



Springcroft SEND Information Report 2024-2025

Springcroft Primary School

Headteacher: Mr Stephen Drew BMus (Hons) M.A. N.P.Q.H.

Grindley Lane, Blythe Bridge, Stoke-on-Trent Staffordshire ST11 9JS

Email: office@springcroft.staffs.sch.uk Tel: 01782 394793

Integrity

Creativity

Resilience

Collective Responsibility



How do we identify and assess needs?

We know when pupils need help if:

Concerns are raised by parents/carers, teachers, or the pupil's previous school.

Half termly tracking of attainment outcomes indicate a lack of progress.

A child continues to have difficulty after intervention or has a high level of difficulty when they join us.

A child has been given support and interventions in an assess, plan, do and review cycle twice and made little or no progress.

Pupil observation indicates that they have additional needs in one of the four areas.

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

If a child is considered to have special educational needs (SEN), they are placed on the SEN List. Parents will be informed of this and a collaborative approach adopted to plan and review next steps. Targets identified, are placed on a Provision Map to track in school and are both shared and reviewed regularly with parents.

Teachers plan using pupil's achievement levels, differentiating work to match and challenge ability for all pupils in the classroom.

Class Teachers (supported by the SENDCO) will assess your child to identify their strengths, needs and the extra help they require. This may involve additional support from a Teaching Assistant in class, small group or individual support out of class or alternative resources such as a sloping board, ICT access or visual prompts. Following this, if your child continues to have difficulty, we will seek professional advice from specialist support services such as speech and language therapists, visual/hearing impairment teachers, health professionals, special educational needs support teachers and educational psychologists.

We carry a number of programmes to support needs within the different four areas:

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

Alphabet arc work, SNIP, Precision Teaching, Wordshark, Memory programmes, Reading Interventions, SOS spelling, Toe by Toe, Hornet Word Wasp, Power of 2, Power of plus one, PINDORA, Speech and Language programmes etc. The programme that a child is placed on is dependent upon their individual need.



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

If you have any concerns, then please firstly discuss these with your child's teacher. This may then result in a referral to the school SENDCO whose name is Mrs Rushton and you can contact her via the office, office@springcroft.staffs.sch.uk or telephone on 01782 394793

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

All of our policies can be found by clicking on the link below. You will then be able to download the policy as a PDF document.

[Springcroft Primary School - School Policies](#)



How will you support and teach my child with SEND?

If a child is considered to have special educational needs (SEN), they are placed on the SEND List. Parents will be informed of this and a collaborative approach adopted to plan and review next steps. Targets identified, are placed on a Provision Map to track in school and are both shared and reviewed regularly with parents.

Attainments towards identified learning outcomes will be shared with parents termly through Parents Evenings, Annual Reports and Individual reviews. At other times, where appropriate, parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENDCO or a member of the Senior Leadership Team.

Teachers plan using pupil's achievement levels, differentiating work to match and challenge ability for all pupils in the classroom. Class Teachers (supported by the SENDCO) will assess your child to identify their strengths, needs and the extra help they require. This may involve additional support from a Teaching Assistant in class, small group or individual support out of class or alternative resources such as a sloping board, ICT access or visual prompts. Following this, if your child continues to have difficulty, we will seek professional advice from specialist support services such as speech and language therapists, visual/hearing impairment teachers, health professionals, special educational needs support teachers and educational psychologists.

From September 2014, all children and young people from age 0-25, who have significant special educational needs may undergo an Education Health and Care (EHC) Assessment, following advice from professionals who are involved (unless their parents, carers or the young person opt out of the system).

If you would like to know what provision is in place for your child or if you have any concerns that your child has some additional needs, please speak to your class teacher, who can put in place a plan to support your child, if necessary. You are also very welcome to make an appointment with our SENDCO or Head-teacher. Appointments can be made through the school office (01782 394793).



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

Teachers plan using pupil's achievement levels, differentiating work to match and challenge ability for all pupils in the classroom.

Class Teachers (supported by the SENDCO) will assess your child to identify their strengths, needs and the extra help they require. This may involve additional support from a Teaching Assistant in class, small group or individual support out of class or alternative resources such as a sloping board, ICT access or visual prompts. Following this, if your child continues to have difficulty, we will seek professional advice from specialist support services such as speech and language therapists, visual/hearing impairment teachers, health professionals, special educational needs support teachers and educational psychologists or the Moorlands Inclusion Hub.

Our curriculum includes not only the formal programme of learning, but the 'informal' programme of a wide range of extra-curricular activities, curriculum visits, visitors and trips as well as the school ethos, which permeates all aspects of school life. All children are encouraged to participate in all areas of the curriculum both formal and 'informal' and where necessary risk assessments are carried out, and reasonable adjustments can be made to facilitate the needs of children with SEND. In these circumstances, parents and pupils are consulted closely as to the nature of the adjustments required.



How are resources allocated for our children?

In Staffordshire, all mainstream schools have funding within their delegated budget to support pupils with SEN. They receive this through a funding formula that reflects the incidence of SEN measured in various ways, these include:

- Attainment Levels
- Free School Meals
- Numbers of pupils with SEND

Should we need to pay for further specialist services, we can apply to the Moorlands Inclusion Hub for additional funding for specific programmes of work.

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?

For pupils with SEN but without an Education and Health Care Plan, the decision regarding the support required will be taken at joint meetings with the SENDCO, Head-teacher, class teacher and parents. For pupils with an Education and Health Care Plan, this decision will be reached when the plan is being produced in collaboration with the authority.

We believe that working together in partnership with parents is essential in order to prepare every child with the necessary skills to succeed in an ever changing world. Parental interest, encouragement and support, therefore, are vital to a child's educational development and happiness. Consequently, we provide a range of opportunities to encourage parents to become involved in school life.



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

Within each classroom, we have visual timetables appropriate to age, concrete apparatus to support maths, as well as number lines, bonds and times tables and equipment/word mats to support English writing and reading activities as well as a sensory workstation that is accessible to all. Should a child or young person need an individual sensory piece of equipment, then they will be provided. Where appropriate, sloping tables, overlays and cushions can be provided from our SEND stock which we carry in school. Should an individual child require a specific program or item to support them as recommended by specialist support or SENDCO, we will order it direct and it is made accessible to the individual child once we have received the item in school.

How will you and I know how my child is doing?

Attainments towards identified learning outcomes will be shared with parents termly through Parents Evenings, Annual Reports and Individual reviews of provision maps. At other times, where appropriate, parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENDCO or a member of the Senior Leadership Team. Reviews for attainment are done at the end of each term and this information informs both the relevance and progress of the targets on the provision map. The class teacher will then update the provision map and this will then be discussed with parents. Parents are informed of where their child should be, at age related expectations and where they are, as well as how we hope to close the gap through interventions to support their child's needs.

If a specialist service is involved with an individual child, then reports are written for both school and parents so that we are all understanding of next steps for the child. School facilitates meetings with the agencies, should that be requested by either party. Should a parent have SEND themselves, a meeting is called with the SENDCO and any written reports shared verbally, as well as them being given a written copy to ensure that they understand what is being said and the next steps for their child.



How will you help me to support their learning?

Any support that parents can provide at home with their child's needs is supported by ourselves. We will provide you with specific items should you need them, explain how something needs to be done and will advise should you need it.

We will signpost you when parent training opportunities through various agencies are offered to the school. It is up to yourselves should you wish to attend. On occasions, we as staff may put on specific training for parents of children in specific year groups or our SENDCO and HOPE Well-being Mentor may invite you to some parent coffee mornings where training will be offered.

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

All children are spoken to on an individual basis to ensure that they understand where they are in their learning. If they receive interventions and no longer require them, because they have closed the gap and achieved, through support then that is discussed with the individual child. Both the class teacher and teaching assistant will continue to monitor their progress. If the individual child then feels that they are beginning to struggle, they have opportunities to discuss with both the class teacher and teaching assistant and additional support might be provided with additional support in specific lessons.

All children are given opportunities to be involved in review processes. This can be through a simple questionnaire as part of their EHCP should they have one, discussion with subject leaders, head-teacher, SENDCO or governors.



How do you assess and evaluate the effectiveness of provision for children with SEND?

All interventions are tracked by both the SENDCO, SEN Governor and our senior leadership team. This is to ensure that even those small steps of progress are identified and builds a bigger picture of the individual child and their journey. We use a system of tracking called Target Tracker, which breaks down every curriculum area of learning into small steps so that even if a child is not working within age related expectations, it still identifies those small steps of progress.

Parents are asked to complete surveys each year and from those completed, any suggestions provided are acted upon. Parents are informed of all feedback provided and what we will be doing about those suggestions. This is done through the termly newsletter and provided through dojo.

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

At the beginning of the school day, the head-teacher is on the playground to greet parents as they drop their children off so that any queries can be addressed each morning. In our Early Years setting, the children are greeted by their class teacher or teaching assistant, at their outdoor area gate. All children enter the school building on their own and sort themselves for class independently. At the end of the school day, parents wait in designated areas of the playground, dependent on which class their child is in and the children are escorted out of the classroom by their teacher. This allows parents and teachers opportunities to see each other and discuss any issues that they may have.

During playtimes, there is always two members of staff on the playground. If a child has an EHCP, that requires they have support at playtimes then, that member of staff is also on the playground. If a child has a medical or behaviour need, we may have an additional member of staff on the playground to support should the need arise.



Our curriculum includes not only the formal programme of learning, but the 'informal' programme of a wide range of extra-curricular activities, curriculum visits, visitors and trips as well as the school ethos, which permeates all aspects of school life. All children are encouraged to participate in all areas of the curriculum both formal and 'informal' and where necessary risk assessments are carried out, and reasonable adjustments can be made to facilitate the needs of children with SEND. In these circumstances, parents and pupils are consulted closely as to the nature of the adjustments required.

What pastoral support is available to support my child overall social and emotional development and well-being?

Springcroft Primary School aims to help our children, with the co-operation of their parents, to develop into happy and confident individuals with lively and enquiring minds, which secure a firm foundation in learning that will last throughout their lives. Pastoral support is a high priority for all children for both their personal development and welfare. We know that our children's mental health and well-being are vital to our ability to thrive and achieve and with this in mind, we now offer support through the Hope Project. Please see our Social, Emotional and Mental Health Well-being Statement for further information and how to access this support or visit the HOPE page on our website. Children can access support with our HOPE mentor through a 'listening ear' box in school, or parents can contact us via

[Springcroft Primary School - HOPE Project](#)

All children at Springcroft Primary School are instrumental in the further development of the school. The school Council is a vehicle for this process, acting as a pupil voice and promoting and shaping ideas for development. All children feel respected and valued as unique individuals and this is reflected in the warm, caring and friendly atmosphere of the school. The school uses positive behaviour strategies and rewards, to celebrate individual achievements and differences, encouraging the children to effectively evaluate their own behaviour: helping them to grow into responsible young people who can make the correct choices in life.

Medical Needs

Pupils with medical needs will be provided with a detailed Health Care Plan, (detailing your child's individual medical condition, requirements and action to be taken), compiled by the school nurse in partnership with the school, parents and if appropriate, the pupil. A medication administration form (detailing the exact medication and dosage) needs to be completed by the parent before medication can be administered.

Staff who administer medicine complete training and medicine administration procedures adhere to the Staffordshire County Council guidelines included within **Supporting Pupils at School with Medical Conditions (DFE) 2014**. Care plans are written by the medical professional involved with the child. Medical appointments are important for your child to attend, but the office needs to be made aware of the appointment so that it can be recorded on the class register as an authorised absence to attend a medical appointment rather than an unauthorised absence.

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

We often take children for short walks around school or the grounds should they be seen to be struggling emotionally or with behaviour. This allows them time to self-regulate and be in a better place to learn. All staff are trained in emotion coaching techniques, which is how we will talk to the children should they be struggling. They might need support from our HOPE mentor, who would provide them with strategies to use when they are struggling. We use sensory equipment within the classrooms to support individual's needs, should they need them.

Should a child's behaviour deteriorate significantly, we may seek support from Behaviour Support or SEND Inclusion Hub, in order to ensure that we were supporting the individual child fully. A behaviour plan or pastoral support plan might be needed, but this would be with parents support also. If we felt that a child was needing further support, then with parents' permission and support, we would refer to agencies like CAHMS to ensure that we were fully supporting both the child and their parents.





What support is in place for Looked After Children

For children who are looked after by the authority, we would have regular PEP meetings where both Designate LAC teacher, class teacher and head-teacher would meet with the carers and social worker to ensure that everybody was working together to support the child and accommodate their needs. The individual child would also be invited to the meeting, usually towards the end so that they can bring up any concerns or issues that they may have, discuss how they feel about their education and what they are really enjoying. Specialist equipment may need to be purchased for specific needs to ensure that we can accommodate those needs with the school setting.

Please read our Looked After Child Policy on the policies page

What Transition is offered to ensure that all relevant staff are aware of my child's needs?

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

On entry:

A planned programme of visits are provided in the Summer term for pupils starting in September. The Reception class teacher visits children in their Early Years Setting.

Parents/carers are invited to a meeting at the school are provided with a range of information to support them in enabling their child to settle into the school routine.

The SENDCO and class teachers meet with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be identified prior to entry.

If pupils are transferring from another school, the previous school records are requested immediately and a meeting will be set up with the Head-teacher and parents to identify and reduce any concerns that they may have.

If your child is transferring from Springcroft Primary School to another setting, for example, High School, meetings are held between both school SENCO's and Teachers, extra transition and summer school is offered so that your child can make new friends and become familiar with the new setting environment before starting.



Working Together

We have a highly experienced team of staff, who may be involved in supporting your child at Springcroft Primary School. These include:

The Special Educational Needs Co-ordinator (SENDCO)

The Special Educational Needs Co-ordinator (SENDCO), along with the Senior Leadership Team and the Governing Body, is responsible for overseeing and co-ordinating the day to day policy and practice for pupils with SEND.

HOPE Mentor

A child, young person or family may need someone to talk to about emotional, behavioural, social difficulties or general advice. HOPE provides this support. This support is designed to prevent problems escalating to crisis and promotes a whole school approach to well-being.

The Class Teacher

The class teacher is responsible for setting relevant targets, planning and ensuring delivery of additional support for children with SEND (supported by the SENDCO). They will provide access to the curriculum and will liaise with the Senior Leadership Team and SENDCO to identify, monitor and assess pupils with SEN.

Teaching Assistants (TA)

Teaching Assistants support all pupils in class. We have several additional TA's who help support groups and individual children with their learning. .

Specialist Support

Sometimes school may commission Specialist Support to work with identified children with a particular focus e.g. Educational Psychologists, Behavioural Support, Autism Outreach Team, Speech and Language Therapists, Occupational Therapists or Moorlands SEND Inclusion Hub.



What training do our staff have in SEND?

In order to ensure our staff, have the skills and knowledge to support children with SEND, there is a programme of on-going training both in school, elsewhere and also that provided by key specialists involved with individual pupils. Training 2020-25 provided to date includes:

- HOPE Mentor Training and Networking ~ throughout the year
- Sensory Awareness
- Asthma Training
- Paediatric First Aid
- Bereavement Training
- Preparing Autistic and SEND children for going back to school
- Support a Safe and Successful Return to school using the SWAN framework
- Understanding Autism and Managing Challenging Behaviours
- Understanding ADHD
- Attachment and Trauma Level 3
- Breaking the barrier of Self Harm
- Spot and support Attachment Disorder
- How to be your schools Autistic Champion
- Understanding and Supporting Speech and Language
- Effects of bereavement on children and young people
- Tics and Disorders
- Mental Health Lead training
- Talking and Drawing Therapy
- Metacognition
- Working Memory Difficulties
- Dyslexia and Making Sense of Dyslexia
- Language Matters
- Emotion Coaching
- Emotion Coaching Training to be a Trainer
- EPATT
- Attachment in the Early Years
- Restorative Practice
- PlayMobilo Therapy
- Art of Brilliance
- Promoting Emotional Regulation in Autistic Children
- Adverse Childhood Experiences and Trauma
- Therapeutic Storytelling
- Sensory Integration
- Supervision Skills for Reflective Practice
- Sensory Projects for the Classroom
- Fundamentals of Compassionate Care to Support Children and Young People Presenting to Hospital in Mental Health Crisis
- Makaton Awareness
- Create a Truly Inclusive Environment Where Children with Special Needs Can Thrive
- Support Your Worried Child
- Why are so Many Autistic Girls Missed in School?
- Help Anxious Children Feel Calm & in Control
- Supporting Children with Friendship Issues
- Effects of bereavement on young children
- Dyscalculia



What other services could support my child?

Should there be continued concerns regarding progress and attainment, following the additional SEND support provided by the school, then support will be sought from one of the local authority or medical specialist support agencies.

These include:

Local Authority

- Specialist SEND Support Teachers ~ 03001118030
- Educational Psychologist ~ 03001118030
- Autism Outreach ~ 01785 356830
- Visual/Hearing Impairment Team ~ 01785 356830
- Behaviour Support Team ~ 03001118030
- SEND Assessment and Planning ~ 03001118007

Medical

- Occupational Therapists ~ 03001231161
- Physiotherapists ~ 03001231161
- Speech and Language Therapists ~ 03001231161
- School Nurse ~ 03001231161
- Child and Adolescent Mental Health Service (CAHMS) ~ 03001230907



We have a very knowledgeable and committed governing board that comprises Parents, Staff, Community and Local Authority representatives. Our governing Board is constituted under the School Governance (Constitution) Regulations 2012.

Governors play an important strategic role in school development, and also have many statutory duties.

Governors responsibilities include:

- setting the vision, ethos and strategic direction of the school
- monitoring pupil's levels of progress and attainment
- ensuring that the National Curriculum is delivered to all pupils
- staff appointments and staff performance
- safeguarding and the maintenance, safety and security of the school site
- control of the school budget and making sure money is well spent

The Governors' main priority at all times is the well-being of the children. Governors take an active interest in the daily life of the school in a supportive but challenging capacity. Governors, staff and pupils all enjoy working together, developing and improving our school in line with our joint vision. The Governors' operate to a clear code of conduct but at all times reflect the school values of Integrity, Creativity, Resilience and Collective Responsibility.

The strategic work of the governing body is undertaken at termly Governors meetings throughout the school year. To support this work they also meet as governor committees to focus on particular areas of the school to ensure that Springcroft meets its strategic aims. The committees are;

Finance

Full Governors

The committees have three meetings throughout the year plus three Full Governors.

Pupil Voice

All children at Springcroft Primary School are instrumental in the further development of the school. The school Council is a vehicle for this process, acting as a pupil voice and promoting and shaping ideas for development. All children feel respected and valued as unique individuals and this is reflected in the warm, caring and friendly atmosphere of the school. The school uses positive behaviour strategies and rewards, to celebrate individual achievements and differences, encouraging the children to effectively evaluate their own behaviour: helping them to grow into responsible young people who can make the correct choices in life.



How can I get involved as a parent?

Parents are welcome to come into school and support individual classes with individual reading or art with a class that their child is not present within. Sometimes parents may be invited to support on a school trip if an extra adult is required. Any parent that comes into school to work with children is asked to complete a DRB check, a Disclosure and Barring Service Check, as part of our safeguarding practice.

All of our parents are provided with opportunities to join Springcroft Fund-Raisers by leaving their details in the office, then they will be contacted directly and invited to attend the monthly meetings. They raise money beyond the capabilities of the school budget that greatly enhance the children's experience of school. For example, Fund-Raisers have recently bought a Pirate ship for the Key Stage 1 playground, I-Pads and an I-Pad charging station for whole school use.

We hold Parental workshops:

Y4 ~ times-tables, Y2 and Y6 ~ SAT's, Reception and Y1 ~ phonics

We have Meet the Teacher nights in September so that parents can meet their child's new teacher. We hold coffee mornings to raise money for Douglas Macmillan. Year 6 children run this and all parents are invited to join their child's class throughout the morning. Parents are invited to come into school and watch performances that their child is participating in. Reception, Year 1 and Year 2 perform a Christmas Nativity, Year 3 and Year 4 have a performance at Easter. Year 5 and Year 6 put a performance on in the Summer. Parents are also invited into school to watch our Sports Day during the Summer Term.

Parents can become governors and are informed when places become available. If parents are interested, they should then register their interest with the school office. They will then be informed of the details that they need to fulfil before other parents are invited to vote.



Inclusion and Accessibility

Our curriculum includes not only the formal programme of learning, but the 'informal' programme of a wide range of extra-curricular activities, curriculum visits, visitors and trips as well as the school ethos, which permeates all aspects of school life. All children are encouraged to participate in all areas of the curriculum both formal and 'informal' and where necessary risk assessments are carried out, and reasonable adjustments can be made to facilitate the needs of children with SEND. In these circumstances, parents and pupils are consulted closely as to the nature of the adjustments required.

We have a before and after school club that is paid for and is open from 7.30am until 6pm. Payment is £4.50 each morning and £4.50 per hour and per child after school, £2.25 per child from 5.30-6pm.

During school holidays, Time4Sport run holiday clubs at school. Information is provided via ParentMail/Teams before each holiday with more detailed information of what they will be providing and when.



How accessible is the school?

To ensure access for pupils and parents with disabilities the school has ramp access, ground floor changing, toilet facilities as part of the School's Accessibility Plan. The layout of the school building includes two first floor classrooms and an ICT suite, located at the top of stairs, which impedes accessibility. The 'Library' offers a soft area for quiet 'time out' periods, and provides an opportunity to develop a nurture area for pupils with behavioural, social and emotional difficulties when not in use.

School teaching tools are appropriate to the needs of pupils, e.g. suitable measures implemented for visual impairment, dyslexia etc.

There is a disabled parking space on the school staff car park for visitors to school. To access this, once gaining access to the carpark, visitors are required to show their blue badge at the school office and will be issued with an access code to access the car park when visiting the school site again.

Classrooms are equipped with interactive whiteboards, networked PCs and laptops. Additional resources for SEND pupils are secured via the Local Authorities Inclusion/SEND Support Teams or via the application to the Local Authority for additional educational needs funding.

Our accessibility Policy can be found by clicking on the link ~ [Springcroft Primary School - School Policies](#)

For EAL children, whose parents first language is not English, we contact MEAS for advice, support and relevant materials. We also signpost our staff with those children, to the EAL support pages on Staffordshire Connects ~ [Staffordshire Connects Website](#)



Joining Springcroft and Moving on

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Please see school's Admissions Policy which can be found following this link ~

[Springcroft Primary School - School Policies](#)

How can parents contact school to arrange a visit?

We offer open evenings, an open day and individual appointments either during school time or after school, whichever is most convenient to yourselves. We ask that should you require an individual appointment, you phone our school office on 01782 394793 to make an appointment.



How will the school prepare and support my child when joining Springcroft Primary School?

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

On entry:

A planned programme of visits are provided in the Summer term for pupils starting in September.

The Reception class teacher visits children in their Early Years Setting.

Parents/carers are invited to a meeting at the school are provided with a range of information to support them in enabling their child to settle into the school routine.

The SENDCO and class teachers meet with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be identified prior to entry.

If pupils are transferring from another school, the previous school records are requested immediately and a meeting will be set up with the Head-teacher and parents to identify and reduce any concerns that they may have.

Transition to the next school

Springcroft Primary School works closely with all settings to ensure that transition from our school is as smooth for the child as possible. The parents, child, Head-teacher, SENDCO, Class teachers and all other parties involved with the child, meet to share all relevant information and to plan next steps and appropriate provision: this may include the application for additional needs funding. In addition to this transition, visits to the new setting can be planned, along with a transition passport or pack being provided. Transition meetings for pupils with an EHC plan are held, extra visits arranged when needed, and a transition report submitted to the Local Authority, highlighting any need to amend or change the statement.



Who do I contact if I need to discuss something about my child?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

Your child's class teacher

SENDCO ~ Mrs J Rushton

Headteacher ~ Mr S Drew

You can contact via the office, office@springcroft.staffs.sch.uk or telephone on 01782 394793

For complaints please contact the school for the Complaints policy and address to the Chair of Governors, Dr D Chadwick

SEND Family Partnership Services (SENDIASS) telephone ~ 01785 356921 or contact them using the link ~ [SENDIASS](#)

Or alternatively you can look at the information on the Staffordshire Connects Website using the following link ~ [Staffordshire Connects Website](#)

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

Our SEND Governor, Mrs G Hammond, comes into school once each term to meet with SENDCO, to discuss issues and concerns around children with SEND and Disabilities, Pupil Premium, LAC and EAL. We look at their progress and interventions that they may be having, meet with them, talk about their work and ask them to show work they are proud of and explain why. This is to ensure continuity for those children who are disadvantaged and to track their progress. If you wish to contact her, please do so through the school office email above.