



**ST BERNADETTE'S**  
CATHOLIC PRIMARY SCHOOL

# Special Educational Needs (SEN)

## Information Reports

St. Bernadette's Catholic Primary School

Approved by BoD:

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<b>Contents</b> .....	<b>Error! Bookmark not defined.</b>
1. What types of SEN does the School provide for?.....	3
2. Which staff will support my child, and what training have they had? .....	3
3. What should I do if I think my child has SEN? .....	4
4. How will the School know if my child needs SEN support?.....	5
5. How will the School measure my child's progress? .....	6
6. How will I be involved in decisions made about my child's education?.....	7
7. How will my child be involved in decisions made about their education? .....	8
8. How will the School adapt its teaching for my child? .....	8
9. How will the School evaluate whether the support in place is helping my child?.....	10
10. How will the School resources be secured for my child? .....	10
11. How will the School make sure my child is included in activities alongside children who don't have SEN?.....	11
12. How does the School make sure the admissions process is fair for children with SEN or a disability? .....	12
13. How does the School support children with disabilities? .....	13
14. How will the School support my child's mental health, and emotional and social development? .....	13
15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood? .....	14
16. What support is in place for looked-after and previously looked-after children with SEN? .....	15
17. What should I do if I have a complaint about my child's SEN support? .....	15
18. What support is available for me and my family?.....	16
19. Glossary .....	16

Dear Parents and Carers,

The aim of this Information Report is to explain how we implement our SEND Policy. In other words, we want to show you how Special Educational Needs Support works in our School.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [www.stbernadette.walsall.sch.uk](http://www.stbernadette.walsall.sch.uk). ([Key information SEN](#), [SEN policy](#))

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEN does the School provide for?

Our School provides for children with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. Which staff will support my child, and what training have they had?

Our Special Educational Needs and Disabilities Co-ordinator, or SENDCO is Emma Wilson-Thickens

She has 3 years' experience in this role and has worked as a Deputy Head Teacher, Assistant Head Teacher as well as a Class Teacher. She is a qualified Teacher. She achieved the National Award in Special Educational Needs Co-ordination in 2018.

She is allocated 6 hours a week to manage SEN provision.

## **Class Teachers**

All of our Teachers receive in-house SEN training, and are supported by the SENDCO to meet the needs of children who have SEN.

We have a 3 year rolling programme of SEN CPD for all staff.

## **Teaching Assistants (TAs)**

We have a team of 3 TAs, who are trained to deliver interventions such as SNIP Spelling, Memory Games, Listening and Focus tasks, x tables and Speech and Language.

In the last two years School staff have received a range of training at three levels; awareness, enhanced and specialist.

Awareness training has been provided to all staff on:

- How to support children with dyslexia and literacy difficulties.
- How to support children on the autistic spectrum
- How to support children with behavioral difficulties
- How to support children with speech, language and communication difficulties

Enhanced training has been provided to the SENDCO on:

- Leading a Nurture Group
- Talking Partners & Early Years Talk Boost
- Attendance at the termly SENDCO Update

## **External Agencies and Experts**

Sometimes we need extra help to offer our children the support they need. Whenever necessary we will work with external support services to meet the needs of our children with SEN and to support their families.

These include:

- › Speech and language therapists
- › Educational psychologists
- › Occupational therapists
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › Social services and other local authority (LA)-provided support services
- › Voluntary sector organisations

## **3. What should I do if I think my child has SEN?**

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's Teacher. This then may result in a referral to the School SENDCO, who can be contacted by telephoning the School on 01543 452921 or via email to [postbox@stbernadette.walsall.sch.uk](mailto:postbox@stbernadette.walsall.sch.uk)

*NB: The SENDCo has a full teaching commitment and therefore not always immediately available.*

• All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the School.

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

Ring the School office to make an appointment with your child's Class Teacher.

They will pass the message on to our SENDCo who will be in touch to discuss your concerns.

You can also contact the SENDCo via [postbox@stbernadette.walsall.sch.uk](mailto:postbox@stbernadette.walsall.sch.uk)

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the School's SEND register.

## 4. How will the School know if my child needs SENDCo support?

We know when a children needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the children's previous School or the children themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole School tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the children indicates that they have additional needs

All children will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to children with SEND is monitored through a number of processes that include:

1. Classroom observation by the senior leadership team, the SENDCo, external verifiers,
2. Ongoing assessment of progress made by children with SEND,
3. Work sampling and scrutiny of planning to ensure effective matching of work to children need,
4. Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of children with SEND,
5. Children and parent feedback on the quality and effectiveness of interventions provided,
6. Attendance and behavior records.

Children with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in Schools and increase their access to the taught curriculum.

All children have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.

Children's attainments are tracked using the whole School tracking system and those failing to make expected levels of progress are identified very quickly. These children are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership Team and if appropriate, the children themselves.

Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the children.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the School considers their child may require SEND support and their partnership sought in order to improve attainments.

## 5. How will the School measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Action relating to SEND support will follow an 'assess, plan, do and review' (APDR) model:

1. **Assess:** Data on the children held by the School will be collated by the class/subject teacher/SENDCo in order to make an accurate assessment of the children's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the children will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo.
3. **Do:** SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for

their child. Parents and the children will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the children.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a children. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services
2. Specialists in other Schools e.g. teaching Schools, special Schools.
3. Social Services
4. Health partners such as School Nurse and Child & Adolescent Mental Health Service

N.B. For a very small percentage of children, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the School's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

## **6. How will I be involved in decisions made about my child's education?**

The School website ([www.stbernadette.walsall.sch.uk](http://www.stbernadette.walsall.sch.uk)) includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.

The Class Teacher or SENDCo may also suggest additional ways of supporting your child's learning.

The School organises a number of parent workshops during the year. These are advertised in the School newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.

If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENDCo who will locate information and guidance for you in this area.

We will provide annual School reports so you can see the progress your child is making. The SENDCo also meets with Parents of children on the register twice a year.

Your child's Class Teacher will meet you 3 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCo may also attend these meetings to provide extra support.

There is a SEND clinic in School every Wednesday am from 9 until 10 for any parents that would like to come and talk with the SENDCo about worries and concerns.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of School.

If your child's needs or aspirations change at any time, please let us know right away, so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's Class Teacher in the first instance. If you feel you would like or need a more formal discussion, please contact the School Office to arrange an appointment.

## **7. How will my child be involved in decisions made about their education?**

All children have a children profile. These are completed by the children themselves and identify their abilities and strengths, their personal aims and the action they require to be taken by the School to reduce barriers to learning and social success. Each term, this information will be reviewed and the children's views gained on the effectiveness of the action taken so far to meet their needs.

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting

## **8. How will the School adapt its teaching for my child?**

Your Class Teachers' are responsible and accountable for the progress and development of all children in their class. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our School.

We will adapt how we teach to suit the way the children works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Planning using children' achievement levels, scaffolding tasks to ensure progress for every children in the classroom.
- When a children has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the Class Teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENDCo) and/or external specialists.
- In addition if it is considered appropriate, children may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the Class Teacher will be recorded and shared with parents. Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support children on a 1-to-1 basis when the child needs more focus or a specific objective needs covering.
- Teaching assistants will support children in small groups when a few children have the same need or the intervention requires more than one child. For example: social games.

Our Accessibility plan details exactly how we help all children and adults that come to St. Bernadette's.

This covers how we can help children and adults with a range of disabilities so they can continue to learn and grow. Find the link here [SEN | St Bernadette's Catholic Primary School](#) We may also provide the following interventions:

- Speaking and listening support following visits by Speech and language consultants
- Memory games
- Social games
- X tables
- Following instructions
- Feelings and emotional support
- Talking out loud
- Handwriting
- Concentration activities
- SNIP spelling
- Fine motor
- Phonics catch up

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE CHILDREN
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)	Visual timetables Social stories Wobble cushions Ear defenders Fidget toys
	Speech and language difficulties	Speech and language therapy and follow up sessions
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlays for reading and writing Pencil grips
	Moderate learning difficulties	Visual clues or resources Scaffolds such as writing frames, examples to follow or number lines
	Severe learning difficulties	Visual clues or resources Scaffolds such as writing frames, examples to follow or number lines

<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet work station Wobble cushions Fidget toys Ear defenders
	Adverse childhood experiences and/or mental health issues	Nurture groups Worry worms Anxiety toys
<b>Sensory and/or physical</b>	Hearing impairment	Special system linked to all classrooms in School
	Visual impairment	Limiting classroom displays Coloured paper used instead of white Coloured backgrounds on interactive boards. Large text
	Multi-sensory impairment	Sensory resources in the woodland room
	Physical impairment	Disabled toilets, Ramps

These interventions are part of our contribution to Walsall's local offer.

## **9. How will the School evaluate whether the support in place is helping my child?**

The effectiveness of SEND provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and children on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for children with the same level prior learning level. This data will be shared termly with governors and be judged by external moderators such as Ofsted.

The progress towards goals is evaluated each term and the ADPR's are reviewed. Interventions are reviewed at the end of half term and evaluated to see the success. The SENDCo monitors all interventions and then decides upon what is needed for the next half term.

If your child has an EHCP, an Annual Review will be held. This will involve parents/carers, the School SENDCo, the LA and any other professionals that have worked with your child.

## **10. How will the School resources be secured for my child?**

The School receives funding to respond to the needs of children with SEND from a number of sources that includes:

1. A proportion of the funds allocated per children to the School to provide for their education called the Age Weighted Children Unit.
2. The Notional SEN budget. This is a fund devolved to Schools to support them to meet the needs of children with SEND.
3. For those children with the most complex needs, the School may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

This funding is then used to provide the equipment and facilities to support children with special educational needs and disabilities through support that might include:

1. Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc..)
2. In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)
3. Out of class support (relationship building, social, emotional skill development,)
4. Small group tuition to enable catch up (subject or targeted at additional need)
5. Specific support, advice and guidance is provided to parents and families to improve children's readiness for learning (relating to children's difficulties in attendance, behaviour, physiological and emotional needs etc.)
6. Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc.)
7. Partnership working with other settings (shared resources e.g. Parent Liaison Worker; shared expertise: support from local special School on action to improve inclusion: shared alternative environments etc.)
8. Access to targeted before/after School clubs (breakfast, homework, clubs targeted at increasing resilience)
9. Access to the School nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
10. Access to support from in-School sources e.g. learning mentors (peer or adult) or from charities (e.g. Barnardo's, Relate) and community sources (e.g. Youth and Church groups, local businesses)
11. Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support

In addition:

The Children Premium funding provides additional funding for children who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the School website.

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENDCo or a member of the Senior Leadership Team.

## **11. How will the School make sure my child is included in activities alongside children who don't have SEN?**

We have a celebration assembly each week in School where certificates are given for stars of the week, attendance and out of School achievements. These are chosen weekly but everyone receives over the course of a year.

All children in Year 6 have job responsibilities.

All children are encouraged to take part in School plays, sports days and events in School.

No children is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

## 12. How does the School make sure the admissions process is fair for children with SEN or a disability?

As with all children, we encourage parents to come and look around our School first and see what we can offer. This is especially true if your child has additional needs. The SENDCo and Head teacher will meet with you to discuss needs and will talk through what we can offer in our School. We will give you a tour of the School, pointing out the key features that make it accessible for children with disabilities and show you the features we can offer for children with SEN.

### Oversubscription Criteria

1. Baptised Catholic children (see Note 2 below) who are looked after or previously looked after (See Note 3 below).
2. Baptised Catholic children (see Note 2 below) living in the parish of St. Bernadette's, who have a brother or sister (see Note 4 below) attending St. Bernadette's Catholic Primary School at the time of admission.
3. Baptised Catholic children (see Note 2 below) living in the parish of St. Bernadette's.
4. Other Baptised Catholic children (see Note 2 below) who have a brother or sister (see Note 4 below) attending St. Bernadette's Catholic Primary School at the time of admission.
5. Other Baptised Catholic children (see note 2 below).
6. Non-Catholic children who are looked after or previously looked after (See Note 3 below).
7. Non-Catholic children who have a brother or sister (see Note 4 below) attending St. Bernadette's Catholic Primary School at the time of admission.
8. Non-Catholic children.

**Note 1** - Children with an Education, Health and Care (EHC) Plan that names the School **MUST** be admitted. This will reduce the number of places available to applicants. This is not an oversubscription criteria.

**Note 2** - In all categories, for a child to be considered as Catholic, evidence of Catholic Baptism or Reception into the Church will be required. For a definition of a Baptised Catholic, see the Appendix. Those who face difficulties in producing written evidence of Catholic Baptism or Reception into the Church should contact their Parish Priest. Parents making an application for a Catholic child should also complete a Supplementary Information Form (SIF) which should be returned directly to the School. If you do not provide the information required in the Supplementary Information Form and return it by the closing date, together with all supporting documentation, this is likely to affect the criteria that your child is placed into, which is likely to affect your child's chance of being offered a place at this School. For the purposes of this policy, a looked after child living with a family where at least one of the carers is Catholic will be considered as Catholic. The carer must forward a copy of their own Catholic Baptismal or Reception certificate directly to the School in order for this priority to be given to the child as failure to do so will result in the looked after child being ranked as a non-Catholic.

**Note 3** - A "looked after child" has the same meaning as in section 22(1) of the Children Act 1989, and means any child who is (a) in the care of the local authority or (b) being provided with accommodation by them in the exercise of their social services functions (e.g. children with foster parents) at the time of making the application to the School. A "previously looked after child" is a child was looked after, but

ceased to be so because he or she was adopted or became subject to a child arrangements order or special guardianship order and includes those children who appear (to the Board of Directors) to have been in state care outside of England and ceased to be in state care as a result of being adopted. For the purposes of this policy, a looked after child living with a family where at least one of the carers is Catholic will be considered as Catholic. The carer must forward a copy of their own Catholic Baptismal or Reception certificate directly to the School in order for this priority to be given to the child as failure to do so will result in the looked after child being ranked as a non-Catholic.

**Note 4** - For all applicants the definition of a brother or sister is: A brother or sister sharing the same parents. A half-brother or half-sister, where two children share one common parent. A step-brother or step-sister, where two children are related by a parents' marriage or civil partnership, or where they are unrelated but their parents are living as partners. Adopted or fostered children.

### **13. How does the School support children with disabilities?**

In the last three years the following adaptations have been made to the School environment:

- Disabled parking spot marked and located next to the School reception.
- Steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- The site is single story and is accessible to all.
- The woodland Room has been developed to improve inclusion in the mainstream classrooms for vulnerable children.
- The SENDCO has an overview of the needs of disabled children.
- There are high expectations for all children
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the School.
- A disabled toilet is situated in KS2, one pathway has a slope of a degree that is suitable for wheelchair users
- The School works with partner Schools.
- Disabled children have access to extra-curricular activities.
- Staff have training on specific medical concerns

Our Accessibility Plan (statutory requirement) describes the actions the School has taken to increase access to the environment, the curriculum and to printed information is available via the School website.

### **14. How will the School support my child's mental health, and emotional and social development?**

We provide support for children to progress in their emotional and social development in the following ways:

An evaluated Personal, Social, Health and Economic (PSHE) curriculum that aims to provide children with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.

Children and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.

Small group evidence-led interventions to support children's well-being are delivered to targeted children and groups. These are identified on the provision maps located on the School website and aim to support improved interaction skills, emotional resilience and well-being.

The School has gained Healthy School status which evidences the work undertaken within the School to support children's well-being and mental health.

- Children with SEN are encouraged to be part of the School in every way from attending all events to having job responsibilities in Year 6.
- The SENDCo is available for children to come and talk to at playtimes.
- We provide extra pastoral support for listening to the views of children with SEN by use of the Rainbow room for nurture clubs.
- We run a nurture club for children who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the School by following our behaviour policy. All children and staff create this together so there is a sense of ownership for the children. Any behaviours that fall outside of this policy are dealt with immediately.
- The Woodland room is designed for children that need time out or have severe anxiety. They can come to the room with a woodland sheet explaining the problem from their teacher. They can then have time out or come and talk with the SENDCo or TA about what is causing their anxiety.
- The SENDCo has purchased worry worms and positive penguins that can be given to children when they are struggling. These just give a bit of reassurance to the child and they can hold this for security.

## **15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?**

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

### **On entry:**

- A planned introduction programme is delivered in the summer term to support transfer for children starting School in September.
- Parent/carers are invited to a meeting at the School and are provided with a range of information to support them in enabling their child to settle into the School routine.
- The SENDCo meets with all new parents of children who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If children are transferring from another setting, the previous School records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.
- Transition to the next School, preparation for adulthood and independent living (Schedule 1: Point 12)

### **Primary:**

- The transition programme in place for children provides a number of opportunities for children and parents to meet staff in the new School. These opportunities are further enhanced for children with SEND and identified on the website.
- The annual review in Y5 for children with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary School choice.
- 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 provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For children transferring to local Schools, the SENDCos of both Schools will meet to discuss the needs of children with SEND in order to ensure a smooth transition.
- Feedback from last year's children on the effectiveness of the transition process can be located on our website in the transition folder.
- The records of children who leave the School mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another School.

## After School:

- The School adheres to the guidance in *Careers guidance and inspiration in Schools: Statutory guidance for governing bodies, School leaders and School staff* April 2014 <http://preview.tinyurl.com/mn5muuo> This places a duty on Schools to secure independent careers guidance for all Y8-13 children. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of post-16 options - and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.
- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

## 16. What support is in place for looked-after and previously looked-after children with SEN?

Our Head Teacher will work with our SENDCO to make sure that all teachers understand how a looked-after or previously looked-after children's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after children will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## 17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our School should be made to the SENDCo in the first instance. They will then be referred to the School's complaints policy.

If you are not satisfied with the School's response, you can escalate the complaint. In some circumstances, this right also applies to the children themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our School has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- › Admission
- › Exclusion
- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

## 18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the Walsall local offer.

**SEND Local Offer - SEND Local Offer** (<https://send.walsall.gov.uk/>)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

### Local SENDIAS Organisations

Information can be found at

<https://family-action.org.uk/services/walsall-sendiass/>

<https://www.nhs.uk/services/service-directory/walsall-sendiass/N10977080>

<https://advicefinder.turn2us.org.uk/Home/Details/9466>

Local charities that offer information and support to families of children with SEN are:

[Home | First Look SEN](#)

[SEN resources | Mencap](#)

[SEN PARENTING](#)

[www.mencap.org.uk](http://www.mencap.org.uk)

National charities that offer information and support to families of children with SEN are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

## 19. Glossary

- > **Access arrangements** - special arrangements to allow children with SEN to access assessments or exams
- > **Annual review** - an annual meeting to review the provision in a children's EHC plan
- > **Area of need** - the 4 areas of need describe different types of needs a children with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- > **CAMHS** - child and adolescent mental health services
- > **Differentiation** - when teachers adapt how they teach in response to a children's needs

- **EHC needs assessment** - the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** - an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** - a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a School or local authority due to SEN
- **Graduated approach** - an approach to providing SEN support in which the School provides support in successive cycles of assessing the children's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the children
- **Intervention** - a short-term, targeted approach to teaching a children with a specific outcome in mind
- **Local offer** - information provided by the local authority that explains what services and support are on offer for children with SEN in the local area
- **Outcome** - target for improvement for children with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** - changes that the School must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** - the special educational needs co-ordinator
- **SEN** - special educational needs
- **SEND** - special educational needs and disabilities
- **SEND Code of Practice** - the statutory guidance that Schools must follow to support children with SEND
- **SEN information report** - a report that Schools must publish on their website, that explains how the School supports children with SEN
- **SEN support** - special educational provision that meets the needs of children with SEN
- **Transition** - when a children moves between years, phases, Schools or institutions or life stages