we have a movable ramp which can be used for access at these points. We also have a disabled toilet.

Are disabled changing facilities available? Yes

No

## Inclusion & Accessibility

Are disabled toilet facilities available? Yes

No

We have a disabled toilet near the front entrance to the school.

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

No

Our car park is very small, but we can make arrangements for pick ups and drop offs to be made if necessary.

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

No

Details (if required)

## How accessible is the setting's environment?

- At Ashcroft, we offer a range of resources and strategies to support the needs of individual children. These include Dyslexia and Autism friendly teaching strategies. Children may be offered sensory breaks, safe spaces, coloured overlays and coloured books to work in to name a few.
- One-page profiles are completed when our children with SEND move to a new teacher, to ensure everyone has the knowledge and skills to meet child's needs and to make transition as smooth as possible for the child.
- Additional workspaces, to meet pupils' needs, may be provided and external agency support may be sought to further support the child. Parental permission is sought before engaging external agencies for support.
- Our Accessibility Plan is available on the school website - [D R A F T \(ashcroftinfantandnursery.co.uk\)](http://ashcroftinfantandnursery.co.uk)

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## Inclusion & Accessibility

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

We communicate with parents in a variety of ways, including email, text, Class Dojo and phone calls, in addition to regular face-to-face contact. Parents and carers can view a weekly newsletter sharing updates and information about current school events. This is available on Class Dojo and the school website.

For families who have English as an additional language, communication varies on a case-by-case basis. Class Dojo allows a translation option to support our parents with English as an additional language. Sometimes, parents bring along their own support to aid understanding. If necessary, interpreters would be sourced by the school.

If parents require any additional support, then they can telephone the school office on 01827 213760 or via email at [office@ashcroft.staffs.sch.uk](mailto:office@ashcroft.staffs.sch.uk) and arrangements will be made on an individual basis.

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## Joining and moving on

### Who should I contact about my child or young person joining your setting?

Please contact the school office to discuss joining Ashcroft and to arrange a tour of the school on 01827 213760 or via email at [office@ashcroft.staffs.sch.uk](mailto:office@ashcroft.staffs.sch.uk)

You can find our policies on admissions, including those with SEND and disabilities, on our school website under the 'Key Information' tab - **Ashcroft Infant and Nursery School - Admissions**

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

Please contact the school office to arrange a visit to the school on 01827 213760 or via email at [office@ashcroft.staffs.sch.uk](mailto:office@ashcroft.staffs.sch.uk)

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

A number of strategies are in place to enable effective pupil's transition. These include:

On entry:

-A planned timetable of visits is provided in the summer term for pupils starting in September.

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### Joining and moving on

- Parents/carers are invited to meet their child's new class teacher at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- If requested, the SENCo is happy to meet with new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be found prior to entry if possible.
- Communication with the previous setting allows information to be shared so that times of transition run as smoothly as possible.
- If pupils are transferring from another school, the previous school records will be requested.

Transition to the next school:

- The transition programme in place for pupils in Year 2 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive and accessible. Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCos of both schools will 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 once we are notified they have changed school following appropriate guidelines.

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### Additional Information

#### What other support services are there who might help me and my family?

There are many services available to support families. Some examples include:

- Malachi family support
- Early Help Team
- Special Educational Needs and Disabilities information Advice Support Service (SENDIASS)
- Action for Children
- CAMHS
- NHS support services - GP: Contact your registered GP
- Staffordshire Connects (Local Offer): **Staffordshire Connects | Special Educational Needs and Disabilities Local Offer**
- SEND Family Partnership: 01785 356921 <https://www.staffs-iass.org/home.aspx>
- Code of Practice for SEND 2014: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- British Dyslexia Association: <http://www.bdadyslexia.org.uk/>
- Staffordshire Local Advice and Support: [www.staffordshireconnects.info](http://www.staffordshireconnects.info)

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**Additional Information**

-Children and Families Single Point of Access' (CaFSPA): **How to make a referral :: Midlands Partnership University NHS Foundation Trust** 0808 178 0611  
-Community Family Support Service (CFSS): **Staffordshire Connects | Family Hub Referral to the Community Family Support Service (CFSS)**

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

This information was update in January 2026 and will be updated annually.

**Where can I find Staffordshire's Local Offer?**

Staffordshire's SEND Local Offer can be found at **Staffordshire Connects | Special Educational Needs and Disabilities Local Offer**

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

-In the first instance, we always ask parents to speak to the class teacher to voice their concerns. This can be done by contacting the school office on 01827 213760 or via the office email address. The class teacher will then speak to parents. If it is required, the issue will then be passed onto the school's SENCo. This may then be escalated to the senior management team. If parents still wish to make a formal complaint following this process, they must follow the complaints policy as listed on the school website, under **Complaints Policy**.

**Type of Setting** *(tick all that apply)*

- |   |  |                                      |   |   |
|---|--|--------------------------------------|---|---|
| <input checked="" type="checkbox"/> Mainstream  | <input type="checkbox"/> Resourced Provision | <input type="checkbox"/> Special     | <input type="checkbox"/> Post 16                            | <input type="checkbox"/> Post 18                      |
| <input checked="" type="checkbox"/> Early Years | <input checked="" type="checkbox"/> Primary  | <input type="checkbox"/> Secondary   | <input type="checkbox"/> Independent/Non/Maintained/Private | <input type="checkbox"/> Other (Please specify below) |
| <input checked="" type="checkbox"/> Maintained  | <input type="checkbox"/> Academy             | <input type="checkbox"/> Free School |   |   |

**DFE Number**

860/2322

**District**

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

**Specific Age range**

**Additional Information**

3 to 7 years

**Number of places**

Our PAN is 45.

**Which types of special educational need do you cater for?**

- inclusive mainstream school                       special school

Offer specialisms in. Tick all those that apply.

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

**Other specialist support/equipment:**

- |   |   |
|---|---|
| <input type="checkbox"/> Specialist technology                  |   |
| <input type="checkbox"/> Rebound trampoline                     | <input type="checkbox"/> Hydrotherapy     |
| <input type="checkbox"/> Accessible swimming pool               | <input type="checkbox"/> Medical          |
| <input checked="" type="checkbox"/> Outreach and family support | <input type="checkbox"/> Therapy services |
| <input checked="" type="checkbox"/> Bought in support services  | <input type="checkbox"/> Hearing loop     |
| <input type="checkbox"/> Sensory room/garden                    |   |